

Music Therapy

Professional Practice with Children and Young People

USPK7D-30-M

Module Handbook for

Placement Supervisors

Module Leader and Practice Placement Co-ordinator:

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# **Overview of Placement Module**

In this module, the first year of their training, trainees are required to work with children and young people. The minimum requirement is that each trainee works with one individual client, but additional opportunities are welcomed (for example working with their supervisor in a group). The expectation is that individual work will typically be around 18 sessions, although it is recognised that circumstances vary, so this is not a required minimum. Prior to beginning their own therapeutic practice, trainees are expected to spend the first few weeks (usually until the end of term 1) observing some of their supervisor’s work.

For this placement the trainee will be aiming to complete on average 96 hours on site over the course of the placement although more hours would be welcome. Typically, this will be over 24 weeks, one day a week, between November and May, but there is some flexibility in how the hours are completed. For example, a placement starting in January over 12 weeks, 2 days a week would also work.

All placements are monitored and supported at UWE by Luke Annesley (the module leader) and clinical seminar leaders Cathy Warner (Programme Lead) and Joy Gravestock (Senior Lecturer).

# **Clinical Supervision**

Trainees will have an on-site Placement Supervisor who will act as the link between the trainee and the institution, providing a minimum of 12 hours of clinical supervision during the placement (usually either 30 minutes every week, or 1 hour every 2 weeks). The Placement Supervisor is usually a registered music therapist, although in rare cases they might be another allied health professional, psychologist, psychotherapist or arts therapist, in which case extra music therapy supervisions are provided by UWE.

In addition to on-site clinical supervision, the trainee will have weekly 1.5-hour clinical seminars with a small group from their cohort, facilitated at UWE by one of the clinical seminar leads (CSLs). Clinical seminars take place weekly during university term time.

# **Placement Timeline**

The following timeline for the placement is only a guide. Timings and orders may be different in reality and in response to the needs of the clients, placement setting and trainee.

***Prior to Start:***

* The trainee will receive preparatory training at UWE on essential skills such as safeguarding, note writing, observation, manual handling etc. before they attend placement for the first time.
* The trainee will be notified of their placement location by UWE and given contact details for their Placement Supervisor. The trainee will then contact the Placement Supervisor to arrange start dates, necessary paperwork, clearance, etc.
* All new placements will be visited by a member of the UWE programme team or approved advisor to ensure that the placement setting is suitable for the trainee. This advisor will in almost all cases be an HCPC registered therapist of at least 3 years’ experience, but in some cases another HCPC registered therapist may undertake the visit. Due to Covid-19 this visit may need to take place online in 2021, although we are intending that most contact will be in-person as of September.
* Details of the placement visit will be documented and copies provided to: the Placement Supervisor, the clinical seminar leader, the trainee and a copy kept by Cathy Warner.
* The Placement Supervisor will receive relevant training and communication from UWE to ensure that the Placement Supervisor understands their role and responsibilities. Free training events will be offered (but are not mandatory).

***N.B. The first 4-6 weeks are intended for induction, orientation and observation. Trainees will not be expected to deliver any independent clinical work until at least week 5. The layout below acts as a guide but you may need to make adjustments to this depending on circumstances.***

***Week 1***

* Trainee to complete Placement Contract (Appendix 1) with Placement Supervisor & plan clinical supervision times.
* Placement Supervisor to plan induction timetable for the next 5 weeks, including observation of MDT.
* Discuss buildings/parking/policies/procedures/documentation, etc.
* Establish the clinical space, ideally a suitably private room where music therapy may take place and any lockable storage space for instruments, etc.
* Establish a member of staff who the student should report to if the Placement Supervisor is unexpectedly absent.
* Discuss perceptions and expectations of the placement, code of conduct, dress, note-writing, expected hours, timetable and breaks.
* Trainee to ensure the Placement Supervisor signs their attendance log (Appendix 2) and continues to do so throughout the placement.

***Weeks 2-6***

* Ongoing clinical supervision.
* Observation of supervisor’s therapeutic practice
* Trainee and supervisor to plan individual work for the trainee.
* As appropriate, trainee to meet with members of the MDT, run staff workshops, plan referral criteria, produce information leaflet, obtain consent for audio/video (consent form can be found in Appendix 3), liaise with members of the team re referral process.

