

EDUCATION & TRAINING FORUM

AMTA Annual Conference
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2 Types of Masters Degrees

- ▣ Graduate Equivalency
 - Undergraduate degree in music
 - 3 years to professional entry
 - Market demand forces fast growth
- ▣ Graduate degree in Music Therapy
 - Stacked on music therapy undergraduate degree
 - 6 years to professional entry
 - Salaries do not compensate for high education costs

Graduate Entry Level Requirement

- ▣ What data support a need to make the change?
 - Assumption: Advanced competencies are required for professional success
 - Where are the market studies?
 - ▣ Employers' requirements
 - ▣ Job requirements
 - ▣ Unmet competencies

- ▣ May be indicated in the future
 - Range of practitioners skills required in the field
 - Specializations
 - Research training

Higher Education

- ▣ 50% of AMTA programs are undergraduate only (2010 sourcebook data)

- ▣ Adding a new Masters degree program
 - Moratorium in many universities
 - Difficult & complex process
 - ▣ Many years required
 - ▣ Approval not assured

- ▣ Types of institutions navigate these changes differently
 - Research Intensive Institutions
 - Conservatories
 - Liberal Arts Institutions

Financial Implications for Universities

- ▣ Demand on Resources
- ▣ Will universities discontinue music therapy undergraduate programs rather than add the masters degree?
- ▣ Will universities discontinue music therapy programs rather than expand the master's degree?

Higher Education Institutions with the Masters Degree

- ▣ Necessary expansion severely restricted

- ▣ Resources are tight
 - Enrollment caps
 - Appropriate numbers & background of faculty
 - Graduate school requirements
 - ▣ Scholarship outcomes: Terminal project, thesis
 - Other?

Implications

- ▣ Length of Time in School
 - Minimum of 5 to 6 years instead of 4.5 to be eligible for professional entry
 - Graduate students pay MORE for credit hours
 - Financing education will be enormous
 - Salaries will not compensate for education costs

- ▣ Current Employment Needs
 - More positions than we can fill
 - Exacerbated by longer path to certification

- ▣ Professional Recognition
 - Masters degree is not required for state recognition
 - Will the demand for services be met?



OHIO UNIVERSITY

A Problem-Based Classroom Approach:
A Sample University Curriculum for MLE

Presented by: Kamile Geist, MA, MT-BC

Associate Professor

Program Coordinator of Music Therapy

Ohio University, Athens, OH

Graduate Music Therapy Topics Course

- The class is designed for students to explore current topics/problem of interest in the field of music therapy.
- It was decided as a class (constructivist problem-based approach) that Master's Level Entry was of primary interest to the field and to them as pre-entry professionals.
- With class input, Professor Geist created guidelines for the course which included a “committee” charge with assessment of knowledge by a final presentation to administration and students AND a submission of a comprehensive final report (Report available on request: geistk@ohio.edu)
- The class assumed roles of regional representatives including a NASM representative as committee members. A chair was then appointed.

Music Therapy Graduate Student Class Project, Spring 2012

- Melissa Heffner, Chair, Southwest Rep.
- Julie Alton, Southeastern and Midwest Rep.
- Luwen Zhang, Great Lakes Rep.
- W. Elyse Roberts, New England Rep.
- Kat Rohrer, NASM Representative, Western Rep.

Speech Language Pathology Model: Ohio University

- Track A: BS in Communication Sciences
- Track B: complete listed prerequisites to enter Master's program
- -25 hours in clinical observation
- Master of Arts in speech-language pathology (two-year program) Track A & Track B
 - clinical training in coursework and practicum
 - externship
 - clinical experience
 - 400 total hours
 - 325 of the 400 total hours must be completed while the applicant is engaged in graduate study
 - 3 different sites

Occupational Therapy

Model: Ohio State University

- Model: Ohio State University
- Bachelor's degree required
- Prerequisites must be completed
 - 40 clinical observation hours at 2 different sites required before applying
- Master's of Occupational Therapy
- Fieldwork:
 - Level I: observational and clinical experiences (during coursework)
 - Level II: 2, three-month internships (supervised by an OT)

