AMERICAN MUSIC THERAPY ASSOCIATION

BOARD OF DIRECTORS’ POST-MID-YEAR BOARD BOOK
June 21 – 23, 2019

BALTIMORE, MARYLAND
FINAL W/EXTRA REPORTS as of JUNE 28, 2019
## TENTATIVE AGENDA
Board of Directors’ 2019 Post Mid-Year Board Book

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DRAFT AGENDA
AMTA Board of Directors’ Mid-Year Meeting
June 21-23, 2019
Baltimore, MD

Friday, June 21, 2019
8:30-12:00 PM Board Training (Potomac Core Consulting) Dan Varroney
1:30-4:30 PM Small Group Work

Saturday, June 22, 2019
8:30-9:15 AM Welcome
Approve Agenda
Approval of Minutes
Updates Amber Weldon-Stephens
10:15-10:30 AM BREAK
10:30-11:30 AM Government Relations Judy Simpson & Rebecca Preddie
Scholarships & Grants Tawna Grasty & Rebecca Preddie
11:30-12:00 PM Membership & IT Angie Elkins
Noon-1:00 PM LUNCH
1:00-1:30 PM Executive Session Amber Weldon-Stephens
1:30-2:00 PM Conference report
Kristen O’Grady, Wendy Woolsey & Cindy Smith
2:00-2:30 PM Council on Professional Practice Natalie Generally Kirk
2:30-3:00 PM Council on Association Services Michele Forinash
3:00-3:15 PM BREAK
3:15-3:45 PM Council on Education and Clinical Training Eric Waldon & Jane Creagan
3:45-4:15 PM Research, Journals, White Paper Barb Else
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:15-4:30 PM</td>
<td>21st Century Commission</td>
<td>Jane Creagan</td>
</tr>
<tr>
<td>4:30-5:30 PM</td>
<td>Officer Reports</td>
<td></td>
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<td></td>
<td>Past President</td>
<td>Jennifer Geiger</td>
</tr>
<tr>
<td></td>
<td>Historian (Lifetime Achievement)</td>
<td>Bryan Hunter</td>
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<tr>
<td>6:00 PM</td>
<td>Dinner</td>
<td></td>
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<tr>
<td><strong>Sunday, June 23, 2019</strong></td>
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<tr>
<td>8:30-9:30 AM</td>
<td>Officer Reports, Continued</td>
<td></td>
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<tr>
<td></td>
<td>President Elect</td>
<td>Deb Williams</td>
</tr>
<tr>
<td></td>
<td>Ethics Board, ETAB, JRB, SAAB</td>
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<td></td>
<td>Speaker of the Assembly</td>
<td>Angie Snell</td>
</tr>
<tr>
<td>9:30-9:45 AM</td>
<td>CBMT Update</td>
<td>Natalie Wlodarczyk</td>
</tr>
<tr>
<td>9:45-10:00 AM</td>
<td>Regional President Representative</td>
<td>Andrea Dalton</td>
</tr>
<tr>
<td>10:00-10:15 AM</td>
<td>Break</td>
<td></td>
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<tr>
<td>10:15-10:30 AM</td>
<td>Review &amp; Action: FY 2020 Budget</td>
<td>Ed Kahler</td>
</tr>
<tr>
<td>10:30-11:15 AM</td>
<td>Reports and Updates:</td>
<td>Amber Weldon-Stephens</td>
</tr>
<tr>
<td></td>
<td>1. Music Therapy Business Owners</td>
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<td>2. ASD Task Force</td>
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<td>3. Pediatric Task Force</td>
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<td>4. Music Therapy Informed Music Listening Workgroup</td>
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<td>7. Medical MT Think Tank</td>
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<td>8. Lifetime Achievement Awards</td>
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OFFICER REPORTS
AMERICAN MUSIC THERAPY ASSOCIATION  
BOARD OF DIRECTORS’ MID-YEAR MEETING-JUNE 21-23, 2019  
PRESIDENT’S REPORT  
Amber Weldon-Stephens, EdS, LPMT, MT-BC

AMTA Bylaws Article IV, Section 6:
“The President presides at the meetings of the Association. The President calls and presides at meetings off the Board of Directors and appoints, with approval of the Board of Directors, all appointive officers, the Council Coordinators, the chairpersons of the standing committees, and all special committees and advisors. The President holds ex officio membership on all councils and committees and performs other duties implied by the title…..”

Action Items: No action items at this time

Summary of activities since January 1, 2019:
- Scheduled and facilitated monthly meetings of the Board of Directors
- Held weekly leadership calls with Lee Grossman, Executive Director and Deb Williams, President Elect
- Created the Medical Music Therapy Think Tank with members Seneca Block, Lori Gooding, David Knott, Mariel Braid, Dena Register, Barb Else and Debbie Bates.
- Conversations and planning have begun surrounding the creation of a White Paper on Music Therapy.
- Traveled to the MAR, SER, MWR and WR conferences this year along with Executive Director Lee Grossman. Participated in Town Hall Meetings and gave the State of the Association.
- Attended the CBMT Board meeting in March in Napa, CA
- Attended the Canadian National Music Therapy Conference in Gatineau, Quebec in May
- Monthly Presidential Perspectives submitted to Music Therapy Matters
- Traveled to the National Office in May after the resignation of Executive Director Lee Grossman (1/1/19-6/14/19)
- Worked with Raffa/Marcum with the Addendum to the original Executive Director Search Contract.
- Participating with the reinstated Transition Committee as the new search has begun for our next Executive Director
- Actively planning the Mid-Year Board meeting

It is an honor to serve as President of AMTA and I am continually grateful to Debbie Williams and Jennifer Geiger for their extraordinary guidance and support over the past year and a half.

Respectfully Submitted,

Amber Weldon-Stephens, EdS, LPMT, MT-BC
President, AMTA
AMERICAN MUSIC THERAPY ASSOCIATION
BOARD OF DIRECTORS’ MID-YEAR MEETING-JUNE 21-23, 2019
PAST PRESIDENT’S REPORT, REVISED
Jennifer Geiger, MA, MT-BC

Action Item: None

AMTA Bylaws, Article IV, Section 8:
“The Immediate Past President assists the President as requested and provides continuity in the administration of the Association...”

Below is a summary of activities since the 2018 Annual Meeting.

Transition Committee (TC), Chair
As part of the onboarding process, Executive Director Lee Grossman and I met to discuss organizational needs, and both internal and external priorities. The information discussed was to be included in the Board’s ongoing work on strategic planning. In my discussions with Karen Schuler of Raffa, Marcum’s non-profit sector, she indicated that her work for AMTA has been provided pro bono since the selection of the new executive last fall. She has been a source of support throughout the transition process and I am grateful. May 14th was set to close out the work of the TC; however, that was the date the Board received the resignation of Executive Director Grossman. Thus, the Board re-appointed Amber Weldon-Stephens, Deb Williams, Alicia Clair, Ed Kahler, Angie Snell, Michael Silverman, and me as Chair, to the Transition Committee. Lee Grossman served as AMTA Executive Director from 1/1/19 – 6/14/19.

Due to the original contract with Raffa, if the executive departs within a year of hiring date, the expenses for the search relaunch will be minimal (e.g., job postings, reimbursement of candidate expenses, etc.). The TC met to review the Position Profile and the search was relaunched on 5/24. The Board appointed two additional members to the TC on 5/28 to provide a direct link to the staff. We welcome Angie Elkins & Judy Simpson. The TC has met 3 times since reappointment. As of this writing, we have received approximately 20 resumes and will be reviewing them prior to the Mid-Year meeting. Gratitude to the amazing National Office Staff during this 2nd transition.

Nominating Committee, Chair
Per Bylaws, Article XI:
Section 1. In a regular or special election, a nominating committee appointed by the President with the approval of the Board of Directors presents the Board of Directors with a slate of two names for each seat on the Board of Directors becoming vacant in any election year or at the time of any special election. These names must be submitted by the first meeting of the Board of Directors at the annual meeting in the even-numbered year of the 2-year election cycle. Nominations may be made from the floor during a business meeting at the annual meeting in the even-numbered year of the 2-year election cycle.

President Weldon-Stephens included the slate of officers during her State of the Association address at regional conferences. Running for President Elect: Lori Gooding and Patricia Winter; and for Vice President Elect: Andrea Dalton and Heather Wagner. Patricia Winter received a nomination from the floor at the annual business meeting; Andrew Knight withdrew his name from consideration earlier this spring. Elections will take place in November via electronic ballot. A reminder that those elected will serve as elects from 2020-2021 and in the office from 2022-2023. The Past President will serve from 2024-2025.

The committee will work with the candidates to ensure dissemination of information for the voting professional members. Gratitude for their service: Melita Belgrave, Amy Furman, Ed Kahler, Eve Montague and Sangeeta Swamy.

The Past President is a member of both the Executive Committee (Article VI, Section 6) and the Executive Personnel Committee (EPC). Since May 14th, the EPC has met a few times to handle personnel matters (Article XVII Section 4). Additional members include the President, President Elect, Assembly Speaker, and Treasurer. I have also participated as a member of the Financial Advisory Committee.

Preparing for the final Mid-Year meeting of my 6-year term on the Board of Directors, I am grateful for opportunities because of service to the association and profession. It remains an honor. Thank you!
The role of the President Elect is:

Article IV: Officers
Section 7. The duties of the President Elect are to assist the President as requested, to study the duties of the President in anticipation of assuming the responsibilities of the Presidency, and to assume all duties of the President in case of resignation, disability, or absence of the President. In addition, the President Elect studies the Bylaws and related literature for the purpose of proposing revisions to these documents where such revisions are necessary to keep the documents current and responsive to the aims, objectives, and purposes of the Association. The President Elect also serves as communication liaison from the Board of Directors to the Education and Training Advisory Board, the Ethics Board, the Judicial Review Board, and the Student Affairs Advisory Board.

Action Items: No action items at this time

Summary of activities since January 1, 2019:

- Chair and complete task force work group establish and launch 21st Century Music Therapist Commission
- Chair work group to examine the possibility of a membership level for graduate students who are already Music Therapists-Board Certified
- Weekly and monthly calls and meetings with President Amber Weldon-Stephens, Executive Director Lee Grossman, Immediate Past President Jennifer Geiger, Treasurer Ed Kahler, the Leadership team, Members of the Board of Directors, and several work groups
- Liaison for Education and Training Advisory Board, Ethics Board, Judicial Review Board and Student Affairs Advisory Board to the AMTA Board of Directors. Please see individual reports for information
- Participation in Transition team; onboarding of new Executive Director

Respectfully submitted,

Deborah Benkovitz Williams, MSW, MT-BC
NICU Music Therapist
President Elect, AMTA
Per Article IV, Section 9 of the AMTA Bylaws, “The Vice President serves as the program chairperson for annual conferences during his or her term in office. This officer presides in the absence of the President, President Elect, and Immediate Past President, and succeeds to the Presidency in the case of disability or resignation of the President, President Elect, and Past President. A vacancy in the office of Vice President is filled by the Vice President Elect.”

The conference team is well on our way to planning another successful annual conference. This year’s theme, “Innovate, Integrate, Motivate,” was selected to highlight innovation and forward momentum in our field, as well as to serve as inspiration for future growth and development. During the programming process, I hope to elevate new and innovative voices and ideas which continue to evolve our understanding of our profession and our world.

There are no action items. Updates are listed below:

1. Develop a well-rounded and cutting-edge conference program which will appeal to diverse interests and educational need.
   a. The call-for-papers form was updated to allow the presenter to indicate the content level instead of the target audience. We feel that this category will allow us to better represent the level of information being offered in the session, enabling attendees to better select a session which matches the level of content they are seeking.
   b. This year, I altered the composition of the blind review committee to include committee representation from the following committees: Research, Continuing Education, and Diversity, Equity and Inclusion. One additional member and the VP-elect round out the blind review committee. Committee members are as follows: Annie Heiderscheit (Research), Rebecca Stewart (Continuing Education), Beth Robinson (Diversity, Equity, and Inclusion), Ming Yuan Low (AMTA member), and Wendy Woolsey (VP-elect). VP-elect Wendy Woolsey and CEC co-chairs Jean Nemeth evaluated the CMTE course proposals. Through input from Wendy Woolsey, and CEC co-chairs Jean Nemeth and Julie Andring, we have altered the criteria for the proposal reviews. Attempts were made to better quantify each category to create increased consistency between raters.
   c. Numerous cutting edge continuing education sessions will be offered this year, including:
      i. Music Therapy at the Mayo Clinic: On-site tour with Invited Speakers
      ii. Creating, Composing and Conducting Sustaining Rhythms of Pediatric Palliative Care:
           Two day symposium held in conjunction with Crescent Cove (sponsored by the Each One Counts foundation)
      iii. How I Built This: symposium on music therapy in public schools
      iv. Cultural Responsiveness and Social Justice in Music Therapy Education: 2-day training
      v. Innovative Music Therapy Programming for Older Adults: full day symposium
      vi. The Cost of Poverty: an interactive learning experience
      vii. Insights into the Neurodiversity Movement and Implications of Clinical Practice
      viii. And many more!
   d. I will continue to communicate with President Amber Weldon-Stephens regarding the forming of a workgroup to develop guidelines for the implementation of closed sessions for affinity groups, as per the motion on April 30, 2019. I look forward to implementing recommendations from the workgroup as soon as they are available. I will continue to communicate with affinity groups who request such space during our national conference.
   e. VP-elect Wendy Woolsey has been coordinating the development of the 3rd annual MTex speaker series. Please see her report for more details.
   f. Our keynote speaker will be Dr. Ted Bowman. Ted Bowman is an educator, author, and consultant who specializes in change and transition, whether it occurs in families, an organization, or the
community. His emphasis is on aiding people in utilizing their strengths and the resources of others in facing change and transition. Dr. Bowman will also offer a follow-up concurrent session to give attendees an opportunity for a more interactive discussion.

g. Our opening session entertainment will feature Gaelynn Lea, renown violinist and songwriter. Gaelynn was the winner of NPR’s Tiny Desk concert in 2016. Our closing session entertainment will feature Fatawu Sayibu and the Tiyumba African Drum & Dance Company. This high energy close to our conference will send attendees off through drum and dance.

2. Coordinate conference planning details with AMTA conference planner, Cindy Smith
   a. On February 21-23, 2019, I traveled to Minneapolis, MN with Cindy Smith, Jane Creagan and Wendy Woolsey. We toured the stunning Hyatt Regency Minneapolis, located right in the heart of Nicolett Mall. The hotel is conveniently located to many restaurants and public transportation (including a free shuttle). For a more detailed account of the conference site, please reference Cindy Smith’s report.
   b. I continue to participate in weekly conference calls with Cindy Smith and Wendy Woolsey to ensure that we adhere to our strict timeline for conference development.
   c. We plan to hold our second site visit during the last weekend in September. The program will be solidified by that time, and this visit will serve to finalize any remaining details.

3. Communicate with local co-hosts and AMTA member volunteers
   a. While in Minneapolis, we were privileged to meet with members of the local committee. Local Co-Chairs Jennifer Hicks and Claire Klein welcomed us, along with a highly dedicated and organized group of volunteers.
   b. Jennifer and Claire have brought numerous ideas forward to enhance this year’s conference experience, including trivia night, a headshot photographer, and live music opportunities throughout the conference.

The conference is still in development and we are excited to see it take shape. It continues to be my honor to undertake this process with Wendy Woolsey and Cindy Smith. I am looking forward to developing the remainder of the program over the next month.

Respectfully submitted,

Kristen O’Grady, MA, LCAT, MT-BC
Vice President
American Music Therapy Association
Per Article IV, Section 10. The duties of the Vice President Elect are to assist the Vice President as requested, to study the duties of the Vice President in anticipation of assuming the responsibilities of the Vice Presidency, and to assume all duties of the Vice President in case of resignation, disability, or absence of the Vice President...

Responsibilities are listed below. There are no action items.

- Support Vice President O’Grady and Cindy Smith in preparing for the 2019 annual conference in Minneapolis, Minnesota.
  - Participate in weekly conference planning calls and February site visit
  - Participate in blind review of CMTEs and Concurrent Session and formalization of blind review process
- Coordinate development and marketing of third annual MTex for 2019 annual conference
  - Coordinate with MTex lead, Ericha Rupp, MA, MT-BC
  - Increase MTex submissions: 28 MTex submissions which is up considerably from last year
  - Oversee logo development with special thanks to music therapy intern, Lauryn Shibley, for the MTex logo design
  - Coordinate MTex logo presenter pins with Angie Elkins, Ericha Rupp, Cindy Smith and Vice President O’Grady.
  - Coordinate broadcasting MTex sessions via Facebook Live
- 2020 AMTA National Conference November 19th-22nd 2020 at Harrah’s in Atlantic City
  - Conceptualize a conference neuroscience focus with Ed Roth, Director and Professor of Music Therapy at Western Michigan University.
  - Suggested Format:
    - Thursday Institute
    - Thursday or Friday Keynote
    - Friday track of sessions: Translate brain science to clinical care with neuroscientists and music therapists presenting together. Systems level neuroscience lectures followed by clinical illustration
  - Determine best path to obtain grants to help underwrite the conference
  - Digitally capture keynote and sessions and compile for continuing education
  - Consider real time remote access to selected offerings
  - Explore intentional partnerships and music therapy educational opportunities with non-music therapy professionals
  - Include MD Neurologists, PhD Neuroscientists and Music Therapists

It is a pleasure working with Vice President, O’Grady and Cindy Smith. I look forward to continuing preparations as we work to provide you valuable opportunities to gain knowledge on evidence-based practice, network, earn continuing education credits and engage in learning opportunities to Innovate, Integrate and Motivate!

Respectfully Submitted,

Wendy Woolsey, MA, MT-BC
Article VII. Assembly of Delegates

Section 1. An Assembly of Delegates, hereinafter referred to as the Assembly, is the legislative and policy-making body of the Association. The Assembly receives and acts upon legislation from the general membership, the Council Coordinators, the Board of Directors, and its own members.

Recommendations and Actions

- Timeline and format of Assembly meeting minutes
- Timeline and process for Bylaw amendment recommendations

Activities Summary

- Service on the following committees: AMTA Board of Directors, Executive Committee, Financial Advisory Committee, Executive Personnel Committee, Transition Committee, and Assembly Bylaws Task Force
- Attended monthly and bi-monthly conference call/video meetings for the above listed groups
- 2019 Speaker Quick Takes thus far this year include the following: Quick Take #1 regarding the new AMTA Code of Ethics (effective Feb. 1, 2019); Quick Take #2 regarding AMTA Executive Director Resignation Announcement
- Calculated the 2020-2021 Assembly Delegate delegation numbers based upon the December 31, 2018 membership totals, received Board approval for the calculations (per the bylaws), and distributed them to the Regional Presidents. (See Appendix A)

2020-2021 Regional Delegate Seat Totals:

- SWR - 6
- SER - 9
- NER - 4
- MWR - 6
- MAR - 14
- WR - 9
- GLR - 15

Total Delegates for 2020-2021 = 63

- Meetings/consultations with Regional Presidents and Regional Presidents Representative Andrea Dalton

- Assembly Bylaws Task Force meetings/communications; ABTF members include: Angie Snell, Chair, Debbie Bates, Cindy Ropp, Donna Polen, Gary Verhagen, Piper Laird, Andrew Knight, CarylBeth Thomas, Carmen Osburn, Ed Kahler, and Linda Bosse

- Appointed the following to the Assembly Anti-Harassment Work Group to write anti-harassment policy/procedures (as charged by the Assembly) and to further develop the Conference Code of Conduct (as charged by the Board of Directors): Debbie Bates (GLR), Leah Oswanski (MAR), Rachelle Morgan (MWR), Eve Montague (NER), Cheryl Stephenson (SER), Jennie Turner (SWR), and Lillieth Grand (WR)

Activities in Progress and Upcoming Events/Discussions

- Board of Directors Professional Membership Work Group regarding exploration of the following: Pay it Forward membership support program, increase Music Therapy Business Owners membership engagement, and create a “Think Tank” of new professionals and students to develop a social media
membership outreach campaign with Natalie Generally Kirk and Andrea Dalton in consultation with Angie Elkins.

