

# Voices of the MLE

## A 2013 Review

Presented by  
MLE Subcommittee Members  
Mary Ellen Wylie  
Bryan Hunter  
Angie Snell

# Background

- ▶ Discussion of move began in mid-1990's
- ▶ 2008 – Education and Training Advisory Board (ETAB)
- ▶ ETAB produced the papers:
  - Core Considerations (11/2010)
  - Moving Forward (11/2011)

# Background

- ▶ Town Hall Meetings needed
  - ▶ Held at each Regional conference in the Spring of 2012
  - ▶ Opportunity for members to comment
- 

# Background

- ▶ April 2012 – Board of Directors formed the Subcommittee on Master’s–Level Entry
- ▶ Chaired by President Wylie
- ▶ Comprised of:
  - Four additional **Board members**, one of whom is an **Assembly Representative** selected by the four Board delegates
  - Two additional **ETAB members** selected by ETAB
  - The **Director of Professional Programs**

## Background – MLE Members

### ▶ From the Board:

- Amy Furman
- Bryan Hunter
- Ronna Kaplan
- Christine Neugebauer

### ▶ From the Assembly:

- Angie Snell

### ▶ From ETAB:

- Jim Borling
- Cynthia Briggs

### ▶ Director of Professional Programs:

- Jane Creagan

### ▶ Student

- Marcus Hughes

## Charge to the MLE Subcommittee

1. To **analyze the data . . .** including the Town Hall meeting responses, CBMT response, NASM response, and website inquiries.
2. To **delineate additional questions and information** needed for the Association to make a fully informed decision.
3. To develop a **plan to answer the questions** and obtain the information needed.
4. To make a recommendation for **events at the 2012 conference** related to MLE.

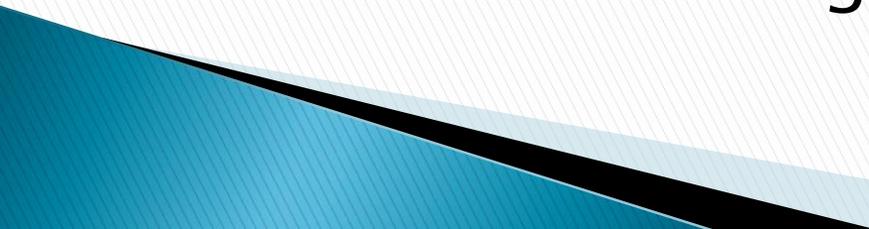
## 2012 Conference Events

- ▶ Concurrent Session given by members of MLE Subcommittee
  - ▶ Town Hall Meeting occurred
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## 2012 Conference Events

- ▶ AMTA Master's Level Entry Forum for Educators and Internship Directors/Supervisors
  - ▶ Interactive session for educators and internship directors and supervisors
  - ▶ Formal presentations and small group discussions
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## 2012 Conference Events

- ▶ Presentations
    - 14 people created 5-minute presentations
  - ▶ Small group discussion
    1. What did you hear that this group thinks is critically important for the Association?
    2. What are the top three benefits?
    3. What are the top three challenges?
    4. Is there a model for education and clinical training not yet articulated?
- 

## 2012 Conference Events – Opinions expressed

- Some supported and others opposed moving to MLE now.
  - Potential support for moving to MLE, but only after further study of the possible effects on: workforce, students, universities, and clients.
  - Support for close examination of education and clinical training for the 21st century, regardless of MLE decision.
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## 2012 Conference Events – Opinions cont.

