

«Practice placement as a door-opener to the job market» - Music therapy student's reflections on the value of practice placement

Poster

kl. 14.45-15.05, betjent posterutstilling utenfor Mimes Brønn

Posterholder

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Sammendrag

This poster concerns music therapy students' experiences on the value of practice placement during their five-year music therapy education program. We present findings from a qualitative research project where we interviewed 10 students.

We used focus group interviews for our study. In the interviews, we focused on the students' experiences concerning topics such as job opportunities, alumni networks, self-care, relations with colleges etc. Inspired by a narrative, episodic interview approach, we chose to follow the participants narratives freely, rather than having a fixed questionnaire. This allowed the students to elaborate on what they regarded important. The data was analyzed using a thematic analysis procedure.

Results: We will present the following main and sub themes:

- Relational competence (Learning to work relationally to promote health, in a sustainable way, Ethical considerations and thinking critically, The importance of self-care and alumni networks).
- Width vs narrowing? (Should one dip a toe in everything, or create cutting-edge expertise? Support in the learning process vs being independent, Finding your own personal style through practice placement.
- Developing a professional identity as a music therapist (Gaining competence in interdisciplinary work, Using interdisciplinary language during practice, placement, Becoming part of a reflective interdisciplinary team, Developing a theoretical toolbox, Learning to improvise in communities of practices.

Discussion: Findings suggest that music therapy students in the transition from student to therapist, in the first months of practice, often experience a personal process where they learn about their own resources and strengths, as well as experiencing challenges related to taking ownership.

Referanser

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