***Week 6***

* Trainee and Placement Supervisor have a formal meeting to highlight any areas the trainee may need to become more aware of.

***Weeks 7-12***

* Ongoing clinical supervision.
* Placement Supervisor and Clinical Seminar Leader make contact. This is especially important where there are any areas of concern.
* Trainee begins clinical work with at least one client (and a group if available), attending relevant reviews and multi-professional meetings.

***Week 12 (can be flexible depending on circumstances)***

* Formal mid-way appraisal meeting between trainee and Placement Supervisor; Placement Supervisor writes up the report and submits this to the trainee (see Appendix 4 for the Midway Appraisal Form).
* Formal mid-way appraisal meeting between trainee and Clinical Seminar Leader; Clinical Seminar Leader writes up the report and submits this to the trainee.
* Trainee completes and submits their own mid-way appraisal.

***Weeks 13-24***

* Ongoing management and clinical supervision.
* As appropriate, trainee continues managing caseload in consultation with Placement Supervisor and Clinical Seminar Leader, planning for the ending in the closing weeks.

***Week 24***

* Formal final appraisal meeting between trainee and Placement Supervisor; Placement Supervisor writes up the report and submits this to the trainee (see Appendix 5 for the Final Appraisal Form).
* Formal final appraisal meeting between trainee and Clinical Seminar Leader; Clinical Seminar Leader writes up the report and submits this to the trainee (see Appendix 5 for the Final Appraisal Form).
* Trainee completes and submits their own final appraisal.

# **Assessment Processes (Portfolio & Viva)**

In the latter weeks of the placement and after it ends, the trainee will be working towards completing 2 assessments: the submission of a portfolio and a viva presentation of a case study.

For the portfolio, it is the trainee’s responsibility to gather together the following items for inclusion in an online portfolio submission (using a tool called ‘PebblePad’):

* the Placement Supervisor’s completed mid-way and final appraisal forms
* the Clinical Seminar Leader’s completed mid-way and final appraisal forms
* the trainee’s own mid-way and final self-appraisal forms
* a log of placement hours and attendance
* a reflective reading account which is a summary of reading undertaken relevant to the placement including the reference to the journal article, research paper or book and a short reflective summary of the trainee’s learning in relation to each text
* a weekly reflective sheet recording process notes, reflections on learning and reflections on the supervisions (all identifying details of clients and of the institution anonymised)
* evidence of personal therapy hours (a minimum of 40 hours in total across all 3 years of training)
* a clinical report focusing on one client or one group

This portfolio of evidence contains opportunities for both formative and summative assessment. The placement module assesses a number of key standards of proficiency from the HCPC. Portfolios are reviewed by the module leader and a sample of portfolios is sent by UWE to the External Examiner for moderation, to ensure fairness and consistency in marking and feed-back.

For the viva presentation of the case study the trainee will focus on an individual client or a group process and present to the examiners at UWE along with their peers. This assesses the quality and reflexivity of the trainee’s clinical work, how professionally a trainee can communicate their clinical work and understanding to others, how clearly the theory is understood and integrated with practice, how well the institutional context is understood and has been engaged with and how well information technology is used to communicate good practice. The trainee is expected to show a sensitive and complex understanding of ethical practice and should be able to engage with difficult aspects of the work.

# **Learning Outcomes**

These are the learning outcomes for the module as a whole, and all relate to the placement.

1. Demonstrate an in-depth understanding of the use of a range of communication and counselling skills in the clinical context
2. Operative effectively within a therapeutic relationship with an individual child or young person.
3. Demonstrate initiative and personal responsibility in professional practice, critically evaluating the boundaries between personal and professional issues
4. Demonstrate a detailed understanding of a range of organisational settings and the position of music therapy within those contexts
5. Demonstrate a critical understanding of and be able to manage the implications of complex ethical dilemmas and work proactively within the multi-professional team and in an inter-professional context
6. Demonstrate a complex and critical understanding of music therapy techniques applicable to both students’ own areas of work and those of others in the context of adults requiring music therapy, developing a range of repertoire where appropriate
7. Demonstrate an appropriate cultural knowledge and sensitive engagement with different musical traditions encountered on placement
8. Critically evaluate methods of analysing musical interventions using a range of different approaches, interacting reflectively with improvised and written music
9. Collect, edit, transcribe and analyse aural and written musical materials
10. Manage competently and increasingly independently organisational aspects of practice demonstrating skills of professionally appropriate spoken and written communication