- AMTA Board of Directors, Executive Committee, Financial Advisory Committee, Executive Personnel Committee, Transition Committee, and Assembly Bylaws Task Force

- Continued work on committees listed above

- Draft Assembly meeting schedule at the AMTA Conference in Minneapolis. The draft schedule at this time is as follows:

  Thursday, Nov. 21: Assembly 1:30-5:30 p.m.
  Friday, Nov. 22: Assembly 7:30-9:00 a.m. and AMTA Business Meeting 10:30 a.m.-12:00 p.m.
  Saturday, Nov. 23: Assembly 11:15 a.m.-1:15 p.m. and AMTA Business Meeting 4:45-5:45 p.m.
  Sunday, Nov. 24: Assembly-Elect 8:30-9:15 a.m.

- Provide updates to the Assembly from the Ethics Board, Assembly Anti-Harassment Work Group, Executive Director Search, Board of Directors, and upcoming content of the Assembly meetings planned for the AMTA November National Conference in Minneapolis, Minnesota.
APPENDIX A – SNELL

MEMO

To: AMTA Regional Presidents

From: Angela M. Snell, Speaker of the Assembly

Date: February 26, 2019

Re: 2020-2021 Assembly Delegate Seat Calculations

Below are the Regional Delegate seat numbers for each AMTA Region for the 2020-2021 election cycle.

2020-2021 Regional Delegate Seat Totals:

SWR - (6) 6 (+1)
SER - (9) 9 (+1)
NER - (3.6) 4 (-1)
MWR - (5.4) 6
MAR - (13.2) 14 (-1)
WR - (9) 9
GLR - (14.4) 15 (-1)

Total Delegates for 2020-2021 = 63 (-1)

Article VII. Section 2 of the AMTA Bylaws states the following:

“The Assembly is composed of professional members elected by and from the regional organizations within the Association. The number of delegates in the Assembly is in proportion to the number of national professional members in the respective regions. Each region has a minimum of two delegates. The exact number of delegates from each region is established by the Board of Directors for each election year prior to the regional meetings. The size of the Assembly is established by the Board of Directors within a numerical range of 60 to 70 delegates.”

AMTA voting members are the only regional members that are considered for this calculation. These members include Professionals, Honorary Life, Life, and Retired. Nonvoting members are not considered in this calculation (Associate, Student, Inactive, Patron, and Affiliate members). Elections for the Assembly of Delegates are held in odd numbered years. The delegate seat numbers are based upon the 4th quarter voting membership totals from the previous year.

Membership numbers from December 31, 2018 per region are noted in the chart below. As a comparison, I also included the 4th Quarter voting membership totals from December 31, 2014 and December 31, 2016 that were used to calculate the Regional Assembly Delegate seat numbers for the 2016-2017 and the 2018-2019 Assembly of Delegates respectively. The difference listed in each space is a comparison to the previous election cycle. The bottom right space of the chart additionally lists the difference from 2014-2018 for total voting membership numbers.
### AMTA Voting Members by Region

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<th>Region</th>
<th>Professional 12/31/18</th>
<th>Honorary Life 12/31/18</th>
<th>Life 12/31/18</th>
<th>Retired 12/31/14</th>
<th>TOTAL 12/31/16</th>
<th>12/31/18</th>
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<td>SWR</td>
<td>228 (+78)</td>
<td>5 (+2)</td>
<td>0</td>
<td>160</td>
<td>159 (-1)</td>
<td>240 (+81)</td>
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<tr>
<td>SER</td>
<td>340 (+56)</td>
<td>11</td>
<td>0</td>
<td>309</td>
<td>303 (-6)</td>
<td>359 (+56)</td>
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<tr>
<td>NER</td>
<td>123 (-20)</td>
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<td>5</td>
<td>153</td>
<td>130 (-19)</td>
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<td>MWR</td>
<td>197 (+5)</td>
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<td>3 (+1)</td>
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<tr>
<td>MAR</td>
<td>484 (-53)</td>
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<td>0 (-1)</td>
<td>17 (-1)</td>
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<td>507 (-55)</td>
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<td>WR</td>
<td>326 (+32)</td>
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**Total All Regions**

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<th>Professional 12/31/18</th>
<th>Honorary Life 12/31/18</th>
<th>Life 12/31/18</th>
<th>Retired 12/31/14</th>
<th>TOTAL 12/31/16</th>
<th>12/31/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2244 (+92)</td>
<td>41 (+3)</td>
<td>1 (-1)</td>
<td>61 (-4)</td>
<td>2204</td>
<td>2257 (+53)</td>
</tr>
</tbody>
</table>

**Difference from 2014-2018 = +143**

The formula used to calculate Regional Delegate seats is as follows:

\[
\text{# of the Region’s Voting Members} ÷ \text{# of Total AMTA Voting Members} = \% \text{ of the Region’s Membership}
\]

\[
\% \text{ of the Region’s Membership} \times 60 = \# \text{ of the Region’s Assembly Delegate Seats}
\]

**The delegate number per region is rounded up regardless of the resulting fraction.** The calculations for the 2020-2021 term are below along with comparisons to the two previous election cycles. The difference listed in each space is a comparison to the previous election cycle. The bottom right space of the chart also includes the difference from 2014-2018 for total Delegates.

<table>
<thead>
<tr>
<th>Region</th>
<th>2016-2017 Assembly Delegate Seats</th>
<th>2018-2019 Assembly Delegate Seats</th>
<th>2020-2021 Assembly Delegate Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWR</td>
<td>(4.3) 5</td>
<td>(4.2) 5</td>
<td>(6) 6 (+1)</td>
</tr>
<tr>
<td>SER</td>
<td>(8.4) 9</td>
<td>(7.8) 8 (-1)</td>
<td>(9) 9 (+1)</td>
</tr>
<tr>
<td>NER</td>
<td>(4.2) 5</td>
<td>(4.2) 5</td>
<td>(3.6) 4 (-1)</td>
</tr>
<tr>
<td>MWR</td>
<td>(5.3) 6</td>
<td>(5.4) 6</td>
<td>(5.4) 6</td>
</tr>
<tr>
<td>MAR</td>
<td>(15.2) 16</td>
<td>(15) 15 (-1)</td>
<td>(13.2) 14 (-1)</td>
</tr>
<tr>
<td>WR</td>
<td>(8.2) 9</td>
<td>(8.4) 9</td>
<td>(9) 9</td>
</tr>
<tr>
<td>GLR</td>
<td>(14.3) 15</td>
<td>(15.6) 16 (+1)</td>
<td>(14.4) 15 (-1)</td>
</tr>
</tbody>
</table>

**Total All Regions**

<table>
<thead>
<tr>
<th>Professional 12/31/18</th>
<th>Honorary Life 12/31/18</th>
<th>Life 12/31/18</th>
<th>Retired 12/31/14</th>
<th>TOTAL 12/31/16</th>
<th>12/31/18</th>
</tr>
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<tbody>
<tr>
<td>65</td>
<td>64 (-1)</td>
<td>63 (-1)</td>
<td>Difference from 2014-2018 = -2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact information:
Angela M. Snell, M.S.Ed, MT-BC
Speaker of the Assembly, American Music Therapy Association
Cell 734 693-2763
Email: snellmusictherapy@gmail.com
In my role as Historian and Parliamentarian I assist the President, Executive Director, Board of Directors, Assembly of Delegates and the Association as requested, particularly on matters where a historical perspective is useful or parliamentary clarification needed. I stand ready to assist any board member with historical perspective or parliamentary assistance, particularly given the unexpected circumstances of transition that we find ourselves in today. In addition, I serve on the Board’s Financial Advisory Committee and Audit Committee, and at the President’s request coordinate the nomination process for Lifetime Achievement Awards. Last year I also chaired a small committee to oversee the announcement and some activities related to the digital availability of parts of the AMTA Archives.

At the request of MTP editor Tony Meadows, Ken Aigen and I co-authored an article about unification published last fall as part of AMTA’s 20th anniversary celebration. In the article we mentioned the financial challenge of advocating for music therapy when only one third of the MT-BCs are professional members of AMTA. Ken was shocked to learn of this fact, and he suggested that we might use the article as an opportunity to reach out to all MT-BCs regarding membership during this celebration period. I will have a draft of a proposed letter for the board to review at our mid-year meeting.
AMTA Archive Update: November 19, 2018-May 17, 2019

Since the last report in November of 2018, there has been an increase in inquiries regarding the history of music therapy and materials in the archives (7 email inquiries so far). The digitization of materials from the archives continues, although these newly digitized materials have not yet been added to the online finding aid. Newly digitized materials include:

- 28 betacam tapes containing interviews with music therapy pioneers
- 2 VHS tapes of the "Forever Young: Music and Aging" senate hearing

Materials continue to be donated to the archives and there is a backlog of materials to be transported, sorted, inventoried, and processed.

Proposed Actions for the Good of the Archive:

1. It is proposed that the archivist work with Wendy Woosley to develop guidelines for documenting AMTA activities and conferences. The purpose of these guidelines would be to standardize the media and documents that are collected from each event to ensure that complete records are archived.
2. Use funding specific to the archive project, as available, to support student assistance with the sorting and processing of newly donated materials.
3. Identify music therapy pioneers to facilitate the continued collecting of oral histories and personal papers when possible.
4. Work with each AMTA region to identify the current status of region archival materials and processes for documenting regional histories.

I am very grateful for the support of the AMTA Board of Directors and staff of AMTA and look forward to continuing to develop our historical resources.

Respectfully Submitted
Lindsey Wilhelm, AMTA Archivist
May 17, 2019
SUPPLEMENTAL REPORTS
The Council on Education and Clinical Training is comprised of three Standing Committees. The Academic Program Approval Committee (APAC) is currently co-chaired by Rebecca Engen, Ph.D., MT-BC and Mike Zanders, Ph.D., MT-BC. The Association Internship Approval Committee (AIAC) is co-chaired by Lauren DiMaio, MMT, MT-BC and Eve Montague, MSM, MT-BC. The Continuing Education Committee is co-chaired by Julie Andring, Ph.D., MT-BC and Jean Nemeth, Ph.D., MT-BC.

I would like to thank the committee chairs for their reports and I look forward to working with them during the current term. Additionally I would like to express my gratitude for being asked to serve in this capacity.

Submitted for your review,

Eric G. Waldon, Ph.D., MT-BC
Council Coordinator, Education and Clinical Training
May 17, 2019

Action Items:

Academic Program Approval Committee (APAC): No action items at this time.

Association Internship Approval Committee (AIAC):
1. The AIAC respectfully requests that the AMTA Board of Directors direct the 21st Century Commission on Education and Training to actively seek input and assistance from AIAC and APAC to develop a one-model clinical music therapy internship that reflects the 21st century needs of all constituents (clients, interns, clinicians, and academicians).

Continuing Education Committee (CEC):
1. Review forthcoming report from the Continuing Education & Membership Committees concerning proposal for Free CMTE credits for members.
2. Consider altering the present deadline of CEC Task #4 from January to April 1st to better accommodate the spring regional conferences. (See explanation & rationale below)
3. Consider deleting Committee Task #2 & Committee Chair Task #5, as national office staff now assumes all endeavors related to the creation of e-Courses. (See below)

The Academic Program Approval Committee
Mid-Year Board Meeting Report

Date: May 10, 2019

Reporting Period: November 2017 to May 10, 2019

Co-Chairs:
Rebecca Engen, Ph.D.  becky.engen@alverno.edu
Mike Zanders, Ph.D., MT-BC  mzanders@twu.edu

Members:
Melita Belgrave, Ph.D., MT-BC (at-large)  Sophia Lee, Ph.D., LPMT, MT-BC (at-large)
Alejandra Ferrer, Ph.D., MT-BC (at-large)  Maureen Hears, Ph.D., MT-BC (at-large)
Laura Brown, Ph.D., MT-BC (at-large)  Melita Belgrave, Ph.D., MT-BC (at-large)
Goals:
1. To support the establishment and maintenance of standards of excellence for education and clinical training in the field through collaboration with appropriate association bodies (e.g., other national committees and the Education and Training Advisory Board).

2. To utilize these standards as evaluative criteria for recommending approval for academic institutions upon initial application and review, and every ten years thereafter in conjunction with the NASM accreditation/affirmation review.

Tasks:
1. Review application materials for new baccalaureate/equivalency programs and graduate programs in a timely manner and make recommendations regarding approval to the AMTA Board of Directors.

   New Program Approvals: Marietta College – new undergraduate; Roberts Wesleyan – new undergraduate; Washington Adventist University – new undergraduate; Loyola – new online Master’s

   New Programs under Review: Three (4) new undergraduate and one (1) new graduate program are in review

2. Determine year of review for AMTA approved academic programs reapplying for AMTA approval based on scheduled reviews by NASM for accreditation/affirmation, and for any exceptions determine the year of review by AMTA.

   Ongoing. Nothing new to report.

3. Review re-approval application materials for AMTA approved baccalaureate/equivalency programs and graduate programs according to the Standards for Education and Clinical Training and make recommendations regarding approval to the AMTA Board of Directors.

   Program Re-Approvals: Sam Houston – graduate and undergraduate

4. In the case of any deferrals of AMTA approval for academic programs or any adverse decisions regarding approval, follow the AMTA procedures for the review of such deferrals and/or adverse decisions.

   Ongoing. Nothing to report at this time.

5. Provide consultation services as needed to academic programs in regard to AMTA approval.

   Ongoing. Nothing to report at this time.

6. Coordinate committee activities with other committees and the Education and Training Advisory Board as needed.

   Ongoing. Nothing to report at this time.

7. Coordinate committee activities for AMTA approval review with NASM accreditation/affirmation as needed, and monitor NASM accreditation/affirmation status of all AMTA approved music therapy programs.

Action Items:
None.
Ongoing. Nothing to report at this time.

8. Review policies and procedures for academic program approval and make recommendations to appropriate Association bodies for any new policies or procedures, including standards and professional competencies for music therapy education and clinical training.

Ongoing. Nothing to report at this time.

Other:
1. This has been a transition period with Mike Zanders and Rebecca Engen taking over as co-chairs. The new co-chairs thank Jane Creagan for her invaluable help during this time.

2. Regional representatives have communicated to the committee co-chairs that they are hearing increasing concerns regarding university-affiliated internships. APAC had already recognized the need for more detailed UA information in the new and re-approval applications and approved the addition of several items to the applications at its meeting last November. Now, to address current concerns about recently approved programs, the co-chairs, along with Jane Creagan, will be asking programs approved in the past 2 years to provide additional UA information which was added to the application process. APAC and AIAC have jointly proposed concurrent session for the 2019 national conference entitled: Comparing National Roster and University Affiliated Internships.

3. Regional representatives have indicated that it is time for APAC to move forward with an idea that has been discussed at recent meetings but not implemented: a liaison for each approved program who can check in with schools during the ten-year period between reviews – either with concerns or to provide help and guidance. The policies for such a system are not yet in place, so this will be on the agenda for our November meeting.

Respectfully submitted,

Rebecca Engen, Ph.D., MT-BC
Mike Zanders, Ph.D., MT-BC
AMTA Academic Program Approval Committee

Association Internship Approval Committee
Mid-Year Board Meeting Report

Date: May 15, 2019

Reporting Period: November 2018 to May 15, 2019

Co-Chairs:
Lauren DiMaio, Ph.D, MT-BC  dimaiol@queens.edu
Eve Montague, MSM, MT-BC  evemontague@verizon.net

Members:
Manal Toppozada, MA, MT-BC/L (Western)
Della Daugherty-Molloy, MT-BC (Southwestern)
Kimberly Hawkins, MS, MT-BC (Midwestern)
Kay Luedtke-Smith, MT-BC (Great Lakes)
Chrissy Watson, MT-BC (Southeastern)
Susan Gaspell, MT-BC (Mid-Atlantic)
Brian Jantz, MT-BC (New England)
Action Items:

- The AIAC respectfully requests that the AMTA Board of Directors direct the 21st Century Commission on Education and Training to actively seek input and assistance from AIAC and APAC to develop a one-model clinical music therapy internship that reflects the 21st century needs of all constituents (clients, interns, clinicians, and academicians).

Goals:

1. To establish, maintain and improve standards for the training of music therapists participating in AMTA programs on the National Internship Roster.

2. To encourage and assist persons in their clinical preparation for music therapy practice.

Tasks:

1. To review the National Roster Internship Guidelines and internship documents and make recommendations for revisions.

   *Ongoing. The members of the AIAC continue to review the National Roster Internship Guidelines to determine the need for revisions.*

2. To review and make recommendations regarding the quality of internship programs.

   *Ongoing. The AIAC co-chairs send updates to all National Roster Internship Directors at the email addresses registered with AMTA.

   *When non-compliance issues are brought to our attention, we investigate the issues and help the internship director make corrections and understand the guidelines.*

3. To review and approve applications for new internship programs.

   *Ongoing. Since the November 2018 report, the committee has approved five applications, and approved one exception request; six applications are currently in review; two applications were denied; one site became inactive.*

   *Other business during this period includes approval of supervising music therapists and new Internship Directors at National Roster internship sites.*

4. To formulate, update, and implement continuing music therapy education for internship directors/supervisors.

   *Ongoing. The free Supervising the Music Therapy Intern CMTE will again be available for members at the National Conference in November, 2019.*

   *Regional spring conferences provided members opportunity to take the Supervising CMTE.*

   *The Supervising CMTE is also available as an AMTA E-course. Fees apply.*

5. To provide support and assistance to students pursuing or involved in internship.

   *Ongoing. The AIAC chairperson and regional representatives respond to all inquiries, concerns, and questions offered by students when contacted. Since the November report, there have been 5 discussions with regional reps and/or co-chairs with Internship Directors and Academic Directors regarding support and clarification for interns and site supervisors.*

6. To revise the current internship supervision model in the National Roster Internship Guidelines to address increasing issues regarding facility supervisors and administrators, internship directors, and supervision training in National Roster Internship programs.
Ongoing. Survey results continue to be discussed and the committee continues to look at models of supervision that may help improve the current model.

We continue to field numerous questions and have many discussions with Academic Directors and University Affiliated Internship Supervisors/Directors. It is clear that many internship sites are not as structured and consistent as needed and there is much confusion about training requirements and standards.

To this end: the AIAC respectfully requests that the AMTA Board of Directors direct the 21st Century Commission on Education and Training to actively seek input and assistance from AIAC and APAC to develop a one-model clinical music therapy internship that reflects the 21st century needs of all constituents (clients, interns, clinicians, and academicians).

7. To develop a multi-year plan for discussion at the annual meeting to address the potential shortage of National Roster internship sites.

Ongoing. We continue to gather data from each NR internship site regarding number of interns placed and number of slots that went unfilled. Internship directors are currently completing their annual report and we will have updated number for the October, 2019 board report. This information will also be shared again with APAC.