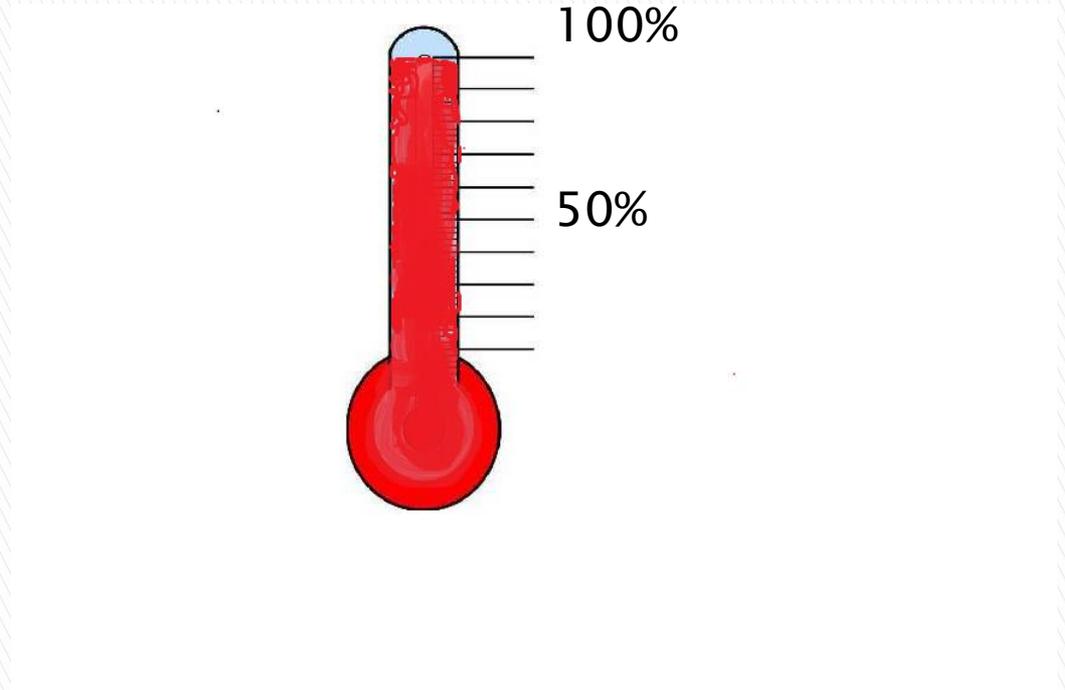
- A concern that the master's degree cannot be both entry level and advanced at the same time.
- Consistent support for retaining the bachelor's degree . . . . Possibilities included:
  - a) retaining it as is,
  - b) using it as a pre-master's degree, and
  - c) re-branding it as something related,
  - e. g., a bachelor's of music in human services.

# 2012 Conference Events

- ▶ A number of proposals were for a clear two-tiered education model (bachelor's, master's) tied to provisional entry level certification for entry level practice (bachelor's) followed by required master's and advanced certification to continue practice.

# Charge - To recommend events at the 2012 Conference

100% complete



# Analyze the Data Accrued

- ▶ Questions on website
- ▶ Town Hall meeting questions, comments, and suggestions

# Analyze the Data Accrued

- ▶ Town Hall Meetings
- ▶ Music therapy students and professionals
- ▶ Topics emerged
  - State Recognition
  - Impact on Educational Programs
  - Experience of Students
  - Workforce Issues
  - The proposed Model

# Analyze the Data Accrued

- ▶ **State Recognition and Reimbursement**
- ▶ Confusion about relationship between obtaining a master's and licensure
- ▶ Judy Simpson explained
  1. A Master's degree is not required to obtain state licensure
  2. A Master's degree is not required to obtain reimbursement.

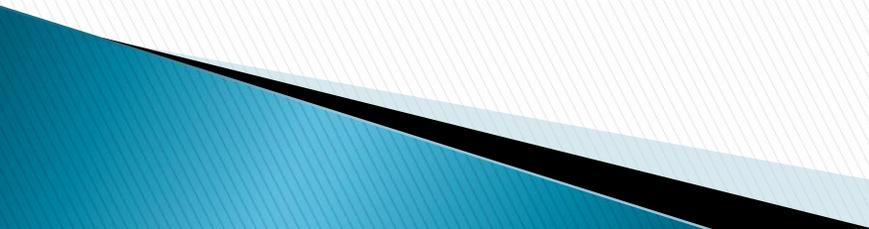
# Analyze the Data Accrued

- ▶ 2<sup>nd</sup> topic - Impact of the MLE on **educational programs**
- ▶ Undergraduate degree:
  - Will current programs be discontinued?
    - Undergraduate provides a foundation.
    - The undergraduate program is full and a challenge to teach.
- ▶ Revamp the undergraduate program?
- ▶ Revamp the current Master's program?

