University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Music Therapy Theory and Child Development					
Module Code	USPK7G-30-M	Level	M	Version	1	
Owning Faculty	Health and Applied Sciences	Field		Psychology		
Contributes towards	MA Music Therapy MA Music Therapeutic Studies					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	none			Co- requisites	none	
Excluded Combinations	none			Module Entry requirements		
Valid From	September 2014			Valid to	September 2020	

CAP Approval Date	29/05/14

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • critically evaluate modern theories of development (constructivist, social constructivist, information processing and transactional accounts) and research on cognitive and social development; (component A and B) • demonstrate an understanding of a developmental perspective on cognitive processes; (components A and B) • demonstrate a critical understanding of concepts and theories in developmental psychology and how these relate to music therapy (components A and B) • demonstrate a critical understanding of relevant research that underpins effective and evidence based music therapy practice with children and adolescents (components A and B) • synthesise information in a reflective way and analyse and reflect on complex, incomplete or contradictory areas of knowledge related to music therapy with children and young adults (Components A and B) • critically explore bio-psycho-social approaches to working with children/young persons with learning disabilities/communication difficulties (Component B) • discuss the complex and unpredictable nature of music therapy (Components A and B) • demonstrate skills of professionally appropriate and/or academic

	communication including competent use of audio-visual materials (Component A)
Syllabus Outline	**Syllabus Outline**

Online lectures on developmental psychology from module USPJLX-30-2 Developmental and Cognitive Psychology covering

- problem solving and reasoning
- theory of mind
- language development
- attachment theory
- sexuality
- adolescence
- debates in developmental psychology
- The child/young person with learning disabilities/communication difficulties
- Concept of life-span development
- The roles played by parents, the family and other carers
- Holistic view of a child's complex and multi-faceted needs

Developmental psychology of music

- Early physiological responses to sound and music
- Music and emotion
- Musical development from pre-birth to early childhood using bio-psycho-social perspectives
- Issues of context, sub-culture and culture in relation to a young persons use and range of music

Introduction to therapy

- The historical and philosophical development of music therapy including influences from other therapies
- The position of music therapy in relation to other creative therapies and current therapeutic practice
- Key concepts in the field of child psychotherapy and child psychoanalysis for example boundary issues, the therapeutic frame, safety, trust, development of self

The student's musical biography

Student's musical autobiography incorporating written texts and audio Reflection on the student's musicality and music making in relation to music therapy.

Professional Skills

- Communication skills
- Group processes
- Role of the independent learner
- Information retrieval skills

Research and evaluation |

	• Research approaches in music therapy • An overview of critiquing frameworks for evidence based practice • Introduction to the range of methodologies and methods for evaluating contemporary health and social care practice
Contact Hours	The online lectures will involve 12 hours (12 x 1 hr lectures) and the seminars and music therapy lectures will involve a further 36 hours of teaching. Students will also receive tutorials for their writing and viva preparation bringing the total of contact hours to 50 per student.
Teaching and Learning Methods	The module involves a blended learning approach, incorporating online psychology lectures on developmental psychology and research which will be developed by seminars with the music therapy programme team linking music therapy practice to this theory. In addition there will be 18 hours of workshops where students can engage in role play and experiential learning to apply some of the theoretical understanding into practice and 18 hours of lectures and seminars to cover the topics outlined above relating to psychology of music, introduction to therapeutic principles and research. The remainder of the learning will be self-directed engaging with the online materials and in essential and further reading.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module			30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	50	250	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

		Total assessment of the module:		
		Written exam assessment percentage		0%
		Coursework assessment percentage		50%
		Practical exam assessment percentage		50%
				100%

Reading Strategy	**Access and Skills** The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. **Core readings** Any core or essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. The module handbook will provide a more extensive list of indicative reading materials. **Further Reading** Further reading will be required to supplement the set texts and other printed readings. For this module students are expected to identify further reading relevant to the integration of theory and practice in music therapy or to the integration of developmental theory and developmental theoretical thinking in music therapy. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. Students will also be given guidance to access other web-based materials resources available in the public domain and to share this information with peers where appropriate. **Blackboard** This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard. A media gallery will be available for confidential clinical materials and lectures which can only be accessed by those enrolled on the module.
Indicative Reading List	*Core texts indicated in italics* **Bunt, L. and Stige, B.(2014)** *Music therapy: an art beyond words.* **London: Routledge.** **Gillibrand, R., Lam, V. & O'Donnell, V. L. (2011).** *Developmental Psychology.* **London: Prentice Hall.** Levitin, D.J. (2006) *This is your Brain on Music,* Dutton, Penguin Group Patey, H and Darnley-Smith, R. (2002) *Music therapy*, London: Sage Publications

Part 3: Assessment	
Assessment Strategy	The 30 minute viva presentation allows the students to engage with the theories and research presented during the module and demonstrate how they can link them to practice. It also allows them to practise skills of presentation using audio-visual technology, and description of their own work meeting many of the learning outcomes. The musical autobiography presentation earlier in the year, as mentioned above, provides a useful

	opportunity for formative feedback about use of audio-visual materials and also about skills of self-reflection. A 3000 word essay assignment allows the student sufficient scope to demonstrate their understanding and critical engagement with the concepts from developmental psychology and link them effectively to music therapy practice. The word limit was chosen to allow adequate space to incorporate examples from practice and observation.

Identify final assessment component and element	**A1**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. A presentation relating to the elements of sound and music as observed in music therapy (30 minutes)	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay of 3000 words	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. A presentation relating to the elements of sound and music as observed in music therapy (30 minutes)	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay of 3000 words	100%
2	
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	