Respectfully submitted,

Lauren DiMaio, Ph.D, MT-BC
Eve Montague, MSM, MT-BC
Co-Chairs, Association Internship Approval Committee

CONTINUING EDUCATION COMMITTEE
Mid-Year Board Meeting Report

Date: May 11th 2019

Reporting Period: November 19th 2018 to May 5th 2019

Co-Chairs:
Julie Andring, PhD, MT-BC
Jean Nemeth, Ph.D., MT-BC
jamusictherapy@optonline.net
mnmeth670@aol.com

Members:
Bernadette Skodack, MT-BC (Great Lakes)
Laurel Rosen-Weatherford, MT-BC (Great Lakes)
Amanda Reopell, MT-BC (New England)
Jonathan Silbert, MT-BC (Southwestern)
Rebekah Stewart, MA, MT-BC (Midwestern)
Tara Brinkman, MT-BC (Western)
Clare Arezina, MME, MT-BC, CCLS (Mid-Atlantic)
Natalie Generally, MMEd, LPMT, MT-BC (Southeastern)
Jordan Marshall (AMTAS)

Action Items:
1. Review forthcoming report from the Continuing Education & Membership Committees concerning proposal for Free CMTE credits for members. (SEE ATTACHMENT A-WALDON)
2. Consider altering the present deadline of CEC Task #4 from January to April 1st to better accommodate the spring regional conferences. (See explanation & rationale below)
3. Consider deleting Committee Task #2 & Committee Chair Task #5, as national office staff now assumes all endeavors related to the creation of e-Courses. (See below)

**Goals:**
1. To ensure that the continuing education courses offered by AMTA adhere to the guidelines established by the Certification Board for Music Therapists.
2. To promote the value of board certification and strive to provide continuing education opportunities that meet the educational needs of the members of AMTA.

**Tasks (Committee Members):**
1. To proctor and oversee continuing education offerings at the annual AMTA national conference.
   
   *Ongoing. Successful completion of all tasks related to proctoring & overseeing the CMTE & Additional Training offerings at the 2018 AMTA national conference in Dallas, TX was spearheaded by Co-Chair Andring with assist from Co-Chair Nemeth and the other members of the Continuing Education Committee.*
   
   *In addition, the CEC Committee presented an informative concurrent session entitled: "Tips for Submitting Strong Presentation Proposals: Meet the AMTA Continuing Education Committee." The presenters were also invited to record a Podcast of the content of this session which is now available as a member resource on the AMTA website.*
   
2. To contribute a list of potential topics for standardized self-study modules and to solicit suggestions for potential topics from regional members.
   
   *This charge has largely been sidelined by the development of e-courses that are administered by national office staff. Along with Chair Task #5, Recommend that this charge be removed.*
   
3. To send recommendations for “best of the region” CMTE presenters to the co-chairs by late-January.
   
   *Ongoing. Regional Representative have submitted any suggestions for CMTEs based successful offerings at regional conferences. Recommend that the stated deadline of January be altered to April 1 to allow for timely inclusion of quality offerings from the Spring Regional Conferences.*
   
   *Rationale: As all regional conferences occur in the spring of the year, perhaps the submission date requirement for this task should be altered to occur after most regional conferences have been held. In this way, these quality offerings could be forwarded to the national conference committee in a timelier manner versus waiting for nine months after these sessions have occurred. Since this would require a rapid turn-around to meet the April deadline for national conference proposals, the CEC chairs could follow through with the committee to facilitate this process.*

**Tasks (Committee Co-Chairs):**
1. To keep ongoing records of conference continuing education courses, including sign-in sheets, completed measures of learning, evaluations, and each presenters’ course objectives and resumes. Prepare and submit summary reports to CBMT and AMTA.
   
   *Co-Chair Andring is archiving this information. Working in coordination with national office & the conference planners, the process continues to be evaluated for accuracy, feasibility and ease of use.*
   
2. To send compiled data on evaluations for conference CMTE courses to the presenter, the Vice-President, the AMTA office and CBMT.
   
   *Co-Chair Andring completed this task for the 40+ CMTE & Additional Training courses following the 2018 Conference.*
3. To serve as a liaison to CBMT & to complete the approved provider status renewal application form to maintain AMTA’s status as an approved provider.

   Ongoing. As previously noted, there have been minor changes made to the CMTE course evaluations in order to meet the New York LCAT requirements.

4. To serve on the AMTA Conference Committee and assist the AMTA Vice President with selection of CMTE courses.

   Presently, Co-Chair Nemeth is assisting Vice President Kristen O’Grady & the conference planning team by serving as a blind reviewer for the 76 CMTE/Additional Training course proposals submitted for AMTA Conference 2019. In an effort to decrease the subjectivity of the former review criteria, the CEC chairs submitted revisions to the review measures that are being pilot tested this year. Further refinements will be made as necessary to ensure as fair and impartial a process as possible.

   In addition, CEC Mid-Western representative, Rebekah Stewart will be serving as a blind reviewer of the concurrent proposals submitted for Conference 2019.

5. To develop a list of potential topics for the creation of standardized self-study modules for use as pre-approved continuing education.

   As National Office Staff continues to handle the creation and dissemination of all E-courses, Recommend that this task be removed.

6. To update the AMTA-CEC web site as needed.

   Ongoing

7. To consult with individuals wishing to offer CMTE sessions through AMTA.

   CEC Co-Chairs remain available to consult with members. To date, only one such request has been made and was appropriately passed on to the Conference committee.

8. To serve as CEC representative on the AMTA Education & Training Advisory Board.

   Co-Chair Nemeth is serving in this capacity and attended all meetings of the ETAB at the national conference in Dallas. Chair Elizabeth Schwartz stepped down at the close of conference since her term on the board had expired, as did the term of Dr. Douglas Keith. Annette Whitehead-Pieux was appointed chair and recommendations for two new members were submitted and approved by the AMTA board of Directors. The Board welcomed Dr. William Matney & Adenike Webb as at-large members. Committee members are presently awaiting guidance from Chair Whitehead-Pieux as we continue our work on delineating a unifying theory of Music Therapy.

The CEC co-chairs would like to thank the National Office Staff and the AMTA Board for their continued support and efforts related to continuing education and advocacy for our profession.

Respectfully submitted,

Julie Andring, PhD, MT-BC
Jean Nemeth, Ph.D., MT-BC
Co-Chairs, AMTA Continuing Education Committee
ATTACHMENT A-WALDON

Proposal in Response to Charge by AMTA Board of Directors

Submitted by CEC Co-Chairs: Julie A. Andring, PhD., MT-BC
Jean M. Nemeth, PhD., MT-BC

In Consult with Membership Committee Co-Chairs: Angie Elkins, MT-BC
Jennifer Hicks, MT-BC, RYT

CHARGE FROM THE BOD: To charge the co-chairs of the Membership and Continuing Education Committee to explore the possibility of AMTA offering up to 20 CMTE credits included in membership at no-cost.

Initial CEC Thoughts:
1. This initiative is both prudent and timely given the need to:
   a) Support AMTA members which is germane to AMTA’s mission
   b) Meet AMTA strategic goal of increasing professional membership to 50% of all MT-BCs
2. This initiative is a positive means of outreach which can foster connection with and support for/from all MT-BCs, not just current members. It would be a good faith gesture for AMTA to provide a cost effective avenue for obtaining mandatory CMTE credits while simultaneously creating incentive for membership.

Original CEC Proposal:
20 FREE CMTE credits/year included with professional membership dues as follows:

- Continue to offer 5 Credits for anyone (member/non-member) attending AMTA National Conference (Note: Maximum of 15 credits allowed in this category by CBMT)
- Up to the 15 FREE Credits/year in conference coursework and/or Selection of e-courses
- Instituted at a NATIONAL level—these credits would only be earned via national conference CMTEs/e-courses. (See rationale #4 below)
- Eliminate the current practice of offering FREE CMTEs at conference & yearly FREE e-courses.
  o This should result in more balanced attendance across ALL CMTE offerings (vs. over-crowding the FREE offerings). It would afford members the ability to take the course(s) that they are truly interested in/find applicable to their work instead of selecting their continuing education avenues based on cost. Institute a code system to track members’ use of the FREE options on a yearly basis [e.g., Year/# of course: 2019/01]. NOTE: A possible problem involves how to incorporate 3 vs. 5 hr. CMTEs into this code system.

Rationale for Original Proposal:
1. This initiative promotes AMTA membership vs. simply relying on the MT-BC. If a member attends national conference at least 3 years & obtains 15 additional credits through CMTEs/e-courses, maintaining their MT-BC status would require only 10 additional credits of personal expenditure beyond the yearly membership fee. As more states move toward licensure with incumbent license costs incurred by the individual MT-BC, this benefit will prove even more valuable.
2. The 5 conference attendance credits continue to promote national conference attendance where, in addition to meeting continuing education requirements, beneficial networking, community connection, and wide-ranging professional exposure & learning can ensue.
3. This proposal also highlights AMTA’s library of e-courses, a high quality resource that, since its inception, has remained under-promoted/underutilized. It is also a good option for those unable to attend conferences due to cost or personal circumstances.
4. Restriction of this initiative to a NATIONAL level program recognizes the need to respect regional autonomy and purposely avoids mandating how a particular region chooses to offer its own learning opportunities. Though
a region(s) may desire to adopt this initiative, it is important NOT to restrict how any region obtains its much needed funding. Requiring regions to adopt this system may result in a financial strain at the regional level that is unfair to impose.

Feedback from Membership Committee:

**SIMILAR PROGRAM ALREADY IN PLACE:** In consultation with the chairs of the Membership Committee & ensuing commentary from Angie Elkins in her role as AMTA National Office staff, it was noted that this proposed initiative is generally ALREADY in practice. 35 Free CMTE credits were offered to AMTA member attendees at the 2018 national conference to promote membership in AMTA, to encourage conference attendance, and to help achieve required room block minimums with the conference hotel. In addition, there has been an ongoing initiative to offer a free e-course to members each year since 2015. Presently, the Disaster Response e-course is free to 2019 members (this course is also made available free to non-members given the frequency of recent disaster events). Thus, in 2018, a total of 38 free CMTE credits were made available to AMTA members as a benefit of their membership in AMTA that year. Similar levels of free offerings were offered in prior years at prior conferences and are planned for conference 2019 as well. At least one free e-course has been offered as a benefit of membership for the past four years.

NOTE: Free-to-members conference courses and trainings carried a nominal $20 registration fee for the first time in 2018. In addition to covering administrative costs, this fee was instituted primarily to combat a large numbers of members enrolling for free offerings but failing to attend them (problematic in terms of logistics of room size/materials as well as excluding waitlisted members who would actually have attended). This new policy has resulted in registrants taking attendance commitments more seriously. This also helps cover the CBMT fees AMTA must incur in order to offer these free courses.

NOTE 2: 5 CMTE credits for attending the AMTA annual conference cannot be tied to membership status as every person who attends a conference of any kind is eligible to claim 5 credits for this activity per the CBMT recertification manual.

**PROPOSED USE OF A CODING SYSTEM:** Employing a personalized coding system to track use of FREE selections could prove costly in terms of staff time and be cumbersome to administer given present resources at national office if the courses are to be self-selected. For that reason, even if a code is used, it is preferable to retain the present practice of applying discounts to pre-selected e-courses/conference trainings rather than allowing attendees’ personalized selection (or developing some combination of pre- & personally-selected options). Moreover, pre-selecting courses to apply to this member benefit allows focus on AMTA’s educative mission by encouraging members to study topics that support the mission but have not generally been well self-selected (e.g., Research/Advocacy/etc.)

**EMPHASIS ON E-COURSES:** AMTA should focus on increasing production of e-courses. Use of this self-study option has risen dramatically since the program’s inception.

![Number of E-courses Purchased by Year](image)

However, the present catalog consists of only 12 courses, with the most recent addition in August 2018. Three new courses were created in 2017 and, as you can see in the above graph, that was one of the biggest increases per year in purchases/interest to date. Having a greater selection with diverse topics as well as the addition of one or two new courses each year would bring increased attention to this program, make the library more relevant, and incentivize those who have already taken these courses to go back and take more. With more courses in place and
added each year, there would be more freedom to make one or more appropriate e-courses free as a member benefit in a given year, while still allowing for income generation from the rest of the e-course catalog. Content is needed in order to make this happen.

**JOINT CEC & MEMBERSHIP COMMITTEE PROPOSAL:**

1. **Build upon the program already in place for offering FREE continuing music therapy education credits to AMTA members.**
   a. We are already offering well over 20 free CMTE credits each year to current AMTA members (minus the registration fee for free conference training courses).
   b. We are planning to better explain the $20 processing fee in 2019: These courses are actually free for AMTA members (regular prices generally range from $260-$300). Perhaps state: “this course is offered FREE to current AMTA members with a $20 processing fee to cover administrative costs and ensure participation”
   c. Explore developing a means within the conference registration form to offer member choice for ONE personally-selected free course offering (the rest remaining as preselected FREE offerings).

2. **Develop an initiative to increase the catalog of e-course offerings.**
   a. Having more e-courses/diverse topics to choose from is an important part of making the e-course program successful. If one or more new e-courses are developed by the end of this calendar year, they could be offered for FREE as a 2020 member benefit.
   b. Greater focus on 5 credit offerings: Two FREE 5-credit e-courses (vs 3 credit offerings) would accrue half of the requested 20 credits/yr. from the Board’s charge & could be more easily earned by those unable to attend conference. In addition, after taking the two free e-courses, AMTA members might be more inclined to purchase additional e-courses for CMTE credit since e-courses are pre-approved and per the CBMT manual, there is no limit on the number of educational courses one can take in the 5-year Recertification Cycle, thus developing additional income from the e-course program. (Note: Need to assess whether e-course developer, Cathy Knoll, would be willing/able to take on this expanded load or whether an additional team needs to be developed).
   c. If there is not an appropriate new e-course developed by the 2020 membership year, the national office is suggesting that the Advocacy for Music Therapy e-course be made available as a free member benefit in that calendar year.

3. **Develop a membership recruitment initiative that highlights FREE continuing education available as benefit of membership dues. Help people better understand this membership benefit through:**
   a. A concerted effort to better communicate the free e-course and conference trainings benefit as we promote membership to non-members
   b. Highlight these FREE benefits more prominently in membership invitations, on social media, & during Membership Committee calling drives

4. **Seek new/expanded ways of offering free continuing education opportunities that ensue as part of membership.** See Angie Elkins’ report regarding the development of a joint project between the Membership Department and MTR2025 which could allow for free CMTE credits for reading selected AMTA journal articles as a member benefit.

The above proposal represents the current joint thinking of the CEC & Membership Committee chairs. Any and all feedback is welcome.

Respectfully submitted:

Julie Andring & Jean Nemeth, Continuing Education Committee
Angie Elkins & Jennifer Hicks, Membership Committee
The Council on Professional Practices is comprised of five standing committees: Government Relations, Reimbursement, Standards of Clinical Practice, Research, and Technology. Committee chairs and co-chairs have submitted the following reports with updates on actions taken on charged tasks. Please review their complete reports, which provide an update on committee actions since the 2018 Annual Report.

**Action Items:** None at this time

**Government Relations Committee Report**

**Date:** May 2019

**Report Period:** November 2018-May 2019

**Members:**
- Co-Chair – Judy Simpson (National Office)
- Great Lakes – Nancy Swanson
- Midwest - Emily Wangen
- New England – Nicole O’Malley
- Southwest – Suzanne Heppel
- Student Representative – Rachel Quirbach

**Co-Chair – Rebecca Preddie (National Office)**
- Mid-Atlantic – Amy Rodgers Smith
- MAR GR-elect – CJ Shiloh
- Southeast – Rachel Coon-Arnott & Kirby Carruth
- Western – TBD

**Report:**

**Goal:** To increase access to quality music therapy services through monitoring and responding to state and federal legislation that impacts music therapy practice and/or impacts healthcare and education service delivery to current and future music therapy clients.

**Tasks:**

1. Serve as a direct resource to the regions for both federal and state government relations and advocacy issues.
   
   Committee members continue to communicate with Co-Chairs when responding to government relations opportunities and concerns. Committee members are included in email communications to state task forces within their region.

   Representatives from SW, MW, and MAR attended national Arts Advocacy Day events in Washington, D.C. in March 2019. The potential for a music therapy federal Hill Day is being discussed so that energy and efforts are directed away from arts in health issues to music therapy specifically.

2. Contribute to state recognition operational plan presentations at the regional and state level.
   
   Committee members have participated in or supported advocacy training sessions and events, Hill Days, or legislative and agency committee presentations/testimony/meetings in the following states during 2019: California, Colorado, Florida, Illinois, Iowa, Maryland, Michigan, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Rhode Island, South Carolina, Texas, Virginia, Washington, and Wisconsin.

   States that have had active music therapy specific legislation (i.e., License, Title Protection, Program Inclusion) in 2019 include: California, Florida, Illinois, Iowa, Michigan, Minnesota, Missouri, New Jersey, New York, Pennsylvania, South Carolina, Texas, Virginia, and Washington.

3. Provide government relations updates during state meetings and regional conferences.
   
   Regional conferences included GRC reports from committee members and updates from State Task Force members. In addition, SW and SER hosted advocacy CMTEs and state Hill Days. Committee members
continue to contribute GR updates to regional newsletters and websites. Co-Chairs assist with editing committee members’ regional reports as requested.

4. Serve on state task forces or assist with identifying candidates for state recognition advocacy work.
   All of the Government Relations Committee members participate in state task force advocacy.

Reimbursement Committee Report

Date: May 2019


Members:
Co-Chair – Judy Simpson (National Office)    Co-Chair – Rebecca Preddie (National Office)
Great Lakes – Kyle Fleming                    Mid-Atlantic – Jenna St. Pierre
New England – Thomas Hayden                  Southeast – Jennifer Walker Puckett
Western – TBD                                 Midwest – Sarah Thompson
Southwest – Kate Harrison                    Student Representative – Elizabeth Sharp

Report:

Goal: To increase access to music therapy services by increasing the percentage of music therapy services receiving reimbursement.

Tasks:

1. Respond to questions from members within respective regions regarding payment options for music therapy services in various healthcare and education settings and report reimbursement challenges and successes to committee co-chairs.
   Many Committee representatives provide assistance to members in navigating reimbursement options for a variety of clinical settings and with various third-party payers. Committee members continue to monitor, respond, and re-direct questions posted through social media to available AMTA resources. In response to state-specific reimbursement questions, national office staff continues to work with the State Recognition National Team to develop resources that align diagnostic codes, procedure codes, music therapy interventions, and related evidence.

2. Increase music therapists’ basic knowledge of the process of reimbursement and financing for music therapy services.
   Efforts to educate members about reimbursement is completed through state and regional presentations and meetings. National Office staff continues to update website reimbursement information for clinician, student, and general public access.