## **Analyze the Data Accrued**

- ▶ Other questions regarding educational programs
  - What is the cost to programs?
  - What is the timeline?
  - How will music skills be developed?
- ▶ Need to determine how many campuses could not move to a Master's program

## **Analyze the Data Accrued**

- ▶ **Students** - cost in time and money
  - ▶ Logistics of the internship
  - ▶ Students felt 6 years would allow time to expand skills and knowledge base
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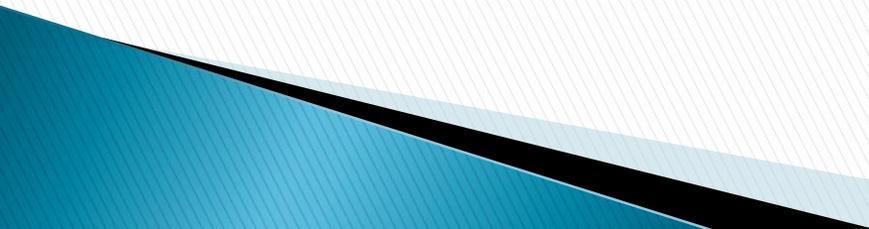
# Analyze the Data Accrued

- ▶ 4<sup>th</sup> topic - **workforce issues**
- ▶ Salaries and employment
  - Affordability of Master's MTs.
  - Jobs lost to music practitioners?
  - Salary level issues
  - Size of the workforce
  - Sufficient number of educators and clinicians
  - Concerns about workforce retention

## Analyze the Data Accrued

- ▶ **The model**
- ▶ Confusion about the model or asked for detail
- ▶ Issues
  - Preparation of students
  - Prerequisite for Master's degree
  - The Equivalency
  - What have other professions have done?
  - Would specializations continue?

## **Analyze the Data Accrued**

- ▶ Support for the proposal, feeling it would bring respect
  - ▶ Others felt respect is earned by each individual
  - ▶ Some proposed new ideas: have an MT assistant program or award the credential with the Master's degree
- 

**Analyze  
the data  
accrued  
– CBMT**

Letter of  
March 9,  
2012

After review, . . . we are reminded that certification programs such as CBMT are focused on measuring competency in professional practice. Certification industry standards . . . expect us to maintain some distance from educational decisions and educational accreditation and approval bodies. For this reason, CBMT will refrain from issuing an official position on the matter at this time.

**Analyze the  
data  
accrued –  
NASM**

NASM Executive  
Director  
Sam Hope &  
Associate Director  
Karen Moynahan  
asked  
**2 questions**

- ▶ 1) If change is desirable, . . . what is the specific nature of the change to be made?
- ▶ 2) How can the change decided upon be made operational without producing the kinds of unintended consequences and collateral damage that could harm the larger effort of the profession, especially over the long term?

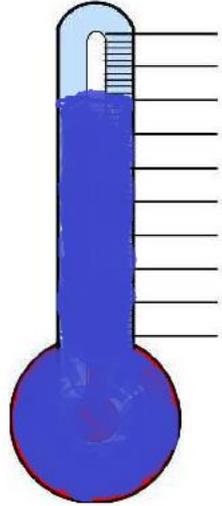
# **Analyze the data accrued – NASM**

- ▶ Communicate and consult with college and university administrators at all levels
  - ▶ Take a realistic look at challenges higher education faces
  - ▶ Communicate and consult with our members
- 

# Analyze the data accrued – NASM

- ▶ Create standards against which to evaluate any proposal
  - ▶ “Move and advance, but do so in an organizational culture that focuses on understanding and managing risk, to find a way forward that works on many levels and for many people.”
- 

# Analyze the Data Accrued



80%  
complete

# Another Charge

- ▶ *Delineate additional questions and information needed and develop a plan for gathering information and answering questions.*
- ▶ 4 tasks identified
- ▶ 1<sup>st</sup> task – consider the impact of the proposal on **institutions or organizations**