Professional practice issues that are likely be addressed both on the placement, in supervision and during the course are:

* good practice when working within the multi-disciplinary team
* boundaries between personal and professional issues
* reflective practice
* cultural awareness
* receptive music therapy techniques, songwriting and/or improvisation
* music therapy assessment, formulation and reporting
* musical resources including the use of technology
* in-depth understanding of theoretical frameworks that inform the work

**University of the West of England**

# Placement Contract, Year 1

**Music Therapy Professional Practice Placement Contract**

**Roles and Responsibilities**

**Responsibilities of the Placement Supervisor:**

* To provide regular timetabled clinical supervision, ideally weekly, with a minimum of 12 hours.
* To ensure that the student is aware of health and safety guidelines at work.
* To identify any risk issues for the student and provide an appropriate risk assessment.
* To ensure the safety of the client.
* To ensure there are adequate facilities for the students work with clients, e.g. a dedicated private space.
* To act as a link between the student and the institution.
* To be clear about expectations of the student from the start of the placement.
* To complete, sign and date all appraisal documentation at the times outlined in the handbook.
* To receive a minimum of two phone calls from the course team during the placement.
* If unexpectedly absent from the placement, to inform the trainee and the UWE contact.
* To give notice of any activities within the placement that will disrupt student sessions.
* To make use of training opportunities offered by UWE and the course.

**Responsibilities of the trainee:**

* To respect the client’s needs as being primary.
* To be aware of client and workplace confidentiality at all times.
* To be respectful of material bought in trust from the placement to course seminars.
* To be respectful and build good working relationships with members of the multi-professional team.
* To be punctual and dress appropriately.
* To adhere to health and safety guidelines in the workplace.
* To identify any personal risk issues by speaking to the Placement Supervisor
* To keep detailed notes of sessions and be willing to discuss them in supervision and clinical seminar.
* To complete all relevant documentation in the professional practice portfolio on PebblePad.
* To take appropriate responsibilities as negotiated with the Placement Supervisor at the start of the placement.
* To bring any issues or concerns to the Placement Supervisor and clinical seminar group.
* To give notice of any sessions that will be missed as early as possible, e.g. in case of sickness.
* To accurately and honestly record how hours are spent on placement.

**Responsibilities of the UWE Course Team:**

* To supply all information regarding the placements in good time.
* To organise suitable training for Placement Supervisors.
* To arrange telephone support sessions for each Placement Supervisor during each placement.
* To respond to concerns raised by trainees and/or Placement Supervisors.
* To arrange and chair a three-way meeting between trainee, Placement Supervisor and Practice Placement Coordinator (Luke Annesley) if required.
* To ensure all paperwork is completed appropriately.

Placement Supervisor signature: Date:

Trainee signature: Date:

Practice Placement Coordinator signature: Date:

MA MUSIC THERAPY PROFESSIONAL PRACTICE PLACEMENT ATTENDANCE RECORD

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Day | Date | Hours on site | Hours off site (up to 2 can be claimed) | Absence/sickness | Signature |
| TRAINEE  NAME |  | 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| PLACEMENT |  | 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| PLACEMENT SUPERVISOR’S NAME |  | 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 13 |  |  |  |  |  |
| 14 |  |  |  |  |  |
| 15 |  |  |  |  |  |
| CLINICAL SEMINAR LEADER’S NAME |  | 16 |  |  |  |  |  |
| 17 |  |  |  |  |  |
| 18 |  |  |  |  |  |
| 19 |  |  |  |  |  |
| 20 |  |  |  |  |  |
| PERSONAL TUTOR’S NAME |  | 21 |  |  |  |  |  |
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**MA MUSIC THERAPY**

# Audio/Video Consent Form

Name of Music Therapy Trainee: {*trainee’s name*}

This trainee is currently studying for an MA in music therapy in order to register with the HCPC and become a professional music therapist. As part of the learning on the course he/she needs permission to make audio/video recordings of the music therapy sessions.