Related Disciplines Resources

- <http://www.alliedhealthworld.com/occupational-therapy-career-path.html>
- <http://www.aota.org/default.aspx>
- http://www.asha.org/certification/slp_standards/
- <http://www.ohio.edu/chsp/rcs/csd/academics/slp.cfm>

BA in Music with Emphasis in Music Therapy

Sample Curriculum - Part 1

	Fall Semester	Spring Semester
Freshman	Music Theory I Dictation & Sight Singing I MUS 090 I Class Piano I Class Voice I Major Instrument Ensemble Statistical Reasoning	Music Theory II Dictation & Sight Singing II MUS 090 II Class Piano II Class Voice II Major Instrument Ensemble General Education Requirement
Sophomore	Music Theory III Dictation & Sight Singing III Class Piano III Class Guitar I Major Instrument Ensemble Intro to Music History Mus 090 III	Music Theory IV Dictation & Sight Singing IV Class Piano III Class Guitar II Major Instrument Ensemble General Psych General Education Requirement

BA in Music with Emphasis in Music Therapy

Sample Curriculum - Part 2

	Fall Semester	Spring Semester
Junior	Class Piano V Music History Major Instrument Observation of MT-BC Option Intro to Music Therapy Junior Composition Foreign Language	Class Piano VI Music History Major Instrument Observation of MT-BC Option Music Electives (Composition/Arranging) General Education Requirement Foreign Language
Senior	Observation of MT-BC Music Electives (Conducting) Intro to Communication Disorders Abnormal Psychology Dance/Movement	Observation of MT-BC Music Electives Human Biology Child/Adolescent Development General Education Requirement

Prerequisite Courses/Clinical Hours

- Degree in music or equivalent
- Class Piano and Class Voice
- Introduction to Communication Sciences and Disorders
- Intro to Psychology
- Abnormal Psychology
- Child Development
- Human Biology
- Introduction to Music Therapy
- Dance/Movement
- 25 documented observation hours of a board-certified music therapist in at least two different sites

Sample Master's Curriculum

	Fall Semester	Spring Semester
First Year	Practicum I 1 Assessment 3 Clinical Use of Rec Inst. 2 Clinical Percussion Methods 1 Psychology of Music 2 Electives/deficiencies 3-6 12-15 credits	Practicum II 1 Principles and Techniques I 2 Research Methods 3 music history/theory elective 3 non music elective 3-6 12-15 credits
Second Year	Practicum III 1 Principles and Techniques II 2 MT Approaches 2 music history/theory elective 3 Education Research Statistics 3 music or non music elective 3 14 credits	Practicum IV 1 Principles and Techniques III 2 Medical MT 2 MT Seminar 2 non music elective 3 music elective 3 13 credits

*Internship/Professional Project in final semester

Clinical Requirements

- 25 observation hours will be required upon entry into the Masters program
- 175 additional clinical hours or 200 total pre-internship

Revised AMTA Competencies

Pre-Requisite Competencies- Bachelor's Degree

A. MUSIC FOUNDATIONS

2. Composition and Arranging Skills
3. Major Performance Medium Skills
4. Keyboard Skills
5. Guitar Skills
6. Voice Skills
9. Improvisation Skills
10. Conducting Skills

B. THERAPEUTIC FOUNDATIONS

12. Exceptionality
13. Principles of Therapy

Revised Master's Level Competencies

A. MUSICAL DEVELOPMENT

1. Percussion Skills
2. Non symphonic Instrumental Skills
3. Composition and Improvisation

B. CLINICAL SKILLS

4. The Therapeutic Relationship
5. Foundations and Principles
6. Client Assessment
7. Treatment Planning
8. Therapy Implementation
9. Therapy Evaluation
10. Documentation
11. Termination/Discharge Planning
12. Clinical Skill Development

C. PROFESSIONAL PRACTICE

13. Theory
14. Professional Role/Ethics
15. Interdisciplinary Collaboration
16. Supervision and Administration
17. Basic Research Methods
18. Advanced Research
19. Clinical Administration

D. PROFESSIONAL DEVELOPMENT

20. Personal Development and Professional Role



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