

PROGRAMME DETAILS
for
MA in MUSIC THERAPY

(In order to view the most up to date information, please access our website:
<http://www.roehampton.ac.uk/postgraduate-courses/music-therapy/index.html>)

If you have any further queries regarding our programmes of study, visiting the University, your application, or what life with us is really like, then please call our Enquiries Office where one of our friendly staff will be pleased to advise you.

The Enquiries Office
University of Roehampton
Erasmus House
Roehampton Lane
LONDON SW15 3PU
Tel: 020-8392 3232
Fax: 020-8392 3470
E-mail: enquiries@roehampton.ac.uk

If you wish to find out how your application is progressing please contact our Admissions Office
via:

Admissions Office
University of Roehampton
Lawrence
Roehampton Lane
London SW15 5PJ
Tel: 020 8392 3165
Fax: 020 8392 3220

For all other queries please contact the university switchboard on 0208 392 3000.

PROGRAMME DETAILS 2016

MUSIC THERAPY

MA, Department of Psychology

PROGRAMME CONVENOR:

Tessa Watson (Tessa.watson@roehampton.ac.uk) 0208 392 3423

PROGRAMME TUTORS:

Rachel Darnley-Smith (R.darnley-smith@roehampton.ac.uk), Diana Whelan (diana.whelan@roehampton.ac.uk), Victoria Kammin (victoria.kammin@roehampton.ac.uk)

ARTS AND PLAY THERAPIES CONVENOR:

Jonathan Isserow, J.isserow@roehampton.ac.uk 0208 392 3118

ADMINISTRATORS

Lucy Churchill, Lucy.Churchill@roehampton.ac.uk 0208 392 4461

ENTRY REQUIREMENTS SPECIFIC TO THE PROGRAMME

Entry requirements for the MA are:

- An honours degree, usually in music. Other subjects are considered where music skills are demonstrably sufficient. Consideration is given to mature students without a degree who may have professional qualifications or work and life experience which is relevant and useful.
- A professional standard of proficiency on an instrument or voice, together with some keyboard skills where piano is not the first study.
- The potential to use musical skills in professional Music Therapy practice and the ability to communicate musically.
- An understanding of the nature of music therapy as a distinctive discipline (in particular as practised in the UK).
- Applicants should demonstrate maturity of personality and self awareness compatible with training as a therapist, including articulation of their motivation for becoming a Music Therapist. Applicants need an appropriate degree of psychological mindfulness including the capacity to form and maintain appropriate empathic relationships with clients.
- Two years work experience following graduation is recommended.
- Experience of working within a setting and with clients relevant to the programme (eg children and adults with severe learning disabilities and autism or mental health problems). This work experience can be on a voluntary or employed basis.
- Evidence of a good command of written and spoken English (international students and applicants whose first language is not English will need to provide evidence with their application that they can achieve an IELTS score of 6.5).
- All applicants are required to supply the names of two referees. References are always taken up prior to offering a place.
- All successful applicants will need to complete an enhanced DBS check at the start of the programme.

In addition to these requirements students must be prepared to enter mandatory individual personal therapy for one year of the training (this is paid for by the student, in addition to the course fees). Support from tutors is given if students require help to find a suitable therapist. Students should be aware that role play (as both client and therapist) is an important learning and teaching method on the training and will be asked to give their agreement to take part in this. Students must also be prepared to allow tutors to contact their GP or other medical doctor prior to, or during the course of the training should this be necessary. Students must also be prepared to apply for and pay for an enhanced Disclosure and Barring Service check (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>), and for professional indemnity insurance (for the duration of placements).

Students will be required to confirm their agreement with these requirements when they accept a place on the programme. These requirements link to the need to ensure students' fitness to practice at all times during the training. Students should note that in most cases they will need to purchase their own portable equipment (video or audio) for the purposes of recording sessions.

Initial selection is made through submission of application form and CD (demonstrating musical performance and improvisation). A personal statement on applicants' motives for entering the profession is required which gives a basic indication of applicants' ability to express themselves in writing and forms a basis for discussion in interview. For a full guide to making an application see guidance notes on the application/selection procedure at the end of this document.

