Module Specification

Supervision Training for Music Therapists

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Contents

Part 1: Information

Module title: Supervision Training for Music Therapists

Module code: USPKJD-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module Entry Requirements:
Students must have a PGDip or Master's degree in Music Therapy from one of 7 recognised UK trainings plus registration as Arts Therapist with HCPC with current access to practice.

Educational aims: See Learning Outcomes.

Outline syllabus: Introduction to Supervision Models:

Supervision in healthcare

History of music therapy supervision

Co-creation of professional identity

Use of musical processes in supervision

Educational factors in supervision

Psychodynamic supervision

Importance of listening and hearing

Different media.

Professional practice:

Establishing a contract

Record keeping

The context of ethics and professional conduct

The Creative Arts context

Recording and illustrative records.

Client groups:

Student supervision

The new practitioner

The experienced practitioner

Keeping the client in the frame

Working with disturbance

Institutional dynamics

Group supervision models:

Theory and practice of Balint supervision

Working with other professional groups

Case studies and scenarios

Working with difference

Ethics and professional context:

Professional body requirements

HCPC code of conduct, performance and ethics

Supervisory practices within the arts therapies

Supervisory practices within psychotherapy

Use of creative materials:

Musical Dyadic improvisation

Musical Group improvisation

Parallel process within musical processes

Use of recorded music within supervision

Use of visual materials within supervision

Use of mandalas to represent supervisory relationship

Use of other art forms for processing experiences.

This module will equip students to develop their own practice as a music therapy supervisor in varying contexts and to recognise their own limitations within this process.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods will include the learning experiences listed below.

Scheduled learning – the workshops will include seminars, demonstrations, lectures, small group activities, individual and paired work and group discussions. Students will be asked to prepare papers and reports for discussion.

Following the first intensive three days students will be assigned a particular supervision group facilitated by one of the course tutors and will bring material from

their own practice to discuss in this confidential space. This group will meet monthly on the course day in the afternoon. Seminars and lectures will take place in the morning.

Independent learning includes hours engaged with essential reading, further reading, reflective writing and self-directed study, preparation for lectures and in-class activities, and assignment preparation and completion.

This module involves experiential delivery in the form of face-to-face workshops with music therapy staff who are experienced supervisors of music therapists, training music therapists and other healthcare professionals. The course will involve an intensive three-day workshop, followed by a day a month for the remainder of the course, ending with 2 days for viva presentations. Supervision practice will involve a minimum of 12 hours of face-to-face supervision with further associated hours for supervision, reflection and case notes.

This module generates 300 hours of study time, 48 hours of which will be spent on formal contact time in seminars and workshops. Students will be expected to spend:

60-80 hours on supervision practice and associated activities
120-130 on independent learning
40-45 hours on assignment preparation and delivery

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a robust critical reflexivity in their own supervision practice

MO2 Demonstrate a detailed understanding of a range of supervision approaches used when supervising creative therapy practitioners

MO3 Critically engage with current research and practice around creative arts supervision

MO4 Demonstrate a critical engagement with the complex nature of supervision involving music therapy students on placement

MO5 Critically evaluate the boundaries and limitations of the student's own supervision

MO6 Demonstrate detailed awareness and implementation of ethical standards and conduct when using supervisory approaches consistent with the ethical guidelines of the British Association of Music Therapists (BAMT) and the HCPC

MO7 Demonstrate a competent use of listening and improvisation in music as part of the supervision process

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 252 hours

Face-to-face learning = 48 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uspkjd-30-m.html

Part 4: Assessment

Assessment strategy: There are two summative assessment tasks; a portfolio and a presentation.

The portfolio will be professionally assessed by course tutors and practice placement educators and the summative assessment of both portfolio and viva will be linked to the standards of performances, conduct and ethics identified by the HCPC and will be clearly identified through the appraisal process of the portfolio and the written feedback from the viva. All learning outcomes will be based on a professional practice portfolio and a viva presentation of a maximum of 30 minutes to the student cohort and examiners, followed by a discussion of 15 minutes maximum. The portfolio will include a log of hours spent on supervision activity, a written case study of the student's own supervision work, a reflective account of supervision received,

an appraisal from the seminar group leader, a self-appraisal and a reflective reading account. The word count within the portfolio excluding appraisals and logs will amount to 5,000 words.

Formative assessment/feedback

Opportunities for students to gain feedback on their developing understandings and knowledge and their musical, supervisory and critical evaluation skills will be embedded throughout the module, e.g., in group seminars, discussions and small group activities. Students will be required to share their understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness/level of their understandings and skills.

Assessment tasks:

Portfolio (First Sit)
Description: Practice portfolio
Pass/Fail
Weighting:
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Presentation (First Sit)
Description: 45 minutes (maximum) viva presentation
Weighting: 100 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO3, MO5, MO6, MO7

Portfolio (Resit)
Description: Practice portfolio
Pass/Fail
Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Presentation (Resit)

Description: 45 minutes (maximum) viva presentation

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study: