

MAHF-INMUT – studieprogramrapport 2014

Studieprogramleders vurderinger

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

2014 was the fourth year in which all students were enrolled in the new 5-year Integrated Master in Music Therapy. In contrast to the past two years, all five years of study were filled representing an increase in students, number of staff involved and also the number of concurrent active modules.

During the year a number of structures have been matured or implemented which aim at improving internal communication between staff members and also between the teaching staff and the students. The continuing processes of reflection and evaluation through talks, written and verbal assessments, allmøte, and personal talks highlights the large number of positive ways in which the course is maturing and also shows areas that still require important attention.

Praktiskgjennomføring

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 high with the continuing opportunity for a small number of students to gain access to the second year of study via 'inpassning'.

As in past years, 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. 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 teachers of the music therapy program must be considered to be highest priority in the next academic years. The theme of space and technical resource has been suggested to the External Examiner as a recommended theme for review in the coming academic year. During this year the External Examiner has completed a report on the manner in which practice is integrated within the study program which is available via UiB Quality Assurance System. The report highlights positive aspects, but also some significant topics in regard to the timing and order of education, training and placement experiences and also the important distinction between supervision and veiledning.

Søkertall per studieplass, gjennomføring, strykprosent og frafall

All data are on administrative file for reference

Karakter fordeling

All data are on administrative file for reference

Ressurstilgang

In terms of staff, this year has seen the return of experienced members of staff from research periods and this has added to the range of diversity in educational and practice experience. There continues to be a high rate of multiple roles for each of the full-time staff and all members of staff have additional duties and responsibilities for leadership of various committees, research leadership and Institute leader group. In addition, staff are involved in interprofessional training programs (TVEPS), music therapy practice and implementation processes of music therapy.

As in last year's report, the aspect of scaling resources to the changing demands made by the growing number of students and modules has not been carried out systematically and there are many informal coping mechanisms in place which need to be resolved with formalized scaling of resources in relation to work-loads, space and instruments/equipment. It is a positive sign that the program is growing, but these changes require concerted attention in the future.

Kommentar til studentevalueringen inkl. opplysninger om studentene opplever kullfølelse

The student evaluations have shown that there is widespread positive evaluation of the course as a whole in relation to the educational content. In general, students comment on their perception of processes of change as the development of this young program continues and highlight positive and challenging aspects. With an increase in the number of teachers, students, courses and individual pieces of information, the students experience a need in individual modules for an improvement in the communication of factual information regarding the module organization. This is expressed in terms of the timing of information and clarity of information of the study program (including earlier information about exam dates, location of classes and examination descriptions). Although this is limited to a small number of modules, this aspect is something that more systematic process of planning that has been developed during the year should rectify in coming years.

A number of students have noted the need for dedicated music therapy rooms and express how the sense of belongingness is challenging because of this fact. An increase in the range of instruments and possibilities to play music and rehearse and practice together has also been an important feedback this year. The students also express that the sense of cohesion as a member of the study program is difficult and there are concerns by some students that there needs to be a higher level of student-driven input and interaction in the future.

Studieinformasjon og dokumentasjon

Information is available via MiSide

Tilgang til relevant litteratur

All relevant literature was accessible by purchase and/or loan via the UiB library system. A number of texts have been made available via electronic sources which adds to the availability for a larger number of students simultaneously.

Studieprogramleders samlede vurderinger, inkl. forslag til forbedringer

This academic year has been characterized by an extension and growth of the study program both inwardly, in terms of much effort to develop shared responsibility for the design and performance of the study program, and outwardly in terms of music therapy's role in Norwegian society and the relationship the study program contributes. The program has reached a physical size that does not fit in the still existing original resource structure. Although the program has continued to grow in numbers of students, staff and collaborators, resourcing of the program coordinator's position, dedicated music therapy rooms, allocation of administrative resources has remained in the large part unchanged. This is certainly an aspect that is not sustainable and requires review.

An exciting development in relation to the study program is the development of the POLYFON project – a major research and practice initiative by GAMUT, the Grieg Academy Music Therapy Research Centre. The core areas of research and practice development within the POLYFON project will offer a large range of new opportunities for the students of the study program in relation to education and possibilities for participation and contribution to research activities throughout all five years of the study program.

The study program continues to receive a high level of support and positive encouragement from the leadership of the Grieg Academy, both academically and administratively. This positive collegial collaboration, in addition to the input of the students, additional tutors and external placement supervisors combines to result in a study program that is evolving at a robust and steady state and it is hoped, with a careful injection of selected resources, will continue to play its important role in the music therapy education milieu in Bergen, Norway and further beyond.