MA in Music Therapy at Roehampton

GENERAL CREDIT AND LEVEL RATING:

MA: 240 credits at Level L.

Module Coding

Module codes can look confusing so it may help to understand how they are constructed:

MUT indicates the programme: Music Therapy

The final letter indicates semester: A= Autumn, S = Spring, Y = all year.

The number denotes the course: 223 = Observational studies

010L, etc indicate number of credits and at what level of study.

L = Masters level (passmark 50%)

LOCATION

University of Roehampton, Whitelands College, Holybourne Avenue, London SW15 4JD.

The MA aims to:

- a. give students a thorough grounding, from a specific theoretical viewpoint, for the practice of Music Therapy .
- b. give students an understanding of clients' disabling conditions by means of clinical studies in related disciplines, for example infant psychology, psychiatry and psychoanalysis.
- c. extend students' musical skills and facilitate an understanding of how these can be used to meet the therapeutic needs of clients.
- d. provide students with appropriate clinical placements in accordance with professional requirements, with adequate supervision within the programme.
- e. provide students with an environment which facilitates self-development appropriate to work as a therapist.
- f. provide students with an understanding of how to evaluate their work together with research and research methodologies of common relevance to the unique field of the Arts Therapies.
- g. allow students' own interests in the discipline of music therapy to form the basis of critical enquiry and research.
- h. enable students to make an original contribution to current music therapy theory and/or practice.

LEARNING OUTCOMES

Knowledge and understanding

Students who successfully complete this programme will:

- A1 Be able to demonstrate their knowledge and understanding of current models of Music Therapy in the UK
- A2 Be able to demonstrate their knowledge and understanding of a psychodynamic approach to Music Therapy
- A3 Demonstrate an understanding of current relevant governmental policies and guidance (eg in health, social care and education), including confidentiality and consent
- A4 Demonstrate comprehensive knowledge and understanding of relevant diagnoses and disabilities
- A5 Demonstrate comprehensive knowledge and understanding of the work settings within which music therapists most commonly practice
- A6 Demonstrate comprehensive knowledge and in-depth understanding of the application of theory to different client groups and work settings
- A7 Demonstrate comprehensive knowledge and in-depth understanding of the way in which their music can be used to meet the therapeutic needs of clients
- A8 Be able to demonstrate their comprehensive knowledge and systematic understanding of the effects of the environment and the role of the institution on a client's well-being
- A9 Know about research methodologies and evidence based practice in the Arts Therapies. Have a comprehensive understanding of those most appropriate to Music Therapy theory and practice
- A10 Have a comprehensive understanding of the need for self-knowledge, personal development and ongoing supervision for practising therapists
- A11 Demonstrate a systematic understanding of the statutory requirements of the Health Professions Council and the maintenance of an ethical clinical practice

Cognitive skills

Students who successfully complete this programme will be able to:

- B1 Use a high level of observational and analytical skills
- B2 Conceptualise and integrate theory and practice in a systematic and creative way, and begin to develop their own working style
- B3 Critically research, analyse and evaluate the theory and practice of Music Therapy
- B4 Critically evaluate and synthesise Music Therapy research findings and literature, and be able to gather appropriate information
- B5 Write a research proposal for a Music Therapy research project, and select and use research designs, methodologies, and techniques of analysis for a project or elements of a research project

Practical skills

Students who successfully complete this programme will be able to:

- C1 Use a high level of observational skills
- C2 Assess, and make informed and professional judgements about client need and strengths, and complex client issues, and use appropriate assessment and treatment techniques and strategies for meeting client needs
- C3 Use advanced expressive, technical and interactive elements of musical improvisation skills
- C4 Develop a therapeutic relationship with clients

Key skills

Students who successfully complete this programme will be able to:

- D1 Present their work in a well structured and convincing way and with confidence, both orally and in writing
- D2 Use a high level of initiative and work independently
- D3 Communicate appropriately with staff and clients and within a team, and communicate information and ideas to specialist and non-specialist audiences
- D4 Deal with complex issues both systematically and creatively
- D5 Demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level
- D6 Use critical reflection in their own clinical work, and appreciate their own limitations as a therapist and the need for appropriate levels of supervision
- D7 Make a clear presentation of their findings in a seminar setting
- D8 Undertake independent study into an area of interest in the discipline of music therapy in order to make a proposal for, and carry a small research project

PROGRAMME OUTLINE AND MODULES

This course provides a professional training in music therapy, approved by the Health and Care Professions Council. Music Therapy aims to help people to develop skills and self-understanding through a primarily non-verbal relationship in music. Through the use of music the therapist facilitates the person's move towards increased well-being in the form of specific therapeutic aims. Music Therapy as practised in Great Britain is largely based on improvisation - the music being the shared, spontaneous creation of client and therapist. Other styles of music, including song writing, the use of technology and pre-composed music are also used as appropriate to the need of the individual. Essential to music therapy is the relationship between client and therapist. At Roehampton we have chosen to base our Music Therapy training programme on the use of psychoanalytic ideas to inform our understanding of the therapy process and the ways the client uses the environment, the therapist and the music. Broader theories and ways of working are also studied in order to equip students to meet a range of clinical need.

Music Therapists work within a wide range of clinical settings, individual and group work. They work with people of all ages; from infants and young children through to elderly adults. Music Therapists work within statutory services (such as the NHS, education or social services), within charities and private organisations, and in private practice. Music therapy can benefit people with a wide range of difficulties or challenges, including mental health problems, learning disabilities and autism, dementia and neurology, as well as people experiencing serious illness such as cancer or those who have experienced trauma. Music Therapists often work as part of a multi-disciplinary team, and frequently work in partnership with other disciplines.

The MA Music Therapy programme is intended to enable competent, practising musicians to train as therapists, bringing together their skills, education and other life experiences in the service of some of the most disadvantaged members of the community. It therefore has special appeal for mature musicians and other professionals with the requisite musical ability who wish to make a career change. It is designed to prepare students for work with children and adults with a range of disabilities and illnesses, and placements

usually include work with children and adults with learning disabilities, autism and Asperger's syndrome and mental health problems. Students are expected to be able to demonstrate their ability to follow a postgraduate programme, and to have had some experience with the kinds of client most often referred for Music Therapy.

The programme aims to encourage a questioning critical and evaluative approach to both theory and practice. There is a balance between experiential learning and rigorous academic study at an advanced level. The course emphasises the emotional development of the student practitioner together with clinical exploration through critical enquiry.

The programme may be studied full-time (4 semesters/2 academic years) or part time. The part time training is designed to be taken either in 8 semesters/4 academic years, or 6 semesters/3 academic years; if taken over 3 years there is a corresponding increase in the cost of 3rd year as more modules are studied. The programme is designed to train musicians as therapists with the ability and flexibility to practise professionally with a wide range of clients within the NHS, education, social services or private sector. Since it is the MA which confers the professional qualification it is necessary to complete successfully all the modules pertaining to that section of the programme with a total of 240 L credits.

*NB There is no intermediary or aegrotat award for this programme,
ALL modules MUST be completed for an award to be made.*

Credit Accumulation and Transfer Scheme [CATS]:

Accreditation of Prior (Certificated) Learning [APL]. This scheme relates to applicants who have prior certificated learning which may be transferable in the form of credit to their Roehampton programme.

Due to the highly specific and integrative approach of the MA in Music Therapy this scheme will rarely be relevant and will ONLY apply to students who have accredited learning from

- i) a Music Therapy training course in the UK recognised by the UK Health Professions Council and offering recognizable transferable credits.
- ii) an overseas Music Therapy training course offering recognised transferable credits

Any CATS queries should be directed to Subah Kamran (s.kamran@roehampton.ac.uk).

