

MAHF-INMUT - studieprogramrapport 2013

Studieprogramleders vurderinger

Studieprogrammet; profil, struktur, forekomst av felles undervisning og emner spesielt utviklet for studieprogrammet, faglig- sosiale aktiviteter

2013 was the third year in which all students enrolled in music therapy studies were taking part in the new 5-year integrated Master in Music Therapy study program. As in 2012, four of the five study years were filled – there were no students enrolled in the fifth year of the study program.

Due to the coincidence of a sabbatical and a gender equality stipend, the two original members of staff who had conceptualized and developed the course were not involved in the teaching in the second part of the calendar year, although valuable experience was still available from one colleague during the spring semester. This new situation naturally created both challenges and encouraged a great deal of learning within the team actively involved in the teaching. Although the demand on each individual member of the teaching staff reached a high level, all courses were delivered as planned without exception. There continue to be various signs that the resources of each full-time member of staff are spread thinly and this has perhaps been observable in the reduction in involvement in extra-curricular activities. The established meetings with the student class representatives, head of studies and the general meeting with all students have functioned and provided many valuable insights into the study program. Feedback meetings and evaluation processes have continued to help to identify some aspects of the course which seemed fine in design, but required change after being experienced in reality for the first time. Willingness and aptitude on the part of our collegial group to adapt and modify these aspects is evident and changes to some of the documentation and assignment descriptions suggested in previous years have been completed. In relation to extracurricular activities, there has been a wider range of open seminars for students and staff to participate in 2013.

Two unique developments in 2013 have included the membership of the study program in the TVEPS consortium – for the interprofessional education in primary health care. TVEPS provides short, interdisciplinary placements for student groups from diverse health care professions that include music therapy, medicine, dentistry, nutrition, pharmacology, nursing, physiotherapy from both UiB and HiB. Though careful thought is necessary in finding the best possible way to integrate these placement opportunities within the existing study and emner plans, the involvement of music therapy students in interdisciplinary education in health care is extremely positive both in terms of contact with other student professions, and also providing an opportunity for students from other programs to become knowledgeable about the integration of music therapy in their own future practices. The TVEPS Research group may also provide significant input into the understanding of how music therapy students learn to work in a interdisciplinary manner and generate important student research participation and staff research output possibilities in the future. The second development has been the completion of the first external examiner's meetings with the newly appointed Professor Lars Ole Bonde (Aalborg University and UiO) towards the end of the second semester. As drafted in the examiner's contract, the first theme has been the reviewing the manner in which practise is integrated within the five-year program.

This first step was completed successfully and a report has been submitted and published to the UiB quality assurance system. The recommendations of the report will be considered during the continuing assessment and evaluation procedures during 2014 and may continue to represent important contributions in the years ahead. The second theme for the external assessment for 2014 is a consideration of the architectural, spatial and equipment/instrument resources for the integrated 5-year Master in Music Therapy program.

Praktisk gjennomføring

The delivery of the study program has been completed well according to the study plan. The application rate to the course has continued to be very high with the continuing opportunity for some students to gain access to the second year of study via 'inpassning'. The fact that there is no common room space for the music therapy course is becoming increasingly problematic and has led to the lack of a sense of 'home' for the students and staff. The addition of a regular ensemble room in 2012 for the music therapy students (which is shared with the students from jazz studies) has made an important change in the rehearsal and practice activities of many students but is not comprehensive or large enough to provide for the needs of the study program. Though the process of room planning and booking has continued to be challenging, this year, it has become even clearer that a long term solution for the identification and allocation of permanent teaching and practice spaces for the students and teacher of the music therapy program must be considered to be highest priority in the next academic years.

Søkertall per studieplass, gjennomføring, strykprosent og frafall

All figures are on administrative file for reference

Karakterfordeling

All figures are on administrative file for reference

Ressurstilgang

In terms of staff resources, the year was, as last year, characterised by a extremely high level of change and transition. Only a small number of the core full-time teaching staff had their full resource of teaching time due to research projects, leadership duties and sabbatical leave and equality stipends. Nonetheless, together with short-contract staff, the year could be conducted as planned. The plans to increase the number of full-time staff to six reflects the concrete existing needs for the resources of this study program. It is obviously not possible to increase the size of a study program without scaling the required resources accordingly. These resources include not only staff, but space, equipment and instruments and administrative staff. Where a commitment to enlarging the size of the student group is taken it is natural that that commitment is also made to the allocation of resources. Though there is a challenge to generate, realize and coordinate these resources, the study program has received continuous and excellent support from the Grieg Academy leadership.

Kommentar til studentevalueringene inkl. opplysninger om studentene opplever kullfølelse

It has seemed that the lack of a group of final year students has been noticed in the student study group, however the existing four years clearly show a growing identification with the = music therapy study program and the Grieg Academy. It still continues to be difficult for the students to find possibilities of meeting and rehearsing and having consistent access to the full range of instruments required in the study. All planned evaluation and individual feedback meetings have taken place as planned and the results of these have been integrated into change at a day-to-day level where relevant and integrated into the long term planning items for the future. Following student feedback, revisions of specific assignment descriptions have been made to increase clarity and precision making it easier for the students to comprehend the expectations of the assignments. Some commentaries about ways in which the study program can be refined have been contributed within the context of an overall satisfaction with the level of the study.

Studieinformasjon og dokumentasjon

Informasjon på MiSide

Tilgang til relevant litteratur

All relevant literature was accessible either by purchase (study books) or loan via the University library systems. An increasingly large use of electronic access to both articles but also books has been noted. There are a number of core texts which are known to be currently under revision and we will need to be aware of any differences that have consequences in relation to the pensumlist and assignments in the coming years.

Studieprogramleders samlede vurderinger, inkl. forslag til forbedringer

A continuing large effort has been required whilst establishing a consistency in the delivery of a range of lectures, workshops, practical sessions and seminars. The size of the group of lecturers and tutors has increased, as has the total number of individuals involved in the study program (placement supervisors both national and international, guest lecturers and external examiners). This has had a noticeable positive effect on the range and scope of the study program while at the same time demanding an increase in the amount of time needed for the coordination and administration of the study program. Logically, an assessment of the allocation of resources for the coordination and administration of this growing study program will be needed in the near future as the course fills all five of the study years.

The gap between the final year students and the other three study groups seemed to create difficulties in meeting and arranging shared activities for the entire group of music therapy students. It was clear that there was some reluctance to take on new roles especially in relation to the student-led activities and there is an uneven distribution of self-selected student-led activities between the different year groups. A joint

consideration of which kinds of activities, curricular and extra-curricular will be beneficial in the near future to address this aspects of the student milieu.

The continuing high number of applicants emphasizes the need to work on developing a strong group of teachers that can provide for the needs and demands of the new study program.

In the coming year we will need to continue to develop shared activities for staff and students and provide situations in which learning and teaching can take place whilst at the same time develop a sense of belonging and a strong music therapy milieu.

Whilst much focus is given to an introspective evaluation of the study program, the year 2013 has emphasized the nature and significance of this study program at local and national levels in relation to practice, education and research. In particular, the inclusion of music therapy in the National Guidelines for the treatment of psychosis is just one example of how work done at the research milieu, GAMUT, together with the Government, highlights the necessity to consider the size, resources and the provision of enough study places and the related resources for space and staff is during 2013-2014. This will be essential in ensuring the success of this next step in the development of music therapy in Norway.