3. Implement action plan to complete long-term goals of the reimbursement strategic priority.
   New online reimbursement resources have been created for member use. Topics are designed to assist members understand important details regarding the reimbursement process. Recent additions include:
   - HIPPA compliance update for providers
   - CPT® Codes 2019
   - CPT® Code Modifiers
   - Incident-to Billing
   - National Provider Identifier
   - Reimbursement Source Overview

Reimbursement survey developed in cooperation with state recognition team was recently conducted by Kimberly Sena Moore and Laurie Peebles as part of a research study at the University of Miami. Survey data are being reviewed with plans for publication submission.
Standards of Clinical Practice Committee

Date: May 1, 2019

Report Period: November 2018-May 2019

Committee Members
Ellary Draper, PhD, MT-BC (Chair, Southeastern)
Wendy Krueger, MT-BC (New England)
Helen Dolas, MS, MT-BC (Western)
Jennifer Fiore, PhD, MT-BC (Great Lakes)
Bob Miller, MS, MT-BC (Mid-Atlantic)
Gabrielle Banzon, MT-BC (Southwestern)
Sarah Pregnall, MMT, MT-BC (Southeastern)
Whitney Ostercamp, MT-BC (Midwestern)
Rowan Schaefer (Student Representative)

Main Objective for Committee: To develop, assess, and update the AMTA Standards of Clinical Practice to reflect current practice and to ensure the AMTA Standards of Clinical Practice align with other AMTA documents as they are updated.

Current Activities:

1. As directed by the Board, we are examining other organizations’ document structure, particularly related to the AMTA Standards of Clinical Practice. We gathered initial information at National Conference in November 2018 and are in the process of developing a report for the Board summarizing what we have learned. We plan on including the report in our October Report, so it is available to both the Board and Assembly.

2. At regional conferences this past Spring, committee members informed AMTA members of the work of this committee.

Recommendations for Board of Directors to Consider:

• None at this time.

Respectfully submitted,

Ellary Draper, PhD, MT-BC

Research Committee

Period of time this report covers: November 2018 to May 2019

Committee Chair and Members
Annie Heiderscheit (Great Lakes)
Andrea Cevasco-Trotter (Southeastern)
Cindy Colwell (Midwestern) – Committee Chair
Eric Waldon (Western)
Nicki Cohen (Southwestern)
Joy Allen (New England)
Gene Ann Behrens (Mid-Atlantic)
To be determined by AMTAS (Student Representative)
Main objectives for the Research Committee

Goals:
1. To encourage and promote research of all types of research methodology in music therapy.
2. To take complete responsibility for the research sessions at national conference.
3. To develop and implement a variety of ongoing educational opportunities and supportive mechanisms to assist novice and experienced researchers/clinicians to develop research projects and programs.

Tasks:
1. Investigate specific ways to educate the profession regarding current music therapy research.
2. Identify those areas of practice lacking supportive research documentation.
3. Serve as an adjunct committee to the conference program committee in organizing research presentations at the annual national conference and to appoint one research committee member to serve on the concurrent sessions’ selection committee.
4. To develop and implement a variety of ongoing educational opportunities and supportive mechanisms to assist novice and experienced researchers/clinicians to develop research projects and programs.

1. Recommendations and actions for the Board of Directors to consider—motions and/or bullet points

Summary of Recent Accomplishments and Current Activities

Selection of Research Committee presents…….(Concurrent Sessions for 2019)

Title: Submitting a Manuscript to Music Therapy Journals: A Conversation with the Editors-in-Chief
Format: Presentation, 75 min session
Presenters: Blythe LaGasse & Laura Beer
Session Description (50 words, program):
The idea of conceiving a research project can be intimidating for beginning researchers. This session is designed to showcase a model for beginning your first research project and successively narrowing a number of initial interests into a realistic yet intriguing research project.

Title: The Content, Layout, and Technology of Creating Stand-out Posters and Presentations
Format: Panel format, 75 min panel session
Panelists: Gene Ann Behrens and Nicki Cohen
Session Description (50 words, program):
We often need to create posters or presentations to highlight research studies, promote music therapy, or organize class material or workshops. Learn how to use PowerPoint and various design tricks to create large scale posters and visually engaging presentations. Bring your laptop with PowerPoint to the session.

Title: Access please! Searching for research articles when working outside of academia
Format: Presentation, 75 min session
Presenters: Joy Allen, Andrea McGraw Hunt & Heather Wagner
Session Description (50 words, program):
Research literature is essential – whether we are producing research or consuming research to inform our practice. Yet, music therapists run into access barriers when not affiliated with a university or research facility. This session is designed to provide clinician’s with practical tips to access and search research databases.

Title: Research Agenda Development as a Navigational Tool Supporting the Tenure Process
Format: Presentation, 75 min session
Presenters: Jennifer Fiore, Deb Layman, Carol Olszewski, Cindy Colwell
Session Description (50 words, program):
Navigating the tenure process can be challenging while balancing teaching, research, and service. Developing a research agenda as a doctoral student to carry out during the tenure and promotion process brings successes and challenges. Effectively communicating the research agenda as part of the tenure process will also be discussed.
Sponsored CMTE
Title: Case Study Research Design
Abstract: Carrying out research studies as a clinician is a daunting task. Most clinicians are not given the time, financial support, or materials needed to carry out a randomized control trial. However, clinicians often have interesting case material or have developed innovative methods of addressing client needs. This CMTE will demonstrate ways in which clinicians can conduct research using case study research designs.
Presenters: Annie Heiderscheit, Kathy Murphy, & Nancy Jackson

AMTA 2019 Concurrent Session Selection Committee
Annie Heiderscheidt appointed from the Research Committee to serve on this Committee

Clinician-based Research Grant
- three committee members served on this committee
- grant awarded to: Erin Fox
  Research Project Title: Music Therapy Assessment of Imminently Dying Hospice Patients: A Grounded Theory Analysis of Clinical Practice

Website Revisions
Various suggestions for the Research tab of the AMTA website were suggested and sent to AMTA for consideration and implemented as able via Barb Else. Barb reported that some changes were made, others not able to be completed at this time. Discussion will continue.

List of Activities in Progress and Upcoming Events/Discussions
Research Poster Session
- Call for research posters went to AMTA February 2019
- Survey Monkey platform opened March 1st, 2019
- Research committee members have been chosen as the review committee
- Submission due June 10, 2019
- Notification of acceptance/decline will be sent July 31, 2019
- Posters will be displayed all day Saturday, November 23rd with the oral session at 11 and the traditional ‘manned’ poster/author discussion opportunities for 2 hrs Saturday afternoon.

In progress items:
- Initial discussion for Concurrent Sessions for 2020 (and sponsored CMTE)
- Revision to Clinician-based Research Grant (inclusion of statement about required dissemination)
- Expansion of offerings at Regional Conferences to engage student and clinician researchers

Technology Committee

Period of time this report covers - November 2018-May 2019

Committee chair and members
Allison Hingley  allison@atlanticmusictherapy.com   SER
Alison Etter  alisonetter87@gmail.com   SWR
Noa Ferguson  noa@spectrumcreativearts.org   MAR
Spencer Hardy  spencerhardymusictherapy@gmail.com   WR
The main objectives for the Committee

- The AMTA Technology Committee aims to educate the music therapists about technology and serve as a resource for technology learning and advocacy. The committee strives to be a cutting edge resource, knowledgeable about current technologies and best practices, for the membership to utilize.

Recommendations and actions for the Board of Directors to consider

- The Technology Committee would like to create a membership survey about the current uses of technology in music therapy to serve the following purposes:
  - Inform the Technology Committee of areas of needs and strengths related to technology in the profession
  - Identify areas of technology to focus educational outreach on
  - Potentially publish this information to have as a resource for music therapists to increase their knowledge of the uses of technology in music therapy.

- The committee would appreciate the board’s assistance in getting an IRB for the survey, as well as approval to disseminate the survey amongst the membership.

Summary of recent accomplishments and current activities

- Currently working on developing potential survey questions
  - Expanding our knowledge of technology experts within our field to assist in technology related educational and advocacy efforts
  - Collaboration with other committees to consult on technology related questions ex. Ethics Board, Professional Advocacy Committee

List of activities in progress and upcoming events/discussions

The committees main focus right now is developing the survey to better inform what the focus of educational efforts should be, and to gain a greater understanding of the state of technology use in our profession.

Thank you,
Grace
The Council on Association Services is comprised of seven standing committees: Clinical Practice Networking, Diversity, Equity, and Inclusion, Interprofessional Collaborative Resources, International Relations, Membership, Professional Advocacy, and Workforce Development and Retention. I am continually impressed by how hard these chairs and committees work.

Action Items have been highlighted by the

DEI:
The DEI Committee would like to suggest a new charge to create a goal and/or task related to concerns brought to the committee from members of AMTA. Throughout the year regional representatives and the chair of the committee receive complaints and/or concerns from members, yet we don’t have a task that relates to handling the requests. We would also like to be included in conversations that occur with the board and have an opportunity to make recommendations.

International Relations Committee
We would like for the Board to consider the ethical implications of international service learning opportunities offered by universities and non-profits located here in the US, particularly with regard to sustainability and culture-centered approaches.

Workforce Development and Retention Committee:

- Requesting approval for digital platform, Facebook Live during national conference to host Q&A for high school students interested in pursuing music therapy as a career. This forum would be most accessible to students throughout the country and efficiently accommodate panelists attending national conference.
- Asking for next steps with regards to the data from CBMT and whether formal collaboration can occur with Research Committee for identifying trends (Goal 2/Task 1)
- Ask for Goal 1/Task 5 to be moved to the task list for the Interprofessional Collaborative Resources Committee since that more closely aligns with their focus.
- Inquiring what forum AMTA has available through their website for the WDR Committee to utilize in professionally receiving members’ ideas online(Goal 3/Task 1). Learning from AMTA’s staff on explanations to technological offerings available to WDR Committee would be most beneficial.
- Refer AMTAS to appoint a student/intern representative willing to serve on the committee effective immediately.
- Continued request for consideration of financially supporting committee chair to attend conference since that may be best allocated in AMTA’s budget instead of twice within one of the region’s budgets.

I will be meeting with the chairs of each of these committee prior to the Mid-Year to clarify their questions.

Clinical Practice Networking Committee

Date: May 10, 2019

Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Region</th>
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<tbody>
<tr>
<td>Claire Ghetti</td>
<td>Chair</td>
</tr>
<tr>
<td>Lee Anna Rasar</td>
<td>Great Lakes Region</td>
</tr>
<tr>
<td>Gabriela Asch-Ortiz</td>
<td>Mid-Atlantic Region</td>
</tr>
<tr>
<td>Katie Just</td>
<td>Mid-Western Region</td>
</tr>
<tr>
<td>(vacant)</td>
<td>New England Region</td>
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Report:

Goal: To provide coordination for networking and mentoring opportunities for practitioners working in a range of settings and with different populations, and to foster communication between committees and with professionals in related fields.

Tasks and Progress:
1. To develop networking opportunities to support music therapists working with a broad range of populations;

   Regional representatives assisted in organizing, facilitating and bringing innovation to networking events that were held in every region during regional conferences this spring. Events were attended by as many as 196 participants in some regions, and took various forms from evening happy hours to breakfast or lunch buffets. Regional reps continue to report that events run most smoothly when there is good communication between the rep and the regional conference planners, when there are skilled facilitators available to help structure dialogue, and when the events are held unopposed. Regional reps continue to consider ways of linking members of their regions for purposes of networking.

2. To host a round table with cash luncheon at the annual national conferences and organize networking opportunities at the regional conferences to further expand the development of clinical populations’ sub-groups;

   The CPN Committee hosted a Networking Luncheon at the 2018 AMTA National Conference in Dallas. Despite our efforts to include a networking bingo game (distributed to all conference attendees at the beginning of conference) and prizes to motivate participation, we experienced a record low attendance. The downward trend in attendance is consistent with previous years, and may be linked to the high number of meetings held concurrently. We therefore wish to move away from the Friday lunch time slot, and explore alternative solutions for a networking event at the 2019 national conference. We are currently in contact with conference planners to determine if an early evening networking/mingling event could be scheduled instead of the luncheon time slot.

3. To identify various structures that enable mentoring for music therapists working with a broad range of populations;

   Our representatives are considering trialing a mentoring program within one of the regions, in advance of proposing for expansion to other regions.

4. To inform AMTA members of the work of the committee via regional and national publications as well as on the Members Only section of the AMTA website.

   Regional representatives promoted the national and regional CPN luncheons using social media including regional Facebook pages, population-specific music therapy social media groups, and Twitter. Regional representatives reported back to their respective regions at national and regional business meetings.

Respectfully submitted,
Claire Ghetti, Chair
Diversity, Equity, and Inclusion Committee

Date: October 5, 2018 - May 13, 2019

Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>AMTA Region</th>
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<tbody>
<tr>
<td>Peter Meyer</td>
<td>GLR</td>
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<tr>
<td>Marisol Norris</td>
<td>NER</td>
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<tr>
<td>Maria Gonsalves Schimpf</td>
<td>Midwestern</td>
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<tr>
<td>Alejandra Ferrer</td>
<td>SER</td>
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<tr>
<td>Kamica King</td>
<td>SWR</td>
</tr>
<tr>
<td>Beth Robinson</td>
<td>Western</td>
</tr>
<tr>
<td>Melita Belgrave</td>
<td>Chair</td>
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</tbody>
</table>

Main Objectives
There are four main objectives for the committee. 1: To encourage increased diversity within the population of music therapy professionals and students in the US. 2: To increase diversity and multiculturalism training and resources for AMTA members. 3: To provide a support system, including tools and resources, for music therapy professionals and students from minority groups. 4: To monitor and recommend revisions to AMTA documents to achieve conformity to accepted language concerning diversity and multiculturalism.

Recommendations and Action Items:
The DEI Committee would like to suggest a new charge to create a goal and/or task related to concerns brought to the committee from members of AMTA. Throughout the year regional representatives and the chair of the committee receive complaints and/or concerns from members, yet we don’t have a task that relates to handling the requests. We would also like to be included in conversations that occur with the board and have an opportunity to make recommendations.

Summary of Recent Accomplishments
- Name change of the committee
- Presentation at National Conference in Dallas

Activities in Progress
- The committee is working with ICRC to review fact sheets. The review is to ensure that the fact sheets are culturally sensitive and responsive with language and content. (Task 2F)
- The committee is creating recommendations for regional and national vice presidents to (1) ensure a given percentage of CMTE and concurrent sessions contain information related to cultural and/or diversity training. (Task 2E)
- The committee is working on developing materials for an electronic resource database for the AMTA website. (Task 2B and 2G)

Membership Committee 2019 Mid-Year Report
Angie Elkins and Jennifer Hicks

Date: May 6, 2019

Members:
- Angie Elkins (Co-Chairperson)
- Jennifer Hicks (Co-Chairperson)
- Shannon Flaherty & Kathlynn Sell (Committee Representatives – New England Region)
- Sarah Pitts (Committee Representative - Southeastern Region)
- Ming Yuan Low (Committee Representative - Mid-Atlantic Region)
- Rachael Lawrence-Lupton (Committee Representative - Great Lakes Region)
• Lorissa Ann McGuire (Committee Representative - Midwestern Region)
• Tiffany Laur (Committee Representative - Southwestern Region)
• Risa Isogawa (Committee Representative - Western Region)
• Rachel Williams (Committee Member - Student Representative)

Goals:
1. To ensure the growth and development of AMTA by determining ways to increase membership.
2. To promote the value of all categories of AMTA membership.
3. To evaluate the needs of AMTA members.

Tasks:
1. To conduct annual membership drives at the national and regional levels (minimum of two per year).
2. To encourage and coordinate membership drives with AMTAS.
3. To promote the value of membership in publications, inside and outside of the profession.
4. To update reports of committee action on the Members Only Section of the AMTA website.

Report:
On a national level, we are highlighting a different AMTA/AMTAS member (and their favorite #memberbenefits) each Monday across all social media platforms for our #MembershipMonday #CheckInChallenge. These features are also being shared in the “Music Therapy Matters Monthly” emails. Our membership drives and calling campaigns this year will focus on “checking in” with non-members to see how we as an organization can better support them.

In addition to our Membership Monday posts and calling drives, our plans for the rest of the year include the following:

• Continued use of #WeAreAMTA across all of our social media platforms.
• Compilation of a list of membership assistance and scholarship programs offered by regions and states.
• Highlighting of the Membership in AMTA section of the website that includes an extensive list of member benefits, video testimonials, and PowerPoint presentations (https://www.musictherapy.org/members/benefits/).

On a regional level, we are honored to share with you the following updates:

• New England Region
  o The regional committee is discussing more effective methods to reach non-members outside of a calling drive. The committee has proposed an email drive, personally reaching out to past members and new music therapists, inquiring what they would like to see from the region as well as sharing the benefits of joining AMTA. The committee also plans to add a webpage to the NER website providing information about the membership support committee to help facilitate access to membership. Next year, the committee hopes to create an app and add text message alerts and reminders to further support members.
  o A scholarship collaboration with the NER Membership Support Committee yielded nine new members to AMTA and the New England Region. The scholarship reopened in early spring and will close on May 6th. Last year’s program yielded twelve new members.
  o During regional conference, three conference scholarships were awarded to NER-AMTA members. NER-AMTA offered a “Members-Only” 5 credit CMTE for FREE to all AMTA members.

• Southeastern Region
  o Sarah Pitts will be stepping down as committee representative for the SER-AMTA in the spring due to a move to Connecticut to take a job with the Veterans Administration. She shares, “It has been my honor and pleasure to serve on this committee since 2013 and serve as its chair and national representative since 2015. I look forward to continuing to promote the importance of membership in the New England Region.” The SER board of directors will be approving a new representative to take over the committee, and Sarah will be assisting with transitioning that person into the role over the summer.
The SER-AMTA will be having their spring calling drive soon. They are looking at new ways to focus their efforts, including using data/responses from previous calling drives, requesting volunteers and assistance from state organizations who have existing relationships with music therapists in the state, and promoting service CMTEs and discounts as incentives for participation.

The SER-AMTA had 29 more members at the end of 2018 than at the end of 2017, thus gaining one assembly delegate seat beginning in November 2019.

The SER region has already had two members highlighted for the #MembershipMonday #CheckInChallenge: Sarah Pitts in January and Carmen Osburn in April. Hannah Ivey Bush will be highlighted in August.

To assist the national membership committee in compiling a master list of state, regional, and national scholarship opportunities for members, the committee chair has begun reaching out to state organizations to collect scholarships sponsored at the state level. The region compiled scholarships offered at the regional level last year and will be editing this information for accuracy and formatting. The membership committee has also been posting national and regional scholarship opportunities in various music therapy social media forums and sharing with state organizations scholarship opportunities for conferences and membership fees as well as highlighting membership benefits.

### Mid-Atlantic Region
- In the past year, they successfully awarded every scholarship available through MAR membership. This was completed with the upcoming VP for Membership of MAR, Carol Ann Blank (her new role will begin in July of 2019).
- The board also recently approved MAR’s protocol for disaster relief, which falls under the responsibility of the VP of Membership.
- Finally, the MAR assembly of delegates will be assisting with the membership check-in and membership drive efforts. They hope to start the process in May.

### Great Lakes Region
- The yearly phone drive will be initiated in the next few weeks and will focus on contacting non-members who live within a five-hour radius of Minneapolis, where the national conference will be held in November.
- The GLR continues to build off of the #EachNoteCounts campaign with their #ComposingCommunity social media campaign. They also have featured Rachael Lawrence-Lupton and Jennifer Whitlow for the #MembershipMonday #CheckInChallenge and will feature Alvaro Rodriguez in May and Meredith Schlabig in September.

### Midwestern Region
- The Midwest Region held a very successful regional conference in Kansas City during the first weekend in April. This conference had the highest number of attendees at a regional conference to date. New this year, they implemented a discount code that could be used with online registration for #MWAMTA19. Discount codes were emailed to AMTA members within a week of joining/rejoining the association for 2019.
- The Midwest region is preparing for their first calling drive of the 2019 membership year. Volunteers were obtained at their regional business meeting during the Kansas City conference. They plan to target Nebraska, Iowa, North Dakota, & South Dakota as these are the states closest to the next two conferences (national and regional).
- The Midwest region continues to offer scholarships for their members. Currently budgeted are two AMTA membership scholarships and two regional conference scholarships. As their region continues to grow, they hope to offer more scholarships and discounts for members.