Tuition fees

Please note that fees rise each year in line with inflation
Please consult the website for up to date details

Fees for 2016/17 are as follows:

Home students; £545 per 10 credits. Total course cost for 2016 entry = £13,080
(first year – 140 credits = £7,630, second year – 100 credits = £5,450)

International students; £725 per 10 credits. Total course cost for 2016 entry = £17,400
(first year – 140 credits = £10,150 and second year – 100 credits = £7,250)

Part time students (home only); £545 per 10 credits. Total course cost for 2016 entry = £13,080
(first year; 60 credits = £3,270 , second year; 80 credits = £4,360, third year; 40 credits = £2,180, fourth year; 60 credits = £3,270)

OR
(first year; 60 credits = £3,270 , second year; 80 credits = £4,360, third year; 100 credits = £5,450)

CURRICULUM MAP

NB There is no intermediary or aegrotat award for this programme, ALL modules MUST be completed for an award to be made.

FULL TIME

Year 1

MUT020L001Y	Theory I: Human Development and Growth	Compulsory
MUT040L220A	Music therapy theory and practice 1 and 2	Compulsory
MUT020L223Y	Observational studies	Compulsory
MUT020L224Y	Music studies; clinical improvisation	Compulsory
MUT020L225S	Music studies; repertoire	Compulsory
MUT020L226Y	Music therapy placement 1	Compulsory

Year 2

MUT020L227Y	Music therapy placement 2	Compulsory
MUT020L002Y	Process Group	Compulsory
MUT020L007A	Research Methods	Compulsory
MUT040L008Y	Research Portfolio	Compulsory

PART TIME

Year 1

MUT020L001Y	Theory I: Human Development and Growth	Compulsory
MUT020L224Y	Music studies; clinical improvisation	Compulsory
MUT020L221A*	Music Therapy Theory and Practice 1	Compulsory

Year 2

MUT020L222A*	Music therapy theory and practice 2	Compulsory
MUT020L223Y	Observational studies	Compulsory
MUT020L225S	Music studies; repertoire	Compulsory
MUT020L226Y	Music therapy placement 1	Compulsory

* 221 + 222 are equivalent to fulltime double module 220

Year 3

MUT020L002Y	Process Group	Compulsory
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MUT020L227Y	Music therapy placement 2	Compulsory
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Year 4

NB these modules may be taken in year 3, *with a corresponding increase in fees for the year*

MUT020L007A	Research Methods	Compulsory
MUT040L008Y	Research Portfolio	Compulsory

Modules in Detail:

Music Therapy Theory 1 and 2 [MUT040L220A]

This module comprises two series of seminars focusing on the techniques, processes and effects of music therapy. These draw on the analyses of audio/visual material. Through systematic presentation of casework, students examine a number of ways in which music may be used interactively to establish therapeutic relationships. From the start, students contribute their own observations and make judgements as to the effectiveness of techniques and the place of these within the ongoing process of therapy. Full-time students register for the two series of seminars as a double module since they run concurrently during the autumn semester. Part-time students register for MUT020L221A in the first year, and MUT020L222A in Year 2.

Assessment: essay (4000 words)

Human Development and Growth [MUT020L001Y]

Music Therapists have to be equipped to work as part of a multi-disciplinary team with a wide range of client groups. This module will provide an understanding first of normal child development and growth, and then of the ways in which this can be disrupted. It will provide the context for Music Therapy clinical work.

Assessment: 1 essay on child development and attachment (up to 2,000 words) and 1 essay on music therapy in adult mental health (1,500 words)

Observational Studies [MUT020L223Y]

Students observe a care giver (usually a mother) and infant in the home setting for ten one-hour periods. The observation is discussed in a weekly series of seminars which focus upon a psychoanalytic interpretation of observed events. The observations provide the student with an opportunity to become aware of the persistence of infantile modes of behaviour into later life, particularly in states of psychological distress, and to develop their own capacity to manage different states of mind in preparation for clinical placement.

Assessment: essay (2000 words and 1 sample observation)

Music Studies: Clinical Improvisation [MUT020L224Y]

Clinical improvisation is designed to help the student explore and extend technical, expressive and interactional aspects of their improvisation skills and to relate these to specific theoretical concepts. All students will have a professional standard of instrumental or vocal competence and a strong musical background and in this module they will be organized in small groups to work practically on the use of their skills in clinical situations.

