



Module Specification

Music Therapy Theory and Child Development

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Part 1: Information

Module title: Music Therapy Theory and Child Development

Module code: UZVK7G-30-M

Level: Level 7

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Health and Social Wellbeing

Partner institutions: None

Field: Health, Community and Policy Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: 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

Part 3: Teaching and learning methods

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.

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.

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

MO1 Critically evaluate modern theories of development (constructivist, social constructivist, information processing and transactional accounts) and research on cognitive and social development

MO2 Demonstrate an understanding of a developmental perspective on cognitive processes

MO3 Demonstrate a critical understanding of concepts and theories in developmental psychology and how these relate to music therapy

MO4 Demonstrate a critical understanding of relevant research that underpins effective and evidence based music therapy practice with children and adolescents

MO5 Synthesise information in a reflective way and analyse and reflect on complex, incomplete or contradictory areas of knowledge related to music therapy

MO6 Critically explore bio-psycho-social approaches to working with children/young persons with learning disabilities/communication difficulties

MO7 Discuss the complex and unpredictable nature of music therapy

MO8 Demonstrate skills of professionally appropriate and/or academic communication

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 250 hours

Face-to-face learning = 50 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspk7g-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uspk7g-30-m.html>

Part 4: Assessment

Assessment strategy: The assessment is made up of one formative task and two summative tasks.

A formative task consisting of a 15 minute musical autobiography presentation to peers and lecturers. This will provide a useful opportunity for feedback about use of audio-visual materials as well as preparing students for written self-reflection in the subsequent summative reflective writing task.

A 2000 word reflective writing task about the student's process in relation to commencing music therapy training will include consideration of personal and musical identities along with motivations for training.

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.

Assessment tasks:

Written Assignment (First Sit)

Description: A piece of reflexive writing about the student's process in relation to commencing music therapy training. This will include consideration of personal and musical identities along with motivations for training (2000 words)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO5, MO7, MO8

Written Assignment (First Sit)

Description: Essay of 3000 words

Weighting: 60 %

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: A piece of reflexive writing about the student's process in relation to commencing music therapy training. This will include consideration of personal and musical identities along with motivations for training. (2000 words)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO5, MO7, MO8

Written Assignment (Resit)

Description: Essay of 3000 words

Weighting: 60 %

Final assessment: No

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Music Therapy [Glenside] MA 2024-25

Therapeutic Music Studies [Glenside] MA 2024-25