All recordings will be kept in a responsible and confidential way and only kept until the end of the course.

Recordings are made for three different purposes:

1. *To enable the trainee to listen/watch the work, and to learn from and monitor their own practice.*
2. *To enable trainees to bring examples of their work to supervision, where their music therapy supervisor and up to five other music therapy trainees can monitor and comment enabling the trainee’s music therapy practice to develop.*
3. *To enable the trainees to bring examples of their music therapy work when they present their work in an exam situation. This does not normally exceed five minutes of recording.*

The full identity or any identifying information of the people involved in the recording will not be disclosed in any of the above contexts.

I give consent for the above named trainee to make recordings using

**audio video** (please circle either or both)

of music therapy sessions with (name of person receiving therapy)

I understand that the recordings will be used only in the ways stated above.

I give/do not give\* permission for the recording data and any notes made of the session to be stored on a secure university server which is password protected and only available to the student and their supervisor.

I give/do not give\* permission for up to 5 minutes of recorded extracts to be retained for use in job interviews once the student has graduated. This data will not be identifiable and will be stored securely on the university server.

\*delete as appropriate

Signed: Date:

Relationship to client (if signed on their behalf):

Signature of Placement Supervisor: Date:

*Please only give permissions if you feel comfortable. Your child will be offered music therapy regardless of whether or not you give permission to record. You are free to withdraw consent at any time.*

**Music Therapy Professional Practice**

# Year 1 – Midway Appraisal

|  |  |
| --- | --- |
| Initial Review Meeting *Please sign to confirm meeting took place*  **Date of Meeting:**  **Trainee’s signature:**  **Placement Supervisor’s Signature:** | |
| Mid-Way Appraisal Professional Practice Supervisor’s Comments:  You may use this checklist as guidance – only brief comments needed at midway  Checklist **THERAPEUTIC PROFICIENCY/SKILLS****PROFESSIONAL SKILLS** **REFLECTIVE CAPACITY AND RESILIENCE**  Trainee signature: Date:  Placement supervisor signature: Date: |

**MA Music Therapy**

**Music Therapy Professional Practice and Skills with**

**Children & Young People**

# Final Appraisal

**Form completed by Professional Practice Supervisor**

|  |  |
| --- | --- |
| ***Trainee Name*** |  |
| ***Start Date*** |  |
| ***Name of Professional Practice Supervisor*** |  |
| ***Name of Clinical Seminar Leader*** |  |
| **Actual hours achieved** |  |
| **Absences due to:**  **Sickness**  **Other (specify)**  **(please identify dates)** | |

|  |
| --- |
| **Rating Summary**   1. **Therapeutic skills** 2. **Personal development/reflective capacity** 3. **Professional skills** |
| **Is the trainee ready to pass this placement?** |

|  |
| --- |
| *Professional Practice supervisor name:*  *Signature*  *Date* |

*See accompanying guidance document for help with completing these sections.*

|  |
| --- |
| Therapeutic skills |
|  |
| **Poor/Unsatisfactory/Satisfactory/Good/Excellent**  Rating – |
| Personal Development/Reflective Capacity |
|  |
| **Poor/Unsatisfactory/Satisfactory/Good/Excellent**  Rating - |
| Professional Skills |
|  |
| **Poor/Unsatisfactory/Satisfactory/Good/Excellent**  Rating – |

**Any Other Comments**

**Service user/carer feedback**

**Rating Guidelines – to be used in conjunction with the criteria for assessment**

**Poor** – Majority of criteria are consistently unacceptable.

**Unsatisfactory** – some elements may show acceptable standards but competence is consistently lacking.

**Satisfactory** – There is an acceptable competency in most areas. Some areas may be good. Nothing significant is unacceptable but there are weaknesses to be addressed.

**Good** – there is a consistently good performance with some criteria meeting a very high standard and the majority being good.

**Excellent** – the majority or all of the criteria consistently meeting a very good or excellent standard.