Assessment: coursework file; continuous assessment

Music Studies: Repertoire [MUT020L225S]

This module is designed to build up further musical resources through workshops in percussion and voice and in regular practical sessions. In the latter, musical examples from casework are brought for problem-solving through role play. Composition workshops encourage students to find a range of methods for communicating musical ideas to the group and for capitalizing on the groups' musical strengths.

Assessment: composition [50%], continuous assessment and 3 examples of notes from repertoire group sessions [50%]

Music Therapy Placement 1 [MUT020L226Y]

Placements lie at the heart of the Music Therapy programme. In working with their own individual client and group students have the opportunity to establish a significant therapeutic relationship with clients and engage in a process that is potentially beneficial for all those involved. With supervision provided within the programme and the opportunity to share in the experiences of those students working in different settings, students are prepared for future work as professional therapists.

NB: Students should note that in most cases they will need to purchase their own portable equipment for the purposes of recording sessions.

Assessment: case summary (1500-1700 words) [50%], class presentation with audio/visual illustrations [50%], placement manager's assessment form and continuous formative assessment through supervision.

Music Therapy Placement 2 [MUT020L227Y]

This module operates on the same basis as MUT015L207.

Assessment: case study (3500 words) and co-working reflective essay [70%], viva presentation [30%], placement manager's assessment form and continuous formative assessment through supervision.

Process Group [MUT020L002Y]

Insight into personal and group processes is a cornerstone of clinical practice. Students arrange their own individual therapy weekly in accordance with professional requirements. Additionally, the programme provides a training group for one academic year, for which attendance is mandatory.

Assessment: attendance confirmation from therapist

Research Methods [MUT020L007A] and Research Portfolio [MUT040L008Y]

These modules have been designed to provide students with an introduction to the research process and to research methodologies used in Music Therapy and Arts Therapies research. It will enable students to understand and critically evaluate several different methodologies and to undertake elements of the research process and demonstrate the evidence of their researching. This research project enables the student to experience the research process, complete elements of a research project and thus take research skills into their future workplace.

Assessment: Research proposal (2,000-2,500 words) and 8,000 word independent project.

MA MUSIC THERAPY

Guidance notes on the application/selection procedure

Please note:

Entry requirements are all mandatory.

Personal interview/audition is ALWAYS required.

Please read all the information carefully before deciding to apply.

The MA constitutes the qualifying programme and takes 4 semesters/2 academic years of full-time study to complete. There is also access to the same programme for 4 part-time students each year, over 8 semesters or 4 academic years. It is possible for part time students to take the MA in 3 years (with a corresponding rise in cost as 3rd and 4th year modules are both taken in the third year). For those choosing the part time mode of study the first year requires attendance for one full day per week (currently Thursdays). For the remaining 6 or 4 semesters at least 2 days are needed per week to allow sufficient time for clinical placements and research studies (currently year two entails Monday at University and years three and four Wednesday. Placements are arranged by tutors; full time students are expected to be available on all placement days. Consideration is given where possible to part time students' external commitments but flexibility is required. Visit and placement days for part time students may be Tuesday/Friday).

To make best use of interview time and avoid unnecessary travel for some applicants we would like to make a preliminary assessment of eligibility. To help us to do this please read these notes thoroughly and send the recording and personal statement with your completed application. Giving all the submitted music and statements the attention and thought that they deserve is time consuming so you may experience some delay before you receive a response. We will then either send a standard letter explaining that we are not proceeding with your application, an advice letter, or we will invite you to attend audition and interview with the programme conveners, trying to give you at least two weeks' notice.

Interviews usually take place from February through to July but as places are limited we advise early application.

Please note that we are not able to give feedback to those who are not offered places as there is often a complex combination of factors involved.

However we would offer advice if there was a clear indication of something which could be done to make re-application more successful in future.