# Task #1

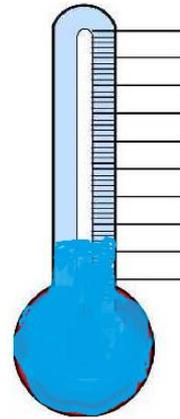
## Institutions and Organizations

- ▶ Impact on AMTA
  - ▶ Impact on CBMT
  - ▶ Approval by NASM
- 

# Task #1 – Institutions and Organizations

- ▶ Initial stage

- ▶ 25% complete



## Task #2

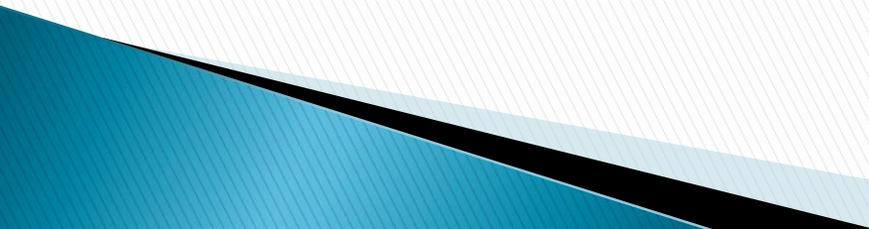
### Allied health professions investigation

- ▶ What have other professions done?
  - ▶ List of questions developed
  - ▶ Examined professions that moved to the graduate level entry
  - ▶ Included some professions that have not moved to graduate level
- 

# Allied health professions investigation

- ▶ **Art Therapy**
- ▶ **Child Life** (has begun process to move to Master's)
- ▶ Counseling
- ▶ Nursing
- ▶ **Occupational Therapy**
- ▶ **Physical Therapy**
- ▶ Social Work (started with Masters and then added Bachelor's)
- ▶ **Speech & Language Pathology**
- ▶ Therapeutic Recreation
- ▶ **Australian Music Therapy Association**
- ▶ Canadian Association for Music Therapy

# Allied health professions investigation

- ▶ Why did the profession move to the graduate degree for entry into the field?
  - ▶ Mature clinicians needed
  - ▶ Autonomy
  - ▶ Complex curriculum
  - ▶ Demands of clinical practice
- 

# Allied health professions investigation

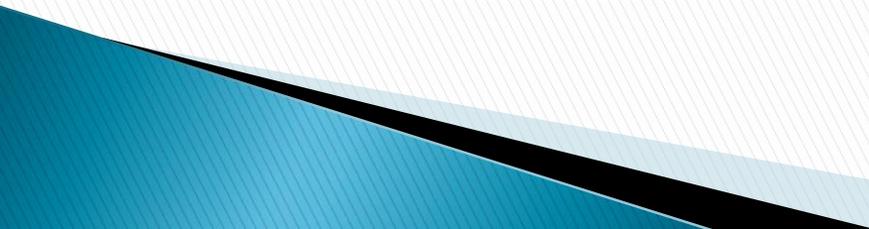
- ▶ Challenges
  - ▶ OT lost 4 programs
  - ▶ Having both an undergraduate degree and graduate degree for practice creates confusion
  - ▶ OT had to convince their accreditation agency to accept the change
- 

# Allied health professions investigation

How long  
did move to  
a graduate  
level entry?

- ▶ PT & OT – over 20 years
- ▶ Art Therapy – about 21 years
- ▶ Child Life – projects it will take 12 years
- ▶ Australian Music Therapy Association – 8 years

## Allied health professions investigation

- ▶ Asked how move to the graduate level affected clinical training or the internship?
  - ▶ Occupational Therapy – internship as at the undergraduate level.
  - ▶ 24 week fulltime clinical experience
- 

Allied health professions investigation  
**Internship Models**  
Number of Hours

- ▶ AMTA – 1200 total internship hours
- ▶ Pre-internship–180 & Internship–900
- ▶ Art therapy–600
- ▶ Rehab Counseling–100 + 500
- ▶ BSW–400 & MSW–900
- ▶ SLP–25 + 375
- ▶ Australia–1040
- ▶ Canada–1000

