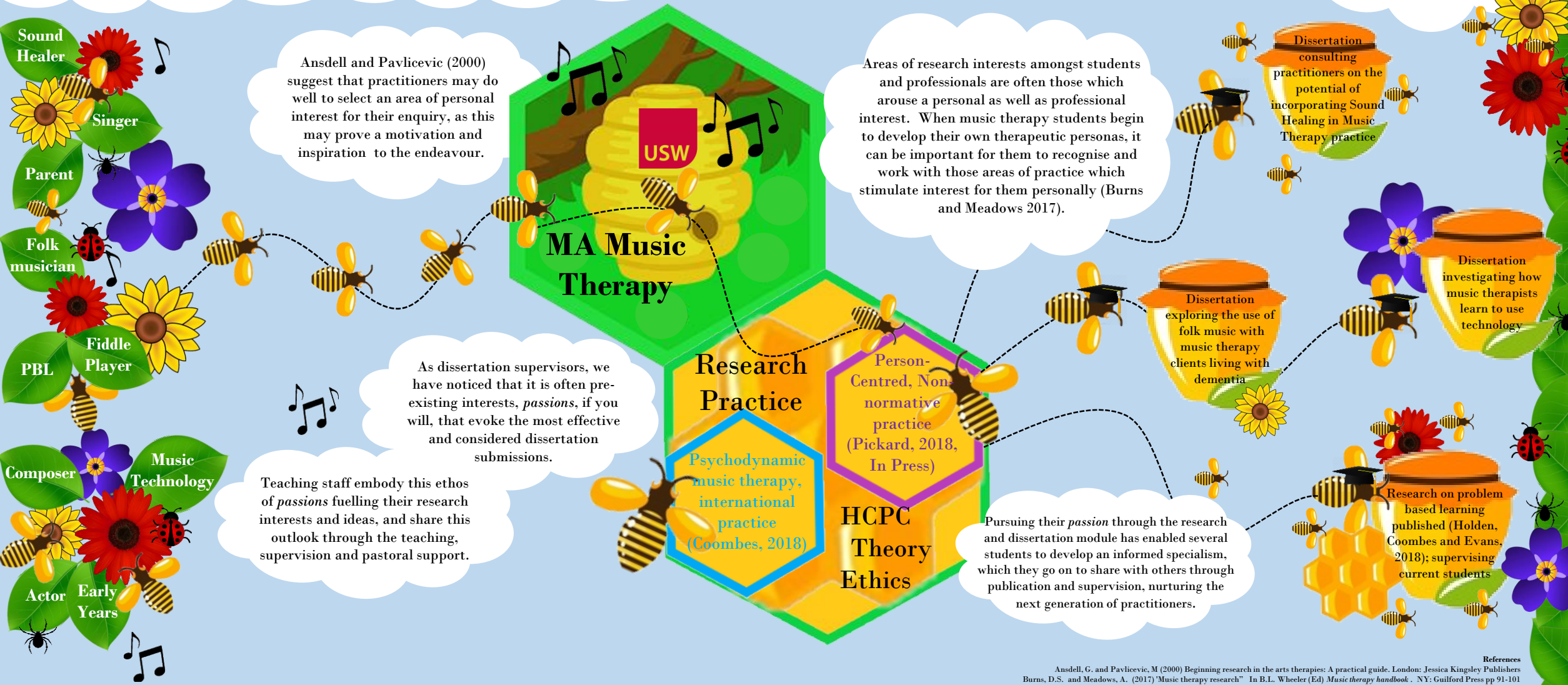


Let Your Passion Be Your Purpose – Elizabeth Coombes and Beth Pickard, University of South Wales

“Your passion will lead you to your purpose” (Bishop T.D. Jakes)

This poster illustrates the variety of interests that may be developed as research projects by MA Music Therapy students at the University of South Wales. It speculates as to the value of following one’s passion in this work, suggesting this is an important part of meaningful research. The teaching team’s own research interests also nurture the students’ researchful capacity and support the trajectory of their informed practice endeavours.



Ansdell and Pavlicevic (2000) suggest that practitioners may do well to select an area of personal interest for their enquiry, as this may prove a motivation and inspiration to the endeavour.

Areas of research interests amongst students and professionals are often those which arouse a personal as well as professional interest. When music therapy students begin to develop their own therapeutic personas, it can be important for them to recognise and work with those areas of practice which stimulate interest for them personally (Burns and Meadows 2017).

As dissertation supervisors, we have noticed that it is often pre-existing interests, *passions*, if you will, that evoke the most effective and considered dissertation submissions.

Teaching staff embody this ethos of *passions* fuelling their research interests and ideas, and share this outlook through the teaching, supervision and pastoral support.

Pursuing their *passion* through the research and dissertation module has enabled several students to develop an informed specialism, which they go on to share with others through publication and supervision, nurturing the next generation of practitioners.

- Sound Healer
- Singer
- Parent
- Folk musician
- Fiddle Player
- PBL
- Music Technology
- Composer
- Actor
- Early Years

- Dissertation consulting practitioners on the potential of incorporating Sound Healing in Music Therapy practice
- Dissertation exploring the use of folk music with music therapy clients living with dementia
- Dissertation investigating how music therapists learn to use technology
- Research on problem based learning published (Holden, Coombes and Evans, 2018); supervising current students

Holden, S., Coombes, E. and Evans, K. (2018). 'Do Problem-Based Learning Approaches Provide Effective Educational Interventions for Music Therapy Training Course? Experiences from an Action Research Project at the University of South Wales', *Approaches: An Interdisciplinary Journal of Music Therapy*, First View (Advance Online Publication), p. 1-16

Pickard, B. (2018). 'An Holistic, Humanistic Perspective on Music Therapy: Integrating Carl Rogers' Person-Centred Approach', *Nordic Music Therapy Congress: Come Together: Body and Soul – Heart & Brain*, Stockholm, Sweden

Pickard, B. (In Press). 'Valuing Neurodiversity: A Humanistic, Non-Normative Model of Music Therapy Using Rogers' Person-centred Approach with Young Adults with Autism Spectrum Conditions', In Dunn, H., Coombes, E., Maclean, E., Mottram, H. and Nugent, J. (Eds.), *A Spectrum of Approaches: Music Therapy and Autism Across the Life Span*. London: Jessica Kingsley

Ansdell, G. and Pavlicevic, M. (2000) *Beginning research in the arts therapies: A practical guide*. London: Jessica Kingsley Publishers

Burns, D.S. and Meadows, A. (2017) 'Music therapy research' In B.L. Wheeler (Ed) *Music therapy handbook*. NY: Guilford Press pp 91-101

Coombes, E. (2018). 'We All Came From Somewhere', *Voices: A World Forum of Music Therapy*, 18(1)