Tessa Watson

Programme Convenor: MA Music Therapy

Telephone: 0208 392 3423 tessa.watson@roehampton.ac.uk

CD/ELECTRONIC MUSIC LINKS AND PERSONAL STATEMENT: INSTRUCTIONS AND GUIDELINES

Please follow these instructions carefully

Failure to do so may result in your application not being considered

CD/ ELECTRONIC MUSIC LINKS

Please provide:

- Two contrasting pieces on your first study instrument
- One piano piece if this is not your first study instrument
- One free improvisation which may be given a title if you prefer

Total playing time should be **no more than 15 minutes**. Extracts from longer pieces are therefore acceptable.

In all your playing you should attempt to demonstrate expressive qualities, musical imagination and depth as well as technical competence.

In the free improvisation you should rely on your personal musicality rather than traditional tonalities and harmonic idioms.

Do not include music where you are a member of a group, unless you can clearly be identified as soloist. Please give details if this is the case.

Your music is an initial indication of your skills and does not need to be a recording of professional quality.

Please label your CD/electronic files and the CD box clearly with your full name and the details of the performance. We regret that we are unable to return CDs to applicants.

SHORT PERSONAL STATEMENT

500-1,000 words. The personal statement should cover the following main areas:

- What has led you to wish to train as a therapist? You should demonstrate some insight into how your life experience has led to this application.
- Your musical background. (If you consider yourself to possess additional musical resources or greater versatility than demonstrated in your music you should say so here).
- Your experience of work with people, particularly with those client groups with whom music therapists generally work. Such experience is a mandatory pre-requisite for training.
- Your understanding, so far, of the nature of music therapy as a distinctive discipline (in particular as practised in the UK). Mention relevant courses, conferences and reading, any meetings with music or other therapists, personal therapy/development etc. Please come ready to discuss some of your reading.

The personal statement is also an indication of how well you express yourself in writing and helps us consider issues we would like to explore with you during the interview.

Your completed application form should be submitted via the online system (<https://uniofroehampton.force.com/OnlineApp>). CD/music files and personal statement can be attached or sent to Postgraduate Admissions, Admissions Office, Lawrence, Froebel College, University of Roehampton, Roehampton Lane, London, SW15 5PJ

TRAINING AT ROEHAMPTON

Music therapy trainings in the UK share the belief that the process of relating in music is essential to music therapy and all use primarily improvised music. However there are differences of emphasis and in the perspective from which the relationship is viewed. A core syllabus has been agreed and the HCPC (Health and Care Professions Council, the regularly body in the UK) stipulates this as the pre-requisite for qualifying. This syllabus can be put under 6 headings: Music Therapy theory and practice, human development and growth, music skills, personal development, clinical placements and research studies.

Music Therapy theory and practice

At Roehampton this is studied through twice weekly seminars illustrated by video and audio examples of casework. Work from other areas of the programme is drawn together to provide a coherent framework for approaching clinical work. As in psychotherapy trainings, students undertake a 10 week infant observation in which, whilst learning the value and difficulties of being a non-participant observer, they experience the intensity of infantile affective states. Presentations and discussion in seminars focus on a psychoanalytical interpretation of observed events.

Human development and growth

These include seminars in: child development and theories of mental health and intellectual disability.

Music skills

Students will already have professional competence on an instrument (and usually an undergraduate degree in music) these are primarily concerned with the expansion and application of existing skills. Group improvisation, clinical use of music, voice, percussion and composition workshops provide for this.

Personal development

In the UK personal therapy is now a mandatory training requirement for all the arts therapies professions. At Roehampton we provide an experiential group for which attendance is a requirement and the cost of which is covered in the fees. This gives opportunities for increased self-awareness and examination of personal and group processes through verbal and musical processes. Personal individual therapy is also a requirement, and has to be found outside the course and paid for by the student. Guidance and introductions to appropriate sources of therapy are provided. Either psychoanalytically informed psychotherapy or one of the arts therapies is advised.

Clinical placements (work experience)

After visits to a variety of potential workplaces which offer music therapy, students begin individual and group work in two settings over six months, January to June (placement 1) and September to February (placement 2). Placements provide music therapy work experience alongside qualified Music Therapists. Small group supervision, at the University, on these placements emphasises the central nature of this experience to the programme as a whole. Students will be required to apply for, and pay for a DBS check prior to placements beginning, and for personal indemnity insurance throughout placement experience.