# Allied health professions investigation

Gathered information on the size of the professional organization

<u>Profession</u>	<u>Members</u>
Art	5,000
Child Life	5,000
Counseling	54,000
Nursing	500,000

# Allied health professions investigation

<u>Profession</u>	<u>Members</u>
Occupational Th.	44,000
Physical Therapy	80,000
Social Work	140,000
Speech Language	166,700
Therapeutic Rec.	2,100

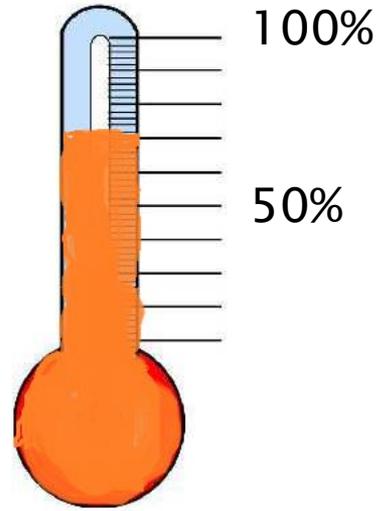
# Allied health professions investigation

<u>Profession</u>	<u>Members</u>
Australian Assoc.	480
Canadian Assoc.	850

# Allied health professions investigation

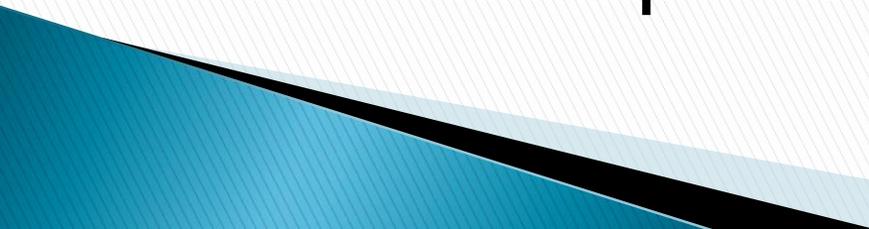
- ▶ Observations
  - ▶ No pattern to evolution of a profession's educational requirements
    - External issues
    - Internal issues
  - ▶ Professions continue to change
- 

# Allied health professions investigation



**70%**  
**complete**

# Core Values

- ▶ 8 Essential Needs of the profession
  - ▶ 1. A sufficient number of qualified music therapists.
  - ▶ 2. Clinical training programs that meet the needs of diverse students.
  - ▶ 3. Educational programs that meet the needs of diverse students.
  - ▶ 4. An integrated and autonomous relationship with CBMT.
- 

# Core Values

5. Professionals with functional music skills and knowledge of music.
  6. Professionals trained in critical thinking, problem solving, active listening, reasoning, communication, counseling skills and social perceptiveness.
  7. Education and clinical training defined by competencies that are consistent with current and emerging models and practices.
  8. Consideration given to levels of practice and specializations in music therapy practice.
- 

## Core Values

- ▶ Definition of a 21<sup>st</sup> century music therapist
- ▶ 1. Possesses excellent musicianship
  - On their applied (primary) instrument
  - On functional instruments
  - Has knowledge of music

## Core Values

2. Is trained to use the elements of music to assess, and based on assessed need, treat using the elements of music

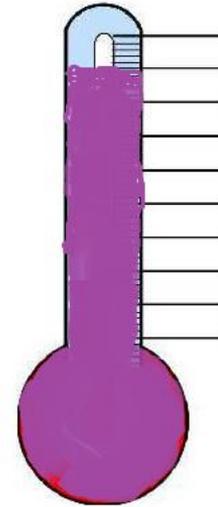
3. Is able to use the therapeutic process or possesses therapeutic skills of

- ▶ Self-awareness
- ▶ The ability to translate and apply research to clinical practice
- ▶ Empathic understanding of the clinical milieu
- ▶ An integrative understanding of the therapeutic process
- ▶ Being an integral team member