### Southwestern Region
- They kicked off their Membership Calling Drive at the SWAMTA regional conference:
  - Their regional representative made copies of the Membership Briefing booklet and other informative handouts provided by Angie Elkins and created a sign-up sheet recruiting volunteers to “check in” with non-member music therapists in the region.
  - They also created a scavenger hunt to look for names that fit a criteria listed on the scavenger hunt from the list of non-members shared via Google Sheet.
  - Their representative set up a table next to registration and manned it during registration and between sessions to solicit volunteers. They had twelve volunteers sign up to help make calls with the instructions to log their name and notes by non-members they called.
Many volunteers commented that they liked the idea of “checking in” with colleagues and asking how AMTA can better support them. They indicated it felt like it would make the phone conversation easier to approach the subject of membership. They also purchased customized guitar picks and pencils from Oriental Trading that said, “SWAMTA Check-in Challenge” to use as incentive in soliciting volunteers.

- During the SWAMTA Business Meeting, their representative announced the membership drive and made a plea for volunteers, reminding them that making calls can count toward service hours for CMTEs. They also announced the incentive of $50 credit toward next year’s membership for making 50 calls (approved by Angie).
  - Their regional membership task force is working to formalize an application process for membership scholarships. The idea has been presented to their regional board, and they are hoping to have a scholarship fund budgeted for their next fiscal year.

- **Western Region**
  - They will compile a list of region-specific grants and scholarships available to students and professionals as a resource for members to easily access.
  - They will work with their Board to develop a membership assistance program, either by offering scholarships to be awarded or by creating a work-study type of program in which the member receiving financial assistance will volunteer for WR events or needs.

We as a committee continue to believe that a large and diverse membership family benefits the organization and gives our music therapy profession a stronger and more vibrant voice on a regional, national, and global level. The multitude of benefits offered to members is designed to provide support for and increase the expertise of student and professional music therapists so that they can learn or continue to provide quality music therapy to those they serve. We are grateful for all of the representatives on this committee and thank them for their hard work, enthusiasm, and support as we work to further AMTA’s mission “to advance public awareness of the benefits of music therapy and increase access to quality music therapy services in a rapidly changing world” (American Music Therapy Association, 2018).


### Professional Advocacy Committee
**Mid-Year Board Report - 2019**

**Members:**
- Co-Chairs: Emily Bevelaqua, MMT, MT-BC & Leslie Henry, MM, MT-BC
- New England Region - Maggie Connors, MT-BC
- Great Lakes Region - Jessica DeVillers, MA, MT-BC
- Mid Atlantic Region - Tracy Wanamaker, MSEd, MT-BC
- Mid-West Region - Kelli McKee, MA, MT-BC
- South West Region - Rebecca McCoy, MT-BC, AP-BC
- Western Region - Kalani Das, MT-BC
- South East Region - Sharon Graham, MM, MT-BC
- Student Representative - Erin Shina

**Goals:**
- To advocate for the professional representation of the field of music therapy.
- To assist membership in responding to misrepresentation of music therapy in the media and in public.

**Tasks:**

1. **To educate membership regarding the evaluation of representations of music therapy in the public and various forms of media.**

- Committee members reported committee activities at regional meetings on the types of representations of...
2. To disseminate committee information to membership via conferences, newsletters, publications and to AMTA members only and regional websites.

- Informational videos created at the 2018 National Conference were published on the AMTA website.
- Shorter clips of these videos are in the process of being edited for Association use on social media.

3. To create a plan to develop guidelines to respond to the development of Music-based Apps that relate/overlap with music therapy in collaboration with a representative from the Technology Committee and with AMTA staff liaison Angie Elkins.

- A sub committee was formed within the PAC along with a representative from the Tech Committee. Policy is in development.

4. To assist and monitor member’s responses to advocacy issues, By monitoring and responding to misrepresentation of music therapy.

From January 1, 2019

- NER
  There was 1 report of misrepresentation during this time period.
- MAR
  There were 3 reports of misrepresentation during this time period.
- GLR
  There were 0 reports of misrepresentation during this time period.
- MWR
  There was 1 report issues during this time period.
- WR
  There were 2 reports of misrepresentation during this time period.
- SER
  There were 0 reports of misrepresentation during this time period.  1 has been resolved and 2 are still being dealt with on a regional level.
- SW
  There was 1 report of misrepresentation during this time period.
- National Issues
  There were 3 reports of misrepresentation that were handled by PAC co-chairs.

Summary:

Misrepresentation cases were comprised of a variety of topics including product claims, newspaper and other media misrepresentation and scope issues that resemble music therapy by addiction centers. Overall the committee is seeing improvement of information being reported, less reported cases, and members sharing improved confidence with advocacy.

5. To update reports of committee action on the Members Only section of the AMTA website.

Updated the committee page on association website including pictures of each representative for facial recognition and protocol for evaluation of representation.
Interprofessional Collaborative Resources Committee Report

Date: May 14, 2019

Members:
Ann Hannan (Great Lakes)  Sara Breyfogle (Southeastern)
Amanda Sehr (Southwestern)  TBD (Western)
Tatyana Martin (Mid-Atlantic)  Jessica Newman (Student Representative)
Caitlin Hyatt (New England)
Faith Halverson-Ramos (Midwestern)

Goals:
1. To interpret the music therapy profession to other professionals, disciplines and organizations in the United States.
2. To interpret attitudes and opinions of these groups toward the music therapy profession and its services.
3. To identify, encourage, maintain and make recommendations regarding relationships between AMTA and other professional organizations.

Tasks and Progress:
1. Revision of the AMTA fact sheets.
   * This is an ongoing task. The committee created the content for the fact sheet about Child and Adult Behavioral Health. We also created a process for review of fact sheet content by the Diversity, Equity, and Inclusion committee. We are currently focused on Hospice, Older Adults, Intellectual and Developmental Disabilities, and Adult Behavioral Health. We continue to work on the process for making both short and long forms of the fact sheets, as well as finding someone to work on the infographics.

2. Interprofessional Education survey for AMTA-approved programs.
   * We sent a survey to the program directors of AMTA-approved program. We received 24 responses following three reminder emails. We are in the process of compiling those results to create a sketch of IPE involvement of AMTA-approved programs.

Respectfully submitted,
Meganne Masko and Scott Horowitz, Co-Chairs

International Relations Committee
Report of the Committee

November 2018- April 2019

Committee chair and members
Soo-Jin Kwoun (Midwestern) and Melody Schwantes, co-chairs
Roberta Kagin (Great Lakes)
Flossie Ierardi (Mid-Atlantic)
Soo-Jin Kwoun (Midwestern)
Meg Capen (New England)
Jonathan Tang (Southeastern)
Yu-Ling Chen (Southwestern)
Kazumi Yamaura (Western)
Angela Baldwin (Student rep- University of Louisville)

2. The main objectives for the Committee
   * The committee facilitates awareness of international opportunities and events by AMTA members and the inclusion of international perspectives of music therapy in AMTA. We are to assist the President of
AMTA with matters concerning the World Federation of Music Therapy (WFMT) and facilitate awareness of music therapy among disciplines, organizations, and professionals in other countries.

3. **Recommendations and actions for the Board of Directors to consider**
   - We would like for the Board to consider the ethical implications of international service learning opportunities offered by universities and non-profits located here in the US, particularly with regard to sustainability and culture-centered approaches.

4. **Summary of recent accomplishments and current activities**
   - SER AMTA awarded Dr. Lori Gooding the International Project Support Grant for her international music therapy project in Malaysia.
   - Several MidAtlantic Regional members presented their international work, including music therapy work in Sudan and Ireland at the regional conference. MidAtlantic Regional conferences also had a good numbers of presentations related to cultural humility and competence.
   - New England Region reached out to all members that do international work and ask them to connect with Lucy Bolger from University of Melbourne for the information sharing.
   - Information regarding the 16th World Congress of Music Therapy and other international music therapy conferences was disseminated to the members at the regional conferences.

5. **List of activities in progress and upcoming events/discussions—bullet points**
   - The committee has decided to try new ideas for Global Perspectives (GP) session at National Conference this year, including being clear and deliberate with our call for proposals. Accordingly, the first half of the GP session will be aural presentations of peer reviewing submissions with topics of cultural humility and social justice. The second half of GP session will be a panel discussion on ethics of short-term international service programs.
   - The committee is in the process of developing a guideline as to best practices for music therapists working with short-term international service programs.

**Workforce Development and Retention Committee**
**Mid-Year Report 2019**

Period of Coverage: November 2018 - May 15, 2019

WDR Committee Members:
Kelly Carlson (MWR)
Jessica Fletcher (GLR)
Sarah Gagnon (NER)
Grant Howarth (SW)
Fei-Lin Hsiao (WR)
Tara O’Brien (MAR)
BriAnne Weaver (SER)
Vacant Position (AMTAS)
Chair, Gretchen Benner
Council Coordinator, Michele Forinash

1. **Committee’s main objectives**: To increase awareness of music therapy as a career choice and create channels for support and communication with the AMTA Membership regarding workforce development and retention.

2. **Recommendations and actions for the Board of Directors**
• Requesting approval for digital platform, Facebook Live during national conference to host Q&A for high school students interested in pursuing music therapy as a career. This forum would be most accessible to students throughout the country and efficiently accommodate panelists attending national conference.

• Asking for next steps with regards to the data from CBMT and whether formal collaboration can occur with Research Committee for identifying trends (Goal 2/Task 1)

• Ask for Goal 1/Task 5 to be moved to the task list for the Interprofessional Collaborative Resources Committee since that more closely aligns with their focus.

• Inquiring what forum AMTA has available through their website for the WDR Committee to utilize in professionally receiving members’ ideas online (Goal 3/Task 1). Learning from AMTA’s staff on explanations to technological offerings available to WDR Committee would be most beneficial.

• Refer AMTAS to appoint a student/intern representative willing to serve on the committee effective immediately.

• Continued request for consideration of financially supporting committee chair to attend conference since that may be best allocated in AMTA’s budget instead of twice within one of the region’s budgets.

3. Summary of recent accomplishments and current activities

• Quarterly conference calls and regular communication via email and Google Doc sharing is an accomplishment.

• Creation of infographic by Grant Howarth (SW) is an accomplishment - see attached.

• Goal 1/Task 2: Distributing approved letter & infographic (see attachments) to prior identified junior colleges in all seven regions of AMTA by May 31, 2019.

• Goal 1/Task 4: The following regions reported initiatives during regional conferences to inform high school students interested in the field of music therapy:
  o Kelly Carlson (MWR) reported that 1 high school student and 1 individual interested in returning to school at attend the Student event at MWR Conference.
  o Sarah Gagnon (NER): there was no high school initiative.
  o Fei-Lin Hsiao (WR): There was no initiative, this year’s WRAMTA conference was held in Portland, Oregon, from 3/28-3/31. It was during Portland School District Spring Break - bad timing.
  o Tara O’Brien (MAR):
  o BriAnne Weaver (SER): “SER held its regional conference in Columbia, SC on April 3 – 6, 2019. The WDR committee invited area high school students to attend a panel presentation entitled: “Insight to Music Therapy” on Saturday, April 6th from 11:15am to 12:45pm. Three high school students and their parents RSVP-ed to the event; four students and their families actually attended on the day.

A preliminary report of recent conversations posted to a public page on Facebook is attached. These support the need improved retention efforts by AMTA (Goal 2/Task 2).

• Sarah Gagnon (NER) reported “WDR had enjoyed our opportunity to reach out to our members and present a roundtable on retention about music therapy. We had participants in their first few years of practice to those working close to twenty years as music therapists. Issues brought to roundtable include but not limited to: concerns about physical health/proper ergonomics multiple workplaces, vocal health, music therapy identity, compassion fatigue, effects of advocacy in first five years and beyond, funding issues, access to workable knowledge of regional AMTA committees and their tasks. (Goal 3)

• The committee’s contact information was updated on AMTA’s Website to reflect current service members.

• Fei-Lin Hsiao (WR) received updated reports from Joy S. Schneck, MM, MT-BC, Executive Director of CBMT (Goal 2/Task 1 see attachments.

4. List of activities in progress and upcoming events/discussions

44
• Planning in conjunction with local co-chair of AMTA Conference 2019, Jennifer Hicks (Goal 1/Task 4) to offer a live Q&A online to increase access to panelists.
• WDR Committee will work on a survey to submit to Council Coordinator on behalf of AMTA BOD for permission, in order to provide recommendations for addressing workforce development issues (Goal 2/Task 4).
• Continuing to request updates of regional music therapy organization websites to ensure correct contact information for each WDR Member.
• WDR Committee will write up a script for opening dialogue of a digital Q&A since members may be prohibited by finances to attend regional or national conferences and provide in person feedback for grave matters related to retention in the field of music therapy.

The AMTA Board of Directors granted the Workforce Development and Retention Committee permission to collect qualitative data regarding retention issues in online public forums (such as Music Therapists Unite!). We have been following and reviewing some recent posts started by members reaching out to other MTU members who are no longer working in the field and regarding the issue of “jobhopping” (which brought up many issues for why music therapists leave jobs in the field).

Thus far, we have found the following be the top reasons for burnout, music therapists leaving the field, etc.

• Low Pay/Not Enough Positions & full time-positions at a livable wage
• Advocacy issues/“tired of being underappreciated”
• More support/education for music therapy business owners (which should in turn support advocating for fair contract/wage compensation)
• Increased support from AMTA for the above issues

The following are screenshots of a poll conducted on “Music Therapists Unite!” as well as part of a conversation (with names redacted for privacy) that backup the above points.
Some MT-BCs are going as far to state that music therapy is not a feasible career. Our therapists are burning out due to low salaries, underappreciation, and being overworked.

Therefore, the WDR committee proposes that we be given tasks by the board of directors that address the needs for advocacy for increased wages/fair pay for music therapists as well as developing further support for music therapy business owners such as business trainings.

The raw data is on file with one of WDR Committee Representatives. If the board of directors would like any of the raw data, please contact the WDR Committee.
HIGHER PERCENTAGE RENEWING  1988-2018

Percentages of Recertification
<table>
<thead>
<tr>
<th>Year</th>
<th>Number Originally Certified</th>
<th>Still Certified</th>
<th>% Still Certified from Original Certification</th>
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<tbody>
<tr>
<td>1985</td>
<td>2,626</td>
<td>332</td>
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<td>185</td>
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<td>199</td>
<td>27</td>
<td>14%</td>
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<td>41</td>
<td>30%</td>
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<td>14%</td>
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<td>1991</td>
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<td>46%</td>
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<td>1992</td>
<td>137</td>
<td>22</td>
<td>16%</td>
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<td>192</td>
<td>35</td>
<td>18%</td>
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<td>60</td>
<td>32%</td>
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<td>2017</td>
<td>718</td>
<td>718</td>
<td>100%</td>
</tr>
<tr>
<td>2018</td>
<td>791</td>
<td>791</td>
<td>100%</td>
</tr>
</tbody>
</table>
**MUSIC THERAPY**

*American Music Therapy Association*  
*Workforce Development and Retention Committee*

**MUSIC THERAPY IS...**  
the clinical and evidence-based use of music interventions to accomplish individualized goals for people of all ages and ability levels within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program.

**MUSIC THERAPY SERVICES**  
There are currently 8,107 practicing, board-certified music therapists (MT-BC). An estimated 1.6+ million individuals across 96,000 facilities received music therapy services in 2018.

**WHERE TO FIND MORE INFORMATION**
- Certification Board for Music Therapists  
  cbmt.org
- American Music Therapy Association  
  musictherapy.org
- American Music Therapy Association for Students  
  amtas.org
- E-MAIL

**POPULATIONS SERVED**
- Addiction, Alzheimer's/Dementia, At-Risk Youth, Autism,
  Behavioral and Emotional Disorders, Bereavement,
  Developmental and Intellectual Disabilities, Eating Disorders,
  Hearing and Visual Impairment, Learning Disabilities,
  Medical (Burns, Cancer, Chronic Pain, Comstose, Head Injured, Stroke), Mental Health, Multiply Disabled, Neurological Impairment, Parkinson's, Physical Disabilities,
  Post Traumatic Stress Disorder, Speech Impairment, Terminally Ill,
  Wellness/Personal Growth

**HIGHER EDUCATION PROGRAMS**

**UNDERGRADUATE | GRADUATE | EQUIVALENCY PROGRAMS**

There are 81 accredited universities in the United States that offer a bachelor’s degree in music therapy, as well as 39 offering master’s programs, and 9 offering doctoral programs. Equivalency programs are available for those who hold a bachelor’s or master’s degree in a related field.

![music note]
Q1 Please check the statement(s) that most accurately reflect your reason(s) for not recertifying. Please comment on your current employment, a change in profession, or additional degree work below.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I meant to recertify but I missed the deadline.</td>
<td>11.76% 2</td>
</tr>
<tr>
<td>I wanted to recently but did not accrue 100 CMTE credits.</td>
<td>5.88% 1</td>
</tr>
<tr>
<td>I am interested in becoming board certified again, please contact me at the</td>
<td>5.88% 1</td>
</tr>
<tr>
<td>email or phone number below to discuss the process.</td>
<td></td>
</tr>
<tr>
<td>I have retired from the profession of Music Therapy.</td>
<td>5.88% 1</td>
</tr>
<tr>
<td>I am no longer in the profession of Music Therapy, my current occupation is:</td>
<td>88.24% 15</td>
</tr>
<tr>
<td>Total Respondents: 17</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>CURRENT OCCUPATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>2</td>
<td>College Instructor</td>
</tr>
<tr>
<td>3</td>
<td>Homeschool educator</td>
</tr>
<tr>
<td>4</td>
<td>Preschool Teacher/Music Therapist</td>
</tr>
<tr>
<td>5</td>
<td>Substitute Paraprofessional ECSE</td>
</tr>
<tr>
<td>6</td>
<td>Instructional Learning Coach</td>
</tr>
<tr>
<td>7</td>
<td>Nurse practitioner</td>
</tr>
<tr>
<td>8</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>9</td>
<td>I teach relaxation training for stress management and pain management using</td>
</tr>
<tr>
<td></td>
<td>non-traditional instruments like Tibetan Singing bowls, steel tongue drums etc.</td>
</tr>
<tr>
<td>10</td>
<td>Elementary music educator</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
</tr>
<tr>
<td>11</td>
<td>Clinical Research Coordinator</td>
</tr>
<tr>
<td>12</td>
<td>Homemaker</td>
</tr>
<tr>
<td>13</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>14</td>
<td>Assistant Director of Lifesharing</td>
</tr>
<tr>
<td>15</td>
<td>Homeschooling mother</td>
</tr>
<tr>
<td>16</td>
<td>Nurse</td>
</tr>
</tbody>
</table>
Q1 Please check the statement(s) that most accurately reflect your reason(s) for not recertifying. Please comment on your current employment, a change in profession, or additional degree work below.