Research studies

Through lectures/seminars students gain an introduction to the research process and to research methodologies used in Music Therapy and Arts Therapies research. They undertake a small research project, resulting in assessment through a short research dissertation. This research project offers students the opportunity to undertake elements of the research process and demonstrate the evidence of their researching. A clinical or professional issue may provide the material for their research (research with service users is not possible). The research project enables the student to experience the research process, complete elements of a research project and thus take research skills into their future workplace.

TIMETABLE REQUIREMENTS

Monday

Monday is a full university day all year for year one full-time and year two part time students (9.00am – 5.30pm).

Tuesday

Placement visits; year one full time students and year two part time students. There will be approximately 6 visits to different work settings from October – December.

From January – June/July first year full time and second year part time students will be on placement for one day a week.

From September – February/March second year full time and third year part time students will be on placement for one day a week.

Full time students are expected to be available on all placement visit and clinical placement days, consideration is given where possible to part time students' external commitments

Wednesday

Morning:

Year one full-time students are divided into two small groups for clinical improvisation (autumn term only).

Year two full-time and year three part-time are divided into two small groups for supervision

Afternoon:

Year two full-time and year three part-time students attend introduction to research seminars with Art Therapy and Dance Movement Therapy students.

Thursday

Year one full-time and year one part-time students. There are some timetable alterations within the day in both Autumn and Spring semesters, but teaching will always lie between 9.00am and 5.30pm.

Friday

Students are not required at the University on Fridays and may find this is a useful day to arrange mother infant observation, personal therapy or self directed study. Some visits or placements may fall on a Friday.

PLEASE NOTE:

Placements are arranged by the tutors. These are usually within the M25. Student journeys and clinical preferences are taken into account where possible, however arranging placements is complex. Students may therefore have long journeys or may not be matched with their desired clinical area.

PART TIME TRAINING:

The part time course is designed in such a way that students can complete it in 4 or 3 years. If students chose to complete the training in 3 years (which most do), they complete 100 credits in the 3rd year, with a corresponding rise in cost for this number of credits.

TRAINING AS A MUSIC THERAPIST IN THE UK

- Music therapy in the UK is largely based around music improvised between client and therapist. Medical and behavioural models are not prevalent. All trainings in UK have a core syllabus to be covered but each has its own individual emphasis. At Roehampton we concentrate on a psychodynamic approach; that is one using theoretical concepts from psychoanalytic psychotherapy. Broader theories and ways of working are also studied in order to equip students to meet a range of clinical need.
- Due to the intensive nature of study on this training, applicants must have not only the basic entry qualifications but also some knowledge of the profession obtained either by reading recent UK publications, meeting and talking with qualified therapists or perhaps undertaking an introductory course. It is often helpful to have personal experience of being in therapy. Interviews will explore applicants' knowledge of the profession and awareness of the nature of the training course before offering a place.
- We advise prospective students to join the British Association for Music Therapy. Contact details;
BAMT
24-27 White Lion Street, London, N1 9PD
Telephone: 020 8441 6226
Website www.bamt.org

The BAMT provides information about the profession and the various trainings, organises conferences and workshops. As a member you will receive the British Journal of Music Therapy twice annually.

Useful references:

Sobey, K and J Woodcock (1999) "Psychodynamic Music Therapy: Considerations in Training" in Cattanach, A Process in the Arts Therapies, London; Jessica Kingsley Publishers.

Chapter 13 "Why Do We Become Therapists" from Pavlicevic, M (1997) Music Therapy in Context, London; Jessica Kingsley Publishers.

Pavlicevic, M (1999) Music Therapy: Intimate Notes, London; Jessica Kingsley Publishers

Darnley-Smith, R and Patey, H (2003) Music Therapy, Sage Publications

Watson, T (2007) Music Therapy with Adults with Learning Disabilities, London: Routledge

Davies, A and Richards, E. and Barwick, N (2014) Group Music Therapy: a Group Analytic Approach, London: Jessica Kingsley Publishers