# Core Values

## Needs of the Profession and Definition of a 21<sup>st</sup> century music therapist

- ▶ 90% Complete



# Educational Models

- ▶ ETAB offered models
  - ▶ Model suggested in Educators & Internship Directors forum
  
  - ▶ MLE selected 5 models
  - ▶ Began with list of pros and cons of each
- 

- ▶ **Model #1: Bachelor's–Master's sequence at one institution.**
- ▶ No Bachelor's in music therapy, prerequisite courses taken under different degree title
- ▶ **Pros**
- ▶ Time to develop musical skills
- ▶ Maturity of students
- ▶ Continuity from Bachelors to Master's

Educational Models

- ▶ **Cons – Model #1**
- ▶ Cost to obtain a Master's
- ▶ Fewer graduates entering the workforce
- ▶ Loss of work experience obtained between earning degrees
- ▶ Uncertainty about Specializations
- ▶ Adverse effects on transfer or equivalency students
- ▶ May not solve full curriculum problem

- ▶ **Model #2 – Affiliated bachelor’s–master’s sequence at two institutions**
- ▶ Current undergraduate programs remain & affiliate with graduate programs
- ▶ No bachelor’s in music therapy
- ▶ Affiliations facilitate admission to graduate program

Educational Models

- ▶ Affiliated bachelor's–master's sequence at two institutions
- ▶ **Pros**
- ▶ No loss of current undergraduate programs
- ▶ May work for transfer and equivalency students
- ▶ Specializations possible
- ▶ Benefit from having different professors

## ▶ Cons of Model #2

- ▶ Harder to recruit freshmen
- ▶ Where in the model are practicum and internship experiences
- ▶ Additional work to create affiliations

Educational Models

- ▶ **Model #3 – Entry level master’s degree in music therapy**
- ▶ **Master’s courses address Professional and some Advanced competencies**
- ▶ **Clinical foundation and music foundation courses taken as an undergrad**
- ▶ **Review of AMTA competencies needed**

**Educational Models**

## ▶ Pros of Model #3

- ▶ Potential enhancement of master's degree
- ▶ Elimination of equivalency could be a pro or con

## ▶ Cons

- ▶ Loss of current undergraduate programs
- ▶ Challenge to verify entering students meet prerequisite skills or competencies
- ▶ No pre-internship clinical practicum experiences

- ▶ 4<sup>th</sup> model –Two–tiered education model
- ▶ Bachelor's degree earns student provisional entry level certification
- ▶ Similar Bachelor's curriculum
- ▶ Master's degree in music therapy required to continue to practice as a music therapist & gain advanced certification after a specified number of years

- ▶ **Pros of Model #4**
- ▶ Master's an advanced degree
- ▶ Financial benefit to bachelor's level  
MT
- ▶ Clinical experience at both levels
- ▶ Advanced certification beneficial
- ▶ Possibility of on-line programs

Educational Models

- ▶ **Cons**
- ▶ **Enforcement**
- ▶ **CBMT creates 2 exams?**
- ▶ **Confusion with two levels of practice and certification**

## ▶ #5 Model – Current Model

- ▶ Bachelor's degree in music therapy
- ▶ Completion of coursework and internship
- ▶ Earning degree leads to credential

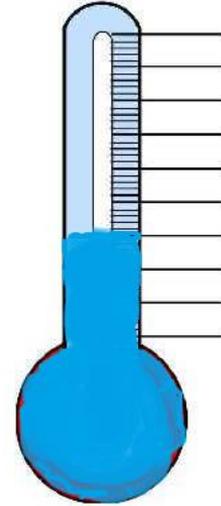
Educational Models

- ▶ **Cons of Model #5**
- ▶ Full curriculum
- ▶ Inconsistent music skills of interns
- ▶ Educators challenged to integrate academic and clinical work
- ▶ Confusion about difference between a bachelor's and master's degree
- ▶ Inconsistency in grad programs
- ▶ Need for better research skills

Educational Models

# Consideration of educational models

- ▶ 40% complete



Further discussion, summation, & debate needed

# Future

- ▶ Continue information gathering
- ▶ Communicate with members
- ▶ Feel free to contact us

Thank you