Answered: 18  Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I meant to recertify but I missed the deadline.</td>
<td>5.56%</td>
</tr>
<tr>
<td>I wanted to recertify but did not accrue 100 CMTE credits.</td>
<td>22.22%</td>
</tr>
<tr>
<td>I am interested in becoming board certified again, please contact me at the email or phone number below to discuss the process.</td>
<td>11.11%</td>
</tr>
<tr>
<td>I have retired from the profession of Music Therapy.</td>
<td>5.56%</td>
</tr>
<tr>
<td>I am no longer in the profession of Music Therapy, my current occupation is:</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

Total Respondents: 18

#  CURRENT OCCUPATION:
1  Employment Consultant
2  Private music teacher
3  Loan Officer/Mortgage Banker
4  Sales
5  Nursing home administrator
6  Therapist/owner of private practice
7  Social worker
8  Violinist and mom
9  Mom
10 Recreation Coordinator
<table>
<thead>
<tr>
<th>No.</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Writer/Editor</td>
</tr>
<tr>
<td>12</td>
<td>Worship Arts Director</td>
</tr>
<tr>
<td>13</td>
<td>Stay at home mom, worship director</td>
</tr>
<tr>
<td>14</td>
<td>Secondary Music Educator</td>
</tr>
</tbody>
</table>
Q1 Please check the statement(s) that most accurately reflect your reason(s) for not recertifying. Please comment on your current employment, a change in profession, or additional degree work below.

**Answer Choices**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I meant to recertify but I missed the deadline.</td>
<td>3.13%  1</td>
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<tr>
<td>I wanted to recertify but did not accrue 100 CMTE credits.</td>
<td>34.36% 11</td>
</tr>
<tr>
<td>I am interested in becoming board certified again, please contact me at the email or phone number below to discuss the process.</td>
<td>9.38% 3</td>
</tr>
<tr>
<td>I have retired from the profession of Music Therapy.</td>
<td>8.25% 2</td>
</tr>
<tr>
<td>I am no longer in the profession of Music Therapy, my current occupation is:</td>
<td>75.00% 24</td>
</tr>
</tbody>
</table>

Total Respondents: 32

**# CURRENT OCCUPATION:**

1. Private music instructor
2. Technical Support Specialist
3. Pharmacy Technician
4. Homemaker
5. Children’s Librarian
6. Speech therapy
7. 911 Dispatcher
8. Retired
9. Homemaker
10. Stay at home mom
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Private practice</td>
</tr>
<tr>
<td>12</td>
<td>Licensed Clinical Social Worker</td>
</tr>
<tr>
<td>13</td>
<td>Licensed professional counselor</td>
</tr>
<tr>
<td>14</td>
<td>Full time mom</td>
</tr>
<tr>
<td>15</td>
<td>Real Estate Agent</td>
</tr>
<tr>
<td>16</td>
<td>School psychologist</td>
</tr>
<tr>
<td>17</td>
<td>Insurance service specialist</td>
</tr>
<tr>
<td>18</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>19</td>
<td>Patient Advocate/Recipient Rights Advisor</td>
</tr>
<tr>
<td>20</td>
<td>Teacher</td>
</tr>
<tr>
<td>21</td>
<td>Moved to Canada</td>
</tr>
<tr>
<td>22</td>
<td>Development Manager at Hospice organization. Also, the cost of attending 100 CEU's that is not funded by your employer is significant. There is a false rhetoric that has been circulated that it can be done for little to no cost. Every journal subscription costs, conferences cost, music lessons cost. My non-profit employers (2) were not willing to cover the costs of those journals/conferences/webinars etc.</td>
</tr>
<tr>
<td>23</td>
<td>Music psychology researcher</td>
</tr>
<tr>
<td>24</td>
<td>School Superintendent</td>
</tr>
<tr>
<td>25</td>
<td>Licensed Clinical Social Worker</td>
</tr>
<tr>
<td>26</td>
<td>Speech Language Pathologist</td>
</tr>
<tr>
<td>27</td>
<td>Process Analyst</td>
</tr>
</tbody>
</table>
Q1 Please check the statement(s) that most accurately reflect your reason(s) for not recertifying. Please comment on your current employment, a change in profession, or additional degree work below.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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</thead>
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<tr>
<td>I meant to recertify but I missed the deadline.</td>
<td>6.26% 1</td>
</tr>
<tr>
<td>I wanted to recertify but did not accrue 100 CMTE credits.</td>
<td>31.58% 6</td>
</tr>
<tr>
<td>I am interested in becoming board certified again, please contact me at the email or phone number below to discuss the process.</td>
<td>10.53% 2</td>
</tr>
<tr>
<td>I have retired from the profession of Music Therapy.</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>I am no longer in the profession of Music Therapy, my current occupation is:</td>
<td>78.95% 15</td>
</tr>
<tr>
<td>Total Respondents: 10</td>
<td></td>
</tr>
</tbody>
</table>

# CURRENT OCCUPATION:
1. Administration
2. Licensed therapist.
3. Unemployed
4. Stay at home mom
5. Licensed Creative Arts Therapist
6. Homemaker
7. Early Childhood Special Education - university faculty
8. Administration
9. Self employed
10. Lawyer (Judicial Law Clerk)
<table>
<thead>
<tr>
<th></th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>stay at home parent/FertilityCare practitioner</td>
</tr>
<tr>
<td>12</td>
<td>lawyer</td>
</tr>
<tr>
<td>13</td>
<td>teacher</td>
</tr>
<tr>
<td>14</td>
<td>Stay at home mom</td>
</tr>
<tr>
<td>15</td>
<td>Teaching</td>
</tr>
<tr>
<td>16</td>
<td>Event Sales/Coordination</td>
</tr>
<tr>
<td>17</td>
<td>Case management</td>
</tr>
</tbody>
</table>
Q1: Please check the statement(s) that most accurately reflect your reason(s) for not recertifying. Please comment on your current employment, a change in profession, or additional degree work below.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I meant to recertify but I missed the deadline.</td>
<td>9.38%</td>
</tr>
<tr>
<td>I wanted to recertify but did not accrue 100 CMTE credits.</td>
<td>26.56%</td>
</tr>
<tr>
<td>I am interested in becoming board certified again, please contact me at the email or phone number below to discuss the process.</td>
<td>15.63%</td>
</tr>
<tr>
<td>I have retired from the profession of Music Therapy.</td>
<td>37.55%</td>
</tr>
<tr>
<td>I am no longer in the profession of Music Therapy, my current occupation is:</td>
<td>45.31%</td>
</tr>
<tr>
<td>Total Respondents: 64</td>
<td></td>
</tr>
</tbody>
</table>

# Current Occupation:
1. Nanny
2. Music teacher
3. U.S. Army
4. I am semi-retired and felt the need for the expense of obtaining 100 hours was excessive
<table>
<thead>
<tr>
<th>No.</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mental Health Professional</td>
</tr>
<tr>
<td>6</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>7</td>
<td>Horse/human trainer, freelance photographer</td>
</tr>
<tr>
<td>8</td>
<td>Audiobook Narrator</td>
</tr>
<tr>
<td>9</td>
<td>Director of Sacred Music</td>
</tr>
<tr>
<td>10</td>
<td>Cellist with American Federation of Musicians with the Local 802 in New York, NY</td>
</tr>
<tr>
<td>11</td>
<td>Music Therapist</td>
</tr>
<tr>
<td>12</td>
<td>Homemaker (4 kids in the past 9 years), private music lesson instructor, credentialed specialist, and business owner</td>
</tr>
<tr>
<td>13</td>
<td>Social worker</td>
</tr>
<tr>
<td>14</td>
<td>Retired</td>
</tr>
<tr>
<td>15</td>
<td>Nurse</td>
</tr>
<tr>
<td>16</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>17</td>
<td>Semi retired</td>
</tr>
<tr>
<td>18</td>
<td>Certified Rehab Counselor and Licensed Mental Health Counselor</td>
</tr>
<tr>
<td>19</td>
<td>Stay at home mom</td>
</tr>
<tr>
<td>20</td>
<td>Dog sitting and piano lessons very part time</td>
</tr>
<tr>
<td>21</td>
<td>Professional Harpist</td>
</tr>
<tr>
<td>22</td>
<td>Director of Resident Programs &amp; Engagement (but I still would like to re-certify)</td>
</tr>
<tr>
<td>23</td>
<td>Music Studio Owner</td>
</tr>
<tr>
<td>24</td>
<td>performer</td>
</tr>
<tr>
<td>25</td>
<td>TRAUNA Therapist EMDR</td>
</tr>
<tr>
<td>26</td>
<td>Sales Manager</td>
</tr>
<tr>
<td>27</td>
<td>Chaplain</td>
</tr>
<tr>
<td>28</td>
<td>Speech-Language Pathologist</td>
</tr>
<tr>
<td>29</td>
<td>Music therapist for 9 schools in North Carolina, 17 classes a week</td>
</tr>
<tr>
<td>30</td>
<td>Business Owner with Husband in construction industry</td>
</tr>
<tr>
<td>31</td>
<td>Student studying IT</td>
</tr>
<tr>
<td>32</td>
<td>Music teacher/elementary tutor</td>
</tr>
<tr>
<td>33</td>
<td>Mental health counseling</td>
</tr>
<tr>
<td>34</td>
<td>Therapist</td>
</tr>
<tr>
<td>35</td>
<td>Licensed Mental Health Counselor &amp; Chemical Dependency Professional</td>
</tr>
<tr>
<td>36</td>
<td>Home Educator - I will wait until I am finished with my current occupation to pursue recertification.</td>
</tr>
</tbody>
</table>
Q1 Please check the statement(s) that most accurately reflect your reason(s) for not recertifying. Please comment on your current employment, a change in profession, or additional degree work below.

Answered: 14  Skipped: 1

I meant to recertify but...
I wanted to recertify but...
I am interested in...
I have retired from the...
I am no longer in the...

ANSWER CHOICES | RESPONSES
--- | ---
I meant to recertify but I missed the deadline. | 14.29% 2
I wanted to recertify but did not accrue 100 CMTE credits. | 35.71% 5
I am interested in becoming board certified again, please contact me at the email or phone number below to discuss the process. | 7.14% 1
I have retired from the profession of Music Therapy. | 14.29% 2
I am no longer in the profession of Music Therapy, my current occupation is: | 71.43% 10

Total Respondents: 14

# CURRENT OCCUPATION:
1 Behavioral Program Specialist, State of Florida Agency for Persons with Disabilities
2 Special Education Teacher
3 Senior Research Scientist
4 Writer
5 Teacher
6 Criminologist
7 Stay-at-home parent
8 Executive Director
9 Contract professional musican inclg substitute church musician
10 School and mental health counselor
11 Clergy
Q1 Please check the statement(s) that most accurately reflect your reason(s) for not recertifying. Please comment on your current employment, a change in profession, or additional degree work below.

**Answer Choices**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I meant to recertify but I missed the deadline.</td>
<td>12.12%</td>
</tr>
<tr>
<td>I wanted to recertify but did not accrue 100 CMTE credits.</td>
<td>27.27%</td>
</tr>
<tr>
<td>I am interested in becoming board certified again, please contact me at</td>
<td>30.30%</td>
</tr>
<tr>
<td>the email or phone number below to discuss the process.</td>
<td></td>
</tr>
<tr>
<td>I have retired from the profession of Music Therapy.</td>
<td>18.18%</td>
</tr>
<tr>
<td>I am no longer in the profession of Music Therapy, my current occupation</td>
<td>51.52%</td>
</tr>
</tbody>
</table>

Total Respondents: 33

**Current Occupation:**

1. Museum Store Manager
2. Doctoral audiology student
3. Elementary teacher
4. Retired from mobile MT the end of 2014 at age 69. We then moved 300 miles to be closer to our daughter in upstate NY.
5. Software Sales
6. Intake Associate at Eating Disorder Hospital
7. Insurance
8. Disabled
9. Music Education
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>I am the director of the Aphasia Community Friendship Center, a day program for stroke survivors and other persons with a language disorder related to various neurologic conditions. I wear my music therapy “hat” when leading a physical workout program to music and directing an aphasia chorus. I am not paid for these programs so have no income related to music therapy services.</td>
</tr>
<tr>
<td>11</td>
<td>Partial Hospitalization Therapist</td>
</tr>
<tr>
<td>12</td>
<td>Music Teacher</td>
</tr>
<tr>
<td>13</td>
<td>9-12 choral director</td>
</tr>
<tr>
<td>14</td>
<td>Manager</td>
</tr>
<tr>
<td>15</td>
<td>Mother</td>
</tr>
<tr>
<td>16</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>17</td>
<td>Social Worker</td>
</tr>
<tr>
<td>18</td>
<td>I am currently working in older adult housing as a community life supervisor while attending graduate school in Public Health Policy and Management</td>
</tr>
<tr>
<td>19</td>
<td>Operations</td>
</tr>
</tbody>
</table>
SPECIAL REPORTS
AMERICAN MUSIC THERAPY ASSOCIATION  
BOARD OF DIRECTORS' MID-YEAR MEETING-JUNE 21-23, 2019  
AMTA-Pro Podcasts  
Overview and Progress Report – May, 2018  
prepared by Cathy Knoll, MA, MT-BC

AMTA-Pro is a series of podcasts encompassing a broad range of topics and speakers. The podcasts feature music therapy professionals from across the country who work with a wide variety of populations and in different clinical, education, and training settings. AMTA-Pro is an exclusive “member only” service, an incentive for music therapy professionals, interns, and students to join AMTA. Over one hundred AMTA-Pro podcasts are available to AMTA members who access the podcasts via the AMTA-Pro Quick Link or in the Member Toolkit on the AMTA website. AMTA contracts the services of Cathy Knoll and Dwight Knoll to produce the AMTA-Pro podcast series with technical assistance from AMTA staff expert, Angie Elkins. Cathy oversees the project, schedules recording sessions with podcast speakers, conducts interviews with podcast speakers, and develops the landing pages and text segments of all the podcasts. Cathy’s son, Dwight Knoll, conceived the concept of the AMTA-Pro podcasts and is the technical director, working in partnership with Cathy and each podcast speaker to record and produce the podcasts, and working closely with Angie Elkins to post the podcasts and maintain the series.

In September and October 2019, we will send invitations to about fifteen individuals or groups for AMTA-Pro podcasts. All those invited will be presenting sessions/specialized trainings/special events at the 2019 AMTA conference. We will record their podcasts at the upcoming 2019 AMTA conference in November. These podcasts will be prepared for release monthly beginning in January 2020. We are also prepared to produce AMTA-Pro podcasts throughout the year, if an occasion arises.

**AMTA-Pro Podcasts for the 2019 AMTA Membership Year**

**Fascinating Music Therapy Pioneers**
with Ted Ficken, Ph.D., MT-BC

Three professional musicians led prestigious careers for decades in Europe as opera singers, composers and teachers before moving the United States under life-threatening circumstances in WWII. One was a neighbor to Brahms, one worked with Mahler, and another was a singing porter on the London railway for 15 years. After escaping the Gestapo and coming the the United States, all three continued their productive music careers, and all three were among the first recipients of degrees in music therapy. They lived in different parts of the United States and pioneered music therapy practice with a variety of client populations. You won’t want to miss this riveting AMTA-Pro podcast where our MT-BC colleague Dr. Ted Ficken tells of their multi-faceted careers in composition, performance, teaching, writing, and music therapy, and about the impact of their work on the lives of many in the early 20th century.

**Tips for Submitting Strong Proposals**
with Kellee Coviak Hansen, MS, MT-BC, Natalie Generally Kirk, LPMT, MMEd, MT-BC, Jean Nemeth, Ph.D, MT-BC, Julie Andring, Ph.D, MSA, MT-BC, and Jennifer Townsend, MS, MT-BC

Proposals for conference sessions or CMTE sessions at regional or national music therapy conferences go through a blind review process, so everyone starts out on an equal footing. But some proposals are more likely to be chosen than others for specific reasons. In this AMTA-Pro podcast, regional representatives on AMTA’s Continuing Education Committee share numerous practical tips for developing and submitting strong proposals. The podcast speakers discuss considerations when selecting a topic and when writing the title, abstract, learning objectives, and description of a conference session. All music therapists are encouraged to consider sharing their experiences and expertise in a conference session or CMTE session, and this AMTA-Pro podcast gives a strong start to the process whether you are a seasoned pro or just now getting up the courage to write a conference proposal.

**MT Respite for Families of Individuals with Dementia**
with Becky Wellman, PhD, MT-BC

Every life deserves world class care. Our music therapy colleague Dr. Becky Wellman is part of that mission at the Cleveland Clinic Lou Ruvo Center for Brain Health in Nevada where she has developed innovative services providing music therapy for individuals with dementia while at the same time allowing respite time for their family members. In this AMTA-Pro podcast, Becky talks about all aspects of designing and implementing the MT Respite
Program, including assessments, session format, adaptations, safety issues, and more. She also talks about the challenges of building trust with the patients, the staff, and the family members. The results of the survey as well as observations by the therapist and caregiver comments indicate the wide-spread positive impact of the program on all involved.

**Collaboration in Clinical Practice and Research**
with Laura Brown, PhD, MT-BC and Ellary Draper, PhD, MT-BC

Collaboration can be a key element for music therapists whether in the clinic, in research, or in education and training. In this AMTA-Pro podcast, our music therapy colleagues Dr. Laura Brown and Dr. Ellary Draper share their insights and experiences in several different aspects of their professional careers. Laura and Ellary give examples of ways collaboration and partnerships helped them in their graduate education, in their research projects, in their work as professors, and in two innovative clinical projects. Laura talks about partnering music therapy and speech-language pathology students in Camp Rock, her inclusive camp for children with ASD. Ellary describes her High School Pop Choirs, collaborative projects to help teachers successfully include students with disabilities in general music classrooms. The podcast speakers take time to discuss the benefits of collaborative partnerships as well as some of the challenges they have encountered over the years.

**A Quick Reference Guide to Lyric Analysis**
with Karen Miller, MM, MT-BC

Lyric analysis is used in psychosocial music therapy treatment to assist music therapy clients in identifying personal issues, exploring emotions, and relating to the experiences of others. In this AMTA-Pro podcast, our colleague Karen Miller presents a Quick Reference Guide to Lyric Analysis for music therapy clinicians. The clinical tool, built on a solid foundation of theory, research, and practice, is an easily accessible system for clinical decision-making. It is also intended to assist therapists and their clients in moving from the identification and expression of therapeutic material to positive action, thereby facilitating practical steps toward problem solving. The Quick Reference Guide is included in the text section of this AMTA-Pro podcast.

**Getting Your Research Published**
with Shannon de l'Etoile, PhD, MT-BC

Submitting a research manuscript to a peer-reviewed journal can be a daunting, mysterious endeavor. The speaker in this AMTA-Pro podcast, Dr. Shannon de l’Etoile, provides a step-by-step explanation of the peer review process to help increase the likelihood of favorable reviews. Prospective authors will learn how to select an appropriate journal for submission and how to apply general author guidelines relevant to most peer-reviewed journals. Podcast listeners will also learn about the mechanics of scientific writing and gain insight into the expectations of reviewers in peer-reviewed journals for manuscript content; including scientific rigor, appropriate analysis and presentation of data, and meaningful interpretation of findings.

**Publication Ethics for Authors & Editors**
with Sheri Robb, PhD, MT-BC, Helen Shoemark PhD, RMT, and Barbara Else, MPA, LCAT, MT-BC

It seems the ethics of publishing an article would be rather straightforward, but this AMTA-Pro podcast reveals the complexity of publication. The podcast features an informative and thought-provoking conversation with Sheri Robb, Helen Shoemark, and Barbara Else talking about some key questions: What constitutes authorship? What is token authorship? Is it plagiarism if…? What is self-plagiarism? What should students and mentors consider with regard to authorship? What is meant by fragmented publication? What about intellectual property and copyright? The text section of the podcast includes helpful resources.

**MT in Intergenerational Rock Band**
with Natalie Wlodarczyk, PhD, MT-BC and Matt Valois, MT-BC

The benefits for all participants are evident when older adult community members and college students gather weekly under the leadership of a music therapist to learn and enjoy music popular across all generations. In this AMTA-Pro podcast, our music therapy colleagues Natalie Wlodarczyk and Matt Valois provide pragmatic guidelines for intergenerational rock band experiences designed to facilitate maintenance of cognitive, psychosocial, and physical skills for older adults while introducing both generations to new music and new experiences. Natalie and Matt discuss field-tested methods for selecting, arranging, and teaching pop music from diverse artists over the decades, and they share ideas for customizing intergenerational music experiences to respond to individual and group needs while promoting wellness, group cohesion, and bonding between the two generations.
Over the next few months, we will be launching six more AMTA-Pro podcasts featuring intriguing conversations about a variety of topics with our music therapy colleagues. Joy Schneck, Judith Pinkerton, Kechi, Christine Neugebeuer, Kimberly Sena Moore, Deanna Hanson-Abromeit, Kory Antonacci, Rachelle Morgan, and Mary Altom.
The AMTA E-courses are a series of self-study e-courses available on the AMTA website for music therapists and other professionals. The user-friendly format of the self-paced AMTA E-courses allows participants to listen and learn on their own schedule, sharpening their professional knowledge and skills in various aspects of music therapy practice and applying basic principles to their own practice. All AMTA E-Courses are approved by CBMT for CMTE credits from AMTA, a CBMT Approved Provider. The core of the AMTA E-courses is the audio presentation comprised of topical segments where the instructor(s) discuss various aspects of the e-course subject matter. AMTA E-course workbooks include background material, a detailed discussion outline, references, links, supplementary materials, and other valuable resources for the participants. AMTA E-course participants follow a two-step process to earn CMTE credits: (1) listen to the audio discussion and review the workbook, and then (2) submit a CMTE Evaluation electronically.

AMTA contracts the services of Cathy Knoll and Dwight Knoll to produce the AMTA E-course series with technical assistance from Angie Elkins. Cathy oversees the project, working with the e-course instructors to develop their topic, write the outline and script for audio discussion, record their audio segments, write and edit the workbook, and gather supplementary resources. Cathy produces the e-course workbook, writes the CMTE instructions, objectives, and evaluation, works with Angie Elkins to develop the Landing Page for each AMTE E-course, works with Angie Elkins to gather information required to submit the AMTA E-courses to CBMT for approval, and coordinates other details of the project. Cathy’s son, Dwight, conceived the concept and developed the basic format for the AMTA E-courses. He is the technical director for the project, working in partnership with Cathy and the e-course instructors to record and produce the e-courses, working on technical details with Angie Elkins, and advising Cathy on the e-courses in general and about new developments in the field of online learning.

AMTA currently offers a dozen different AMTA E-courses covering a wide range of clinical and professional topics. Summaries of these e-courses are at the end of this report, and more complete details about each e-course currently available to music therapy professionals, students, interns, and others can be found here: [http://www.musictherapy.org/careers/continuing_music_therapy_education/](http://www.musictherapy.org/careers/continuing_music_therapy_education/) The exceptional quality of these e-courses is indicated by the overwhelmingly positive responses of the e-course participants on the CMTE Evaluation forms for all the e-courses.

Several AMTA E-courses are being planned by experienced groups of MT-BCs on topics of interest to AMTA members, including an e-course by CBMT and AMTA providing intense MT advocacy training as well as e-courses providing insights from music therapy professionals who have experienced disaster or trauma.

AMTA has access to a large pool of established, experienced, well-known instructors who are willing to donate their time and expertise to teach an e-course. Because active and ongoing recruitment of e-course instructors results in an expanded library of top-quality professional resources, we recommend the continued recruitment of music therapists with expertise in clinical and professional areas of interest to music therapists and other professionals to develop additional AMTA E-courses.

**AMTA E-Courses as of May 2019**

- **Disaster Response for Music Therapists: Core Principles of Psychological First Aid**, Barbara Else
- **Ethics & Copyright: An Overview for Music Therapists**, Barbara Else
- **LGBTQ+ Topics Explored**, Amy Donnenwerth, Spencer Hardy, Lisa Kynvi, Leah G. Oswanski, Beth Robinson, and Annette Whitehead-Pleaux
- **Medical Music Therapy: Building a Program**, Lori Gooding
- **MT Intern Supervision: Training E-course for Intern Supervisors**, Jane Creagan and the Association Internship Approval Committee
- Music Therapy and Dementia: Protocols for Managing Problem Behaviors, Dr. Alicia Clair
- Music Therapy in Early Childhood: Meaningful Music from Infancy to Kindergarten, Marcia Humpal, Ronna Kaplan, and Amy Furman
- Music Therapy and Military Populations, AMTA Published Whitepaper
- Music Therapy Reimbursement: Sources and Steps to Success, Judy Simpson
- Personalized Music Listening & Music Therapy: Ready Access to Favorite Tunes, Jennifer Geiger, Emily Christensen, Regina Dennis, Dale Taylor, and Leslie Henry
- Self-Care for Music Therapists: Insights from Experienced MT-BCs, Deforia Lane, Rachelle Norman, Marcia Humpal, Russell Hilliard, Lisa Gallagher, Blythe LaGasse, Amber Weldon-Stephens, Ed Gallagher, Ami Kunimura, Cathy Knoll, and Amy Smith
1. Committee name: AMTA Strategic Priority on Music Therapy and Autism Spectrum Disorder

2. Period of time this report covers: November 2018 - May 2019

3. Committee chair and members:
   Co-Chairs: Jennifer Whipple and Todd Schwartzberg
   Committee Members: Jacqueline Birnbaum, Jennifer Gossett, Ronna Kaplan, Cathy Knoll, Casey DePriest, CJ Shiloh, Ericha Rupp, Laura Brown, Eugenia Hernandez, Nicole Rivera, and Rebecca West

4. The main objectives for the Committee—2 to 3 sentence summary
   As reported in the November report to the Board of Directors, the committee has completed most of its current charges and will use the next few months to finalize all remaining objectives.
   Community Collaboration: Committee will continue to work to identify and connect with key stakeholder groups in order to learn from and disseminate information to those identified groups.
   Research: The committee will complete its systematic review and analysis of published articles and their relationship to the National Autism Center’s Inclusion Criteria and Scientific Merit Rating Scale. All objectives will be completed by the 2019 AMTA National Conference.

5. Action items and Recommendations for the Board of Directors to consider—motions and/or bullet points: None at this time.

6. Summary of recent accomplishments and current activities: None at this time

7. List of activities in progress and upcoming events/discussions—bullet points
   • Data analysis and article writing for publication consideration.
   • Sending letters to and having conversations with stakeholders.
   • Encouraging research-based guidelines for AMTA conference session acceptance Urging regions to encourage sessions or events related to neurodiversity at regional conferences.
Thank you for the opportunity to attend the 2019 Mid-Year Meeting of the AMTA Board of Directors. It is an honor to represent CBMT on behalf of the CBMT Board of Directors. We are grateful for the continued collaboration with AMTA as we work together toward advancing the field of music therapy.

The CBMT Board of Directors held their Spring meeting on March 22-23, 2019 in Napa, CA. We were so pleased to have AMTA President Amber Weldon-Stephens with us in-person at our meeting. Her insight and supportive presence added so much to our meeting and we are grateful for that important and positive relationship. Our Fall Board meeting will be held October 25-26, 2019 (location TBA) and we hope to have President Weldon-Stephens join us again.

Certificants: As of May 20, 2019, there were 8,254 board certified music therapists. For comparison, there were 8,111 certificants in December 2018. Because of recertification, a percentage of certificants, nearly 20% of each cycle, expire each June and December. In December, 135 expired, which slows overall total growth even though so many new certificants are added each year.

Examinees: As of May 20, 2019, we have administered 537 examinations this year. This includes both new candidates and those retaking the exam following a failed attempt. In 2018, we administered a total of 1,360 examinations.

Exam Pass Rates: For all candidates tested since the Board Certification Domains (BCD) was updated in 2015, the first-time pass rate is 71% and the pass rate of all tested is 58.3%. In the last year, from 4/1/2018 to date, the first-time pass rate is 72.7% and the overall pass rate is 58.5% since the introduction of two new exam forms in April 2018. The overall pass rate of all candidates tested is affected by the high number of retakes, which are allowable every 30 days.

Newly Certified: As of May 20, 2019, 317 were newly certified since January 1, 2019. In 2018, 790 individuals were newly certified throughout the year.

Approved Providers (APs): There are a total of 104 Approved Providers (APs). Seven APs are offering Specialty Courses. We are continuing to see a steady increase in on-line courses and web-based self-study options.

Renewals: Recertification rates continue to remain high. The most recent cycle ended in December 2018 and recertified at 82%. There were 738 certificants in the cycle and 603 recertified. The next most recent cycle ended in June 2018 and had 483 certificants in the cycle. Seventy-nine percent of the cycle, 397 certificants, recertified. Awareness of certification, more employers requiring the MT-BC credential, and the state recognition plan all appear to contribute to the strong pattern of certificant renewal.

Regional Conferences: CBMT was once again represented by our dedicated staff members at all AMTA regional conferences in 2019. We will continue to attend as long as it is feasible.

Committee Appointments: Rebecca Wellman was appointed to serve a three-year term on the Continuing Education Committee, Lisa Gallagher and Laura Lenz were appointed to serve a three-year term on the Examination Committee, and Celeste Keith, Janice Lindstrom and Lee Anna Rasar were appointed to a three-year term on the Disciplinary Review Committee.

CBMT Board Members: The CBMT Board of Directors welcomed two new board members at our Spring meeting: Sarah Laing and Elisa Parker. Their terms will run from 2019-2023.
**Recertification Process Revisions:** The CBMT Continuing Education Committee and the Board of Directors have nearly completed work on policy and process revisions for recertification. We are in the development stages of a database revision in order to be more usable and streamlined for certificant and approved provider use, as well. The release of the recertification revisions and the new database program will be coordinated together and are projected to be ready in September 2019.

**Regulatory Affairs:** We currently have over 350 music therapists and students involved in Task Force advocacy—an all-time high! Fifteen states have introduced legislation or are currently preparing a bill for introduction.

**Practice Analysis:** The Practice Analysis Committee had a successful meeting in Kansas City April 12-13, 2019 where they crafted the survey that will go out to all certificants by email later this summer. We encourage everyone to participate by completing the survey which will identify and measure the current practice of music therapy. This process is guided by our testing firm, PSI and the outcome is what exam content is based upon as well as recertification requirements.

**Timeline:** At the suggestion of President Weldon-Stephens, we have included a timeline of the scope of upcoming CBMT work for your convenience. (SEE ATTACHMENT A)
# ATTACHMENT A - CBMT

**Timeline 2019-2021**

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2019</td>
<td>Practice Analysis Meeting</td>
</tr>
<tr>
<td>July 2019</td>
<td>Practice Analysis Completed</td>
</tr>
<tr>
<td>Summer/Fall 2019</td>
<td>Exam Committee reclassifies items and writes items for new content</td>
</tr>
<tr>
<td>Summer/Fall 2019</td>
<td>Item Writing Sub-Committee write items for new content</td>
</tr>
<tr>
<td>August 2019</td>
<td>Recommend CEC policy changes for Recertification Manual</td>
</tr>
<tr>
<td>August 2019</td>
<td>Recommend policy changes for Approved Provider Manual</td>
</tr>
<tr>
<td>September 2019</td>
<td>Launch New Database</td>
</tr>
<tr>
<td>September 2019</td>
<td>Announce and release Database, Recert and AP Policy changes</td>
</tr>
<tr>
<td></td>
<td>- Email blast</td>
</tr>
<tr>
<td></td>
<td>- Mailing-both documents with an explanation?</td>
</tr>
<tr>
<td></td>
<td>- Website changes completed</td>
</tr>
<tr>
<td></td>
<td>- Facebook and Twitter</td>
</tr>
<tr>
<td>October 2019</td>
<td>Exam Committee meeting</td>
</tr>
<tr>
<td>Fall/Winter 2019</td>
<td>New exam content items pre-tested</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Appoint SAE Revision Committee</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>SAE Committee Meeting to start SAE revisions-do we need two committees?</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Review policy changes for NCCA Renewal to be included in revised documents</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Board review CEC policy changes for Recertification Manual</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Board reviews CEC policy changes for AP Manual</td>
</tr>
<tr>
<td>January 2020</td>
<td>Reprint and release “Exam Content Outline/Board Certification Domains”</td>
</tr>
<tr>
<td></td>
<td>- Email blast</td>
</tr>
<tr>
<td></td>
<td>- Mailing?</td>
</tr>
<tr>
<td></td>
<td>- Website changes completed</td>
</tr>
<tr>
<td></td>
<td>- Educator and Clinical Training Director Packets</td>
</tr>
<tr>
<td></td>
<td>- Facebook and Twitter</td>
</tr>
<tr>
<td></td>
<td>- Regional Conferences</td>
</tr>
<tr>
<td>January 2020</td>
<td>Exam Committee Meeting, Cut Score Study, New exams approved</td>
</tr>
<tr>
<td>February 2020</td>
<td>Finalize policy changes for document revision</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>Web-Ex Meetings to revise items for SAE</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>Attend Regional Conferences</td>
</tr>
<tr>
<td>April 2020</td>
<td>Recertification Manual revised</td>
</tr>
<tr>
<td>April 2020</td>
<td>Candidate Handbook revised</td>
</tr>
<tr>
<td>April 2020</td>
<td>New exams with new exam specifications launched</td>
</tr>
<tr>
<td>April 2020</td>
<td>Both Revised SAE’s Launch</td>
</tr>
<tr>
<td>April 2020</td>
<td>Second French translation launches for Canada</td>
</tr>
<tr>
<td>October 2020</td>
<td>Exam Committee Meeting, preparing two new exam forms</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Attend Regional Conferences</td>
</tr>
<tr>
<td>April 2021</td>
<td>NCCA Application Due</td>
</tr>
<tr>
<td>November 2021</td>
<td>Accreditation Renewal Date</td>
</tr>
</tbody>
</table>
Submitted by Members of the Commission:
Ron Borczon, Jane Creagan (ex officio), CharCarol Fisher, Jen Hicks (Co-Chair), Feilin Hsiao, Jennifer Jones, Betsey King, Marisol Norris, Donna Polen (Co-Chair), Tracy Richardson, Cori Snyder, Daniel Tague
Dena Register and Judy Simpson serve as ad hoc members available for consultation.

Charge from AMTA BOD to the Commission:
The Board of Directors moves to create a Commission on the Education and Clinical Training of 21st Century Music Therapists to: identify inconsistencies within degree programs to support clinical practice in a changing world; identify inconsistencies among and between National Roster and University Affiliated Internship programs; recommend changes to enhance current education and clinical training practices; support the ongoing efforts to increase state recognition of the MT-BC credential; and support efforts to encourage diversity and inclusion in the profession.

Action Items for BOD:
1. The Commission respectfully requests approval for support from the AMTA Board of Directors to fund a summer 2019 retreat to further the work of the Commission. Proposed retreat location and dates are as follows:
   a. SMU in Dallas, TX, will host us; Commission member Daniel Tague has secured complimentary meeting space and recommended lodging across from campus at The Lumen.
   b. All Commission members have reserved the dates of July 21-24, 2019.
   c. Focus work for the retreat is for our two subcommittee workgroups (education and clinical training) to work on initiating white papers on these topics as identified in the Charge to the Commission.
2. The Commission requests funding support for overnight lodging on Tuesday, 11/19/19, in Minneapolis for Commission members to arrive early in order to meet the morning of Wednesday, 11/20/19.
3. The Commission respectfully requests that it be added to the website under "News from AMTA Committees and Boards" and that its members' contact information and mid-year board report be included on its page.

Commission Activities:
The Commission has held six meetings via Zoom to date (1/24, 1/31, 2/21, 3/21, 4/11, and 5/1).
- Our first meeting was introductory and included Deborah Benkovitz Williams and Lee Grossman.
- Our follow-up meeting, one week later, was primarily organizational in nature and included:
  a) identifying immediate tasks of the group (such as indicating interest in the jobs of co-chairs, secretary, sub-committee chairs, meeting scheduler).
  b) rating ourselves on interest and expertise related to the five points in the Charge from the BOD.
  c) indicating our leadership styles and ways of processing.
Since that time, we have:
- engaged in focused discussions on topics of identity, education, clinical training, and musicianship.
- contributed to a variety of ‘reflections’ documents, including one for each of the five points in our Charge and one for each of the three points defining the 21st century music therapist (taken from the MLE Subcommittee Final Report, Part 1).
- reviewed related historical documents (such as previous reports from ETAB on the topic of MLE) as well as current AMTA and CBMT guidance documents.
- elected Jen Hicks and Donna Polen as Co-Chairs of the Commission.
- identified dates and location for a summer retreat: July 21-24, 2019 in Dallas, TX.
- agreed to meet on Wednesday, November 20, 2019, from 8:00 am - 12:00 noon at the annual AMTA conference in Minneapolis, MN.
Currently, while continuing full-Commission meetings, we are also moving into two workgroups focused on education and clinical training. These groups will begin to more directly focus on two specific points in the Charge, i.e., “identify inconsistencies within degree programs to support clinical practice in a changing world; identify inconsistencies among and between National Roster and University Affiliated Internship programs” while also keeping in the forefront of our minds and discussions the relationships that these two points have with the points regarding state recognition and diversity and inclusion.
Submitted by: Kamile Geist and Edward Kahler – Co-Chairs  
Members of CRTF: Kamile Geist, Edward Kahler (co-chairs), Jane Creagan, Della Daugherty, Deanna Hanson-Abromeit, Laurie Keough, Piper Laird, Tracy Richardson, Vicki Vega, and Gary Verhagen

**Action Items for BOD:** None at this time.

**Charge from AMTA BOD to the CRTF:**
The goal of this task force is to review both the Professional and Advanced Competencies for consistency. An additional charge was added in November 2017 to review the CBMT Board Certification Domains and compare that document to the AMTA competencies.

### CRTF Activities 2019:

#### Conference Call 1: January 29, 2019
- The task force met to discuss next steps and review information gathered for the charges. It was decided that in order to submit information related to the comparison of the Domains to the Competencies, that the work completed last year needed to revisited, organized and summarized.
- It was decided that a Google Form be created to reenter the data in order for the responses to be consistent and that the data be easier to analyze and summarize.

#### Conference Call 2: March 20, 2019
- The task force reviewed the google form and set goals for completing the form in May.
- Dates were selected for completing the form and another meeting was set to review the data.

