

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Introduction to Guided Imagery and Music | | | | |
| Module Code | USPKJE-15-M | Level | M | Version | 1 |
| Owning Faculty | Health and Applied Sciences | Field | Psychology | | |
| Department | Health and Social Sciences | | | | |
| Contributes towards | MA Therapeutic Music Studies (optional module) | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| Valid From | January 2016 | | Valid to | January 2022 | |

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| CAP Approval Date | 19 November 2015 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a detailed understanding of receptive (listening) approaches using music as part of a therapeutic practice (Components A and B) • Demonstrate a detailed understanding of the use of imagery and different levels of consciousness when listening to music (Components A and B) • Critically evaluate a range of different receptive approaches for work in varying therapeutic contexts Component B • Critically evaluate the potential implementation of a range of basic receptive approaches within their own work setting (Component A) • Demonstrate a critical awareness of the boundaries and limitations of the student's own practice when using receptive approaches (Components A and B) • Demonstrate a detailed knowledge of the Bonny Method of Guided Imagery and Music (Components A and B) |
| Syllabus Outline | <p>Introduction to Receptive Approaches</p> <ul style="list-style-type: none"> • Projective listening • Relaxed listening • Directed music imaging • Undirected music imaging |

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| | <p>Level 1 Bonny Method of GIM</p> <ul style="list-style-type: none"> • Definition and core elements • History of method • Indications and contraindications for use • Introduction to Inductions • Introduction to Guiding • Structure of sessions • Ethics and standards of practice • Different levels of consciousness • Imagery experiences • Use of music to evoke imagery • <i>Beginning</i> programmes <p>Experiential content</p> <ul style="list-style-type: none"> • Group experience of imaging to music • Experiences of guiding and being guided • Use of other art forms for processing experiences • Demonstrations from trainers <p>This module incorporates the content of the first level of a Bonny Method of GIM training. Although it does not equip students to practise the Bonny Method of GIM in full (for which further levels of training are required) however the module does stand alone as a complete learning experience and will allow healthcare practitioners, therapists, educators and community musicians to incorporate receptive approaches within their own practice.</p> |
| Contact Hours | <p>This module involves experiential delivery in the form of face-to-face workshops with music therapy staff who will be Fellows of the Association of Music and Imagery specialising in the Bonny Method of GIM. The course will involve an introductory day, followed by an intensive 4-day workshop, ending with 2 days for viva presentations.</p> <p>This module generates 150 hours of study time, 50 hours of which will be spent on formal contact time in seminars and workshops. Students will be expected to spend:</p> <ul style="list-style-type: none"> • 35 hours completing the coursework assignments • 65 hours on independent reading |
| Teaching and Learning Methods | <p>Teaching and learning methods will be adapted to the cohort size but will include the learning experiences listed below.</p> <p>Scheduled learning – the workshops will include seminars, demonstrations, lectures, small group activities, individual and paired work and group discussions.</p> <p>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. Participants will be required to become familiar with the music recommended for this kind of receptive work.</p> |
| Key Information Sets Information | N/A |
| Reading Strategy | <p>Core reading</p> <p>Any core reading will be indicated clearly, along with the method for accessing it, eg 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. Module handbooks</p> |

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| | <p>will also reflect the range of reading to be carried out.</p> <p>Further reading</p> <p>Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. 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.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided early on in the module delivery. 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 web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p>Students will be directed to reading which is either available electronically or provided for them via Blackboard.</p> |
| Indicative Reading List | <p><i>Core texts are in bold</i></p> <p>Grocke, D and Moe, T (2015) <i>Guided Imagery & Music (GIM) and Music Imagery Methods for Imagery and Group Therapy</i>. London: Jessica Kingsley Publishers.</p> <p>Grocke, D. and Wigram, T. (2007) <i>Receptive methods in music therapy: techniques and clinical applications for music therapy clinicians, educators and students</i>, London: Jessica Kingsley Publishers.</p> <p>Bonny, H.L. (ed. Summer, 2002) <i>Music Consciousness: The Evolution of GIM</i>, Gilsum, NH: Barcelona Publishers.</p> <p>Bruscia, K.E. and Grocke, D.E. (eds) (2002) <i>Guided Imagery and Music: The Bonny Methods and Beyond</i>. Gilsum, NH: Barcelona Publishers.</p> <p>www.ami-bonnymethod.org</p> |

| Part 3: Assessment | |
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| Assessment Strategy | <p>Summative assessment of all learning outcomes aims to capture in a thorough way the main competencies and aspects of critical understanding which are required for M-level. The assignments will involve reflective practice as well as presentation and discussion with examiners and peers in order to demonstrate the integration of theory and practice and to allow the student creative ways of integrating complex thinking and practice. These assignments will therefore involve a reflective journal of 2000 words and a viva presentation of 40 minutes maximum consisting of a presentation and discussion/questions.</p> <p>Formative assessment/feedback provides opportunities for students to gain feedback on their developing understandings and knowledge and their critical evaluation skills. These will be embedded throughout the module, in group discussions and small group activities. Students will be required to share their</p> |

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| | understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness/level of their understandings and skills. Component A has a heavier weighting as the viva presentation will allow the assessment of a wider range of proficiencies than a written reflective record |
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| Identify final assessment component and element | A | |
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| % weighting between components A and B (Standard modules only) | A: | B: |
| | 60% | 40% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| Viva presentation 40 minutes maximum | 100% | |
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| Component B Description of each element | Element weighting (as % of component) | |
| Reflective journal of 2000 words | 100% | |

| Resit (further attendance at taught classes is not required) | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| Viva presentation 40 minutes maximum | 100% |
| Component B Description of each element | Element weighting (as % of component) |
| Reflective journal of 2000 words | 100% |
| 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. | |