#### Planned Conference Call 3: May 21, 2019 (Expected Agenda)
- Review the data of the completed forms.
- Discuss findings and plan how to report findings for BCD and Competency Comparison

#### Task Force Tasks during July to November 2019
It is expected that the CRTF will need June through November of 2019 to review and revise the BCD Domain comparison. It is expected that at the next conference call, we will plan the tasks for continuing the review of the Professional and Advanced Competencies. We should have probably 2 more conference calls before our national conference. During the scheduled meetings at the annual conference, the CRTF will continue to review in depth the results of the reviews over the past year and begin work on competency revisions to be proposed to the AMTA BOD.
Committee Members:
Jane Creagan
Lauraen DiMaio
Rebecca Engen
Tracy Warner-Leonard
Bill Matney
Jean Nemeth
Robin Rio
Concetta Tomaino,
Adinike Webb
Annette Whitehead-Pleaux, Chair

Objectives:
The Education and Training Advisory Board of the American Music Therapy Association serves as a visionary body to advise, inform, and make recommendations to AMTA on issues related to music therapy education and training. This board examines policy issues that focus on professional standards and the relationship of these standards to education and training. ETAB is informed by policies and procedures of the National Association of Schools of Music and the Certification Board for Music Therapists, as well as other bodies within AMTA. In addition, the board stays abreast of trends relevant to music therapy education and training.

Recommendations and Actions for Board: At this time, we have no recommendations or actions for the Board of Directors.

Summary of accomplishments and current activities:
As we said goodbye to our esteemed colleagues Beth Schwartz and Doug Keith, we welcomed two new members, Adinike Webb and Bill Matney.

We are currently working on our next project.

List of activities in progress and upcoming events:
We are scheduling at least one call to follow up with progress on tasks and to refocus our work.
We will be meeting at national conference.

Respectfully Submitted,
Annette Whitehead-Pleaux, Chair
AMERICAN MUSIC THERAPY ASSOCIATION
BOARD OF DIRECTORS’ MID-YEAR MEETING –JUNE 21-23, 2019
ETHICS BOARD
Carol Shultis, PhD, LPC, MT-BC, and Janice Schreibman, MM, CCLS, MT-BC, Co-Chairs
(Activity from November, 2018 post-conference through May 17, 2019)

Objectives:
1. Review, revise and maintain ethical standards for the practice of music therapy
2. Educate members about ethical practice
3. Provide consultation and support to members with ethics related questions or concern
4. Work to resolve ethical concerns regarding member’s practice
5. Recommend and/or impose sanctions in response to ethical allegations

Actions for the Board of Directors to consider:
1. Need to establish best practices for the Association for managing sexual misconduct allegations when no outside adjudication or independent evidence is available to bring the concern to the Ethics Board
2. Need to create an appropriate repository for Ethics Board actions and history of allegations to assure continuity of response
3. Need to clarify role of AMTA office staff in helping to manage and oversee ethics concerns and Ethics Board business

Ethics Board Activity since November 2019
6. Published AMTA Code of Ethics (2014) as revised in November 2018 to remove items in conflict with anti-trust provisions of the Sherman Act
7. Met for weekend retreat in January 2019 to prepare for implementation of new Code of Ethics (February 1, 2019).
   a. Recorded a message to AMTA members – available at musictherapy.org
   b. Created hashtags for helping to promote the new Code of Ethics
   c. Began design process to create a logo to be used on an infographic and on stickers to be used to publicize the new Code of Ethics to members
   d. Began drafts of supplementary documents to help interpret the new Code of Ethics for various constituents within AMTA (clinicians, educators, supervisors, researchers, students)
8. Worked with AMTA office staff to publicize new Code of Ethics beginning February 1, 2019
9. Members offered educational programs about the new Code of Ethics
   a. Concurrent sessions at all regional conferences in Spring 2019
   b. CMTE for Indiana music therapists (Jan Schreibman – 3 credits, Feb, 2019)
   c. CMTE for South Carolina music therapists (Carol Shultis – 5 credits, Feb 2019)
   d. College outreach – program for UGA students (Jamie George, February, 2019)
10. Continued to work with members and non-members who brought ethics concerns to the attention of the Ethics Board. Provided consultation and education to Grievants as needed. (All members fielded multiple cases over these six months)
11. Reviewed AMTA lawyer’s suggestions for revisions to the Code of Ethics procedures and compared these to the existing processes in place with the Judicial Review Board.

Recent accomplishments and Current Activities
1. Infographic and stickers completed and ready for distribution at future educational programs and upcoming AMTA conference.
2. CMTE submitted and accepted for AMTA conference, November 2019, Wednesday 12:30 – 5:30 pm.
3. Short article regarding new Code of Ethics requested by Laura Beer, Editor, MTP as introduction to two other articles related to Ethics. Currently being revised as the focus of the issue has been expanded.
4. Working with Judicial Review Board to reconcile differences in procedures related to appeals of Ethics Board actions (AMTA lawyer recommended revisions to our procedures do not match current JRB processes.)

5. Continued refinement of procedures for addressing ethical concerns/allegations of violation and how to manage outcomes (most specifically public sanctions)

6. Work continues on supplemental documents for educating membership about the new Code of Ethics

7. Members continue to field questions and address concerns raised by members and non-members
Transition of Board to New Editor-in-Chief

- In November 2018, Dr. Sheri Robb began to transition the role of EIC to Dr. Blythe LaGasse. Dr. Robb continues to serve as outgoing EIC on manuscripts that were submitted prior to the transition.
- All new manuscripts submitted after December 2018 were assigned to Blythe LaGasse.

Editorial Board Members

- Members of the Editorial Board serve as primary reviewers for manuscript submissions, and in an advisory capacity to the editors and the journal.
- The JMT currently has 30 editorial board members and seven associate editors. Special thanks to our Editorial Board members for generously sharing their time and expertise with the profession through this important service activity.
- Susan M. Perkins, statistical editor, agreed to continue on the editorial board. We are grateful to Susan for her continued willingness to share her expertise with the JMT.
- We will be welcoming two new editorial board members in June, 2019 for the 2019 – 2024 term.

Incoming Editor-in-Chief:

A. Blythe LaGasse, Editor-in-Chief
Colorado State University
Fort Collins, CO

Managing Editor:

Barbara Else, Managing Editor

Associate Editors:

Susan M. Perkins, Statistical Editor
Indiana University
Indianapolis, IN

Helen Shoemark, Associate Editor
Temple University
Philadelphia, PA

Olivia Swedberg Yinger, Associate Editor
University of Kentucky
Lexington, KY

Andrew Knight, Associate Editor Book Reviews
Colorado State University
Ft. Collins, CO

Felicity Baker, Associate Editor
The University of Melbourne
Melbourne, Australia

Stine Lindahl Jacobsen, Associate Editor
Aalborg University
Aalborg, Denmark

Kimberly Sena Moore, Associate Editor Communications
University of Miami
Miami, FL

Editorial Board Members (Current Service Term):

New York University
New York, NY

Joke Bradt (2018-2023)
Drexel University
Philadelphia, PA

Gunter Kreutz (2017-2022)
Carl von Ossietzky University
Oldenburg, Germany

Jin Hyung Lee (2017-2022)
Ewha Womans University
Seoul, Korea
MELISSA BROTONS (2018-2023)
Escola Superior de Música Catalunya
Barcelona, Spain

ORII McDERMOTT (2017-2022)
University of Nottingham
Nottingham, United Kingdom

The University of Alabama
Tuscaloosa, AL

KATRINA SKENES MCFERREN (2017-2022)
The University of Melbourne
Melbourne, Australia

University of Toronto
Toronto, Ontario, Canada

MICHAEL SILVERMAN (2014-2019)
University of Minnesota
Minneapolis, MN

University of Miami
Coral Gables, FL

ELIZABETH STEGEMOLLER (2014-2019)
Iowa State University
Ames, IA

ABBY Dvorak (2018-2023)
University of Kansas
Lawrence, KS

LAUREN STEWART (2017-2022)
Goldsmiths, University of London
United Kingdom

COCHAVIT ELEFANT (2017-2022)
University of Haifa
Mount Carmel, Haifa, Israel

JEANETTE TAMPLIN (2018-2023)
University of Melbourne
Melbourne, Australia

MICHELE FORINASH (2017-2022)
Lesley University
Cambridge, MA

XUELI TAN (2017-2022)
Lesley University
Cambridge, MA

LORI GOODING (2018-2023)
Florida State University
Tallahassee, FL

GRAACE THOMPSON (2018-2023)
University of Melbourne
Melbourne, Australia

CHRISTIAN GOLD (2017-2022)
GAMUT, Uni Research Health
Bergen, Norway

GIORGOS TSIRIS (2017-2022)
Queen Margaret University
Edinburgh, United Kingdom

SUSAN HADLEY (2018-2023)
Slippery Rock University
Slippery Rock, PA

MICHAEL VIEGA (2017-2022)
State University of New York (SUNY)
New Paltz, NY

University of Kansas
Lawrence, KS

ERIC WALDON (2014-2019)
University of the Pacific
Stockton, CA

ERI HANISHI (2018-2023)
Showa University of Music
Kanagawa, Japan

REBECCA ZARATE (2017-2022)
Lesley University
Cambridge, MA

JENNIFER JONES (2014-2019)
Western Illinois University
Macomb, IL

Submission Activity (2018 – Full Year Data)

- We received 131 manuscript submissions (83 new manuscript submissions, 3 book reviews, and 45 revised manuscript submissions).
- Of the 83 new submissions, 31 were declined at the time of initial screening because they did not meet the journal mission, content, or submission criteria. The remaining articles were sent out for peer review.
- During 2018, final publication decisions were made for 35 articles (19 accepted; 16 declined). Based on these data, the current acceptance rate for the JMT is about 54.3%.
- The table below summarizes annual submission rates (new articles only) and corresponding acceptance rates.
Annual New Manuscript Submission and Acceptance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Submission Rate</th>
<th>Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>83</td>
<td>54%</td>
</tr>
<tr>
<td>2017</td>
<td>73</td>
<td>56%</td>
</tr>
<tr>
<td>2016</td>
<td>67</td>
<td>56%</td>
</tr>
<tr>
<td>2015</td>
<td>61</td>
<td>54%</td>
</tr>
<tr>
<td>2014</td>
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<td>40%</td>
</tr>
<tr>
<td>2013</td>
<td>50</td>
<td>45%</td>
</tr>
<tr>
<td>2012</td>
<td>45</td>
<td>29%</td>
</tr>
<tr>
<td>2011</td>
<td>73</td>
<td>29%</td>
</tr>
</tbody>
</table>

*This is the number of newly submitted manuscripts; this number does not include revised manuscript submissions.

Submission Activity (2019, Jan. 1 – May 8, 2018)
- To date, we have received 32 new submissions. Of the 32 new manuscripts received, 15 were declined at the time of initial screening because they did not meet the journal mission, content, or submission criteria.
- Currently, there are 20 manuscripts under review and 6 manuscripts in the revision process.

Timeline for Publication Decisions 2018
- Our goal is to provide timely decisions to submitting authors regarding the status of their manuscript submission. We aim to have all manuscripts returned within 3 months (90 days).
- The average turnaround time from submission to final decision was 88 days.
- Based on manuscripts accepted for publication in 2018 (n=19), most required at least one revision. The number of revisions required are as follows: one (n=6; 31%), two (n=7; 36%), three (n=4, 21%), or four (n=2; 10%).

Associate Editor-Communications Report (Kimberly Sena Moore)

**Current and Future Projects**
- Working with Dr. Renee Timmers to draft a blog post to submit to OUP for publication consideration. Post will be based on the article “Music for relaxation: A comparison across two age groups” Dr. Timmers co-authored (volume 55, issue 4).
- In initial planning stages with MTP Associate Editor-Communications Noah Potvin to develop a virtual issue and/or blog post and/or social media campaign centered on World Mental Health Day in October.

**Completed Projects**
- Worked with Dr. Potvin to curate a virtual issue on music therapy and integrative health. Issue was released and promoted throughout the month of April. Link to issue: [http://bit.ly/2HXBTR4](http://bit.ly/2HXBTR4)
- Worked with Dr. Potvin to curate a virtual issue highlighting the top most impactful music therapy research articles of 2018 (based on numbers of reads and Altmetric scores). Issue was released in conjunction with the 2018 AMTA conference. Link to issue: [http://bit.ly/AMTA18issue](http://bit.ly/AMTA18issue)

**Ongoing Projects**
- Continue to invite journal authors to contribute to *JMT Take 3*, a video series providing 60-second highlights of JMT research from authors themselves. Seven videos have been posted since the launch of this series in January 2018, with plans to add three more within the next two months. Videos are hosted on YouTube ([https://www.youtube.com/channel/UCQDXnsA0ghpz_OLPBHe3A](https://www.youtube.com/channel/UCQDXnsA0ghpz_OLPBHe3A)), shared through the joint JMT/MTP social media accounts, and made available on a landing page on the OUP website ([https://academic.oup.com/jmt/pages/videos](https://academic.oup.com/jmt/pages/videos)).
• Continue to prepare and disseminate journal content through the shared JMT/MTP social media accounts on Instagram (https://www.instagram.com/amta research/, 1,160 followers), Twitter (https://twitter.com/AMTaresearch, 396 followers), and Facebook Page “AMTA Music Therapy Research” (https://www.facebook.com/AMTaresearch/, 2,346 likes and 2,483 followers). Content creation and dissemination is an ongoing project, and content scheduling occurs in collaboration with Dr. Potvin. Posted content promotes recent journal activity and a #fromthearchives series highlights older journal content.

Submitted by:
Kimberly Sena Moore, Ph.D., MT-BC
Associate Editor-Communications, Journal of Music Therapy

Associate Editor-Book Reviews (Andrew Knight)
Book reviews remain a steady flow of 1-3 interested authors per issue in JMT. The majority of the reviews are books I am selecting from publishers and requesting individuals to review the texts. The rhythm of book publication by publishers/companies seems to dictate the waves when series of texts come out, and despite a growing number of publications, relatively few seem to fit the mission of the journal, so those are closely curated.

Submitted by:
Andrew Knight, PhD, MT-BC
Associate Editor – Book Reviews, Journal of Music Therapy

Recent Activities

Completed
• Blythe LaGasse and Laura Beer presented a concurrent session at the AMTA Midwestern National Conference entitled Submitting a Manuscript to Music Therapy Journals: A Conversation with the Editors-in-Chief
• Nominations for Editorial Board members was initiated in January 2019, and we appointed two new editorial board members for June 2019.

In Progress
• 2019, Hybrid Open Access. Barb Else has been working with Oxford University Press in order to move the JMT to a hybrid open access journal.
• 2019, Expanding Journal Content. We continue to explore the expansion of journal content categories.
• 2019, Positive Peer Review. We are looking at ways to develop materials to help promote a positive peer review process.
• 2019, Special Focus Topics. We are considering topics for specific focus issues and/or invited articles.
• 2019, Editorial Board Nominations. We will be soliciting nominations for new editorial board members, as we have several people who will be ending terms on the board.

I am honored to serve the Journal of Music Therapy and appreciate the work of the JMT Editorial Board, Oxford University Press, and the AMTA. I look forward to continuing work with the JMT Associate Editors Drs. Felicity Baker, Helen Shoemark, Olivia Swedberg Yinger, Stine Lindahl Jacobsen, Susan Perkins, Kimberly Sena Moore, and Andrew Knight. I am very grateful for the help and support of Barb Else, Business Manager for the AMTA journals. I look forward to continuing to learn in service to the JMT.

Respectfully Submitted,
Blythe LaGasse, Editor-in-Chief
Journal of Music Therapy
Main Objectives of MTP
Mission Statement: “Music Therapy Perspectives seeks to promote the development of music therapy clinical practice through the dissemination of scholarly work. It publishes all forms of reports that have implications for music therapy practice including clinically-focused research reports, innovative developments, case studies, educational research, and theoretical articles. With a focus on clinical benefits of music therapy, Music Therapy Perspectives strives to serve as a resource and forum for music therapists, music therapy students and educators, and those in related professions.”

Summary of Recent Activities
1. On January 1st, 2019 Dr. Beer took over Editor-in-Chief responsibilities.
2. Also on January 1st, new Associate Editors (AEs) Dr. Melody Schwantes and Ronna Kaplan joined the team. New AEs received training on how to navigate the ScholarOne platform from OUP employees. Dr. Jones and Dr. Beer continue to serve as mentors for new AEs. Both Dr. Schwantes and Ms. Kaplan have integrated quickly into the management of manuscripts.
3. Elaine Abbott retired from the editorial board, as did Blythe LaGasse (new EIC for JMT).
4. New editorial board members were appointed: Varvara Pasiali, Xueli Tan, Leah Oswanski, and Michele Ritholz. These new members received a comprehensive orientation to the ScholarOne platform from an OUP employee. Materials directly related to the review process that have been developed over the past several years were also made available to them.
5. The 2019 spring issue (Volume 37, Issue 1) was mailed in late April, as scheduled. This contained a breadth of articles related to research, clinical practice, education/training, and international perspectives of music therapy.
6. EIC transition was smooth, with Dr. Meadows making himself available to Dr. Beer for the questions and issues that arose regarding the ScholarOne platform and handling special issues.

Submission Activity 01/01/19-05/14/19

32 Manuscripts Received:

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<tr>
<th>Manuscript Type</th>
<th>Original</th>
<th>Revised</th>
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<tr>
<td>Clinical Practice</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Education and Training</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Information Sharing</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Research</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>23</td>
<td>32</td>
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</table>

Other Statistics

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept Ratio (prior 12 months)</td>
<td>8:14 (57.1%)</td>
</tr>
<tr>
<td>Total Pending Manuscripts</td>
<td>8</td>
</tr>
<tr>
<td>Oldest manuscript without a decision</td>
<td>MTP-2019-011 (36 days)</td>
</tr>
</tbody>
</table>
Activities in Progress and Upcoming Events/Discussions

1. A mini-focus on ethics is planned for the first issue of 2020, highlighting the revised Code of Ethics. Co-chairs of AMTA’s Ethics Committee are writing a short introduction to the new code. Ronna Kaplan and Laura Beer are considering who to invite to contribute to the issue; there are two current manuscripts that would fit well into this focus already in the pipeline.

2. Dr. LaGasse and Dr. Beer are planning a half-day joint Editorial team (Editors and Associate Editors) in November, at the national conference to discuss our journal work, collaborative work, and to look to the forthcoming years. Open Access (OA) is an issue generating discussion amongst editorial board members as well as the EIC and AEs. Barb Else presented the BOD with facts and ideas for how OUP and the journals can think about approaching issues related to OA. At this time there is little for the EICs to do regarding the advancement of OA as a global publishing change other than stay apprised of future shifts in approach and practice.

3. In discussion with Blythe LaGasse (EIC of Journal of Music Therapy) and Barb Else regarding setting up a more formal system by which readers can gain CMTE credits.

Budget
Volume 37(1) was 100 pages (at budget length). Volume 37(2) is expected to run at 100 pages. Thus, we expect the 2019 volumes to come in on budget.

Current Editorial Board Members
Laura Beer, PhD, MT-BC  Editor-in-Chief
Melody Schwantes, PhD, MT-BC  Associate Editor
Noah Potvin PhD, MT-BC  AE – Communications

Jennifer Jones PhD, MT-BC  Associate Editor
Ronna Kaplan, MA, MT-BC  Associate Editor

28 Editorial Board Members:
Gene Behrens, PhD, MT-BC
Jacqueline Birnbaum, MA, MT-BC
Amy Clements-Cortes, PhD, MT-BC
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Lillian Eyre, PhD, MT-BC
Susan Hadley, PhD, MT-BC
Feilin Hsiao, PhD, MT-BC
Nancy Jackson, PhD, MT-BC
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Masako Otera, PhD, MT-BC
Edward Schwartzberg, ME, MT-BC
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Abbey Dvorak, PhD, MT-BC
Robert Groene, PhD, MT-BC
Annie Heiderscheit, PhD, MT-BC
Yasmine A. Iliya, PhD, LCAT, MT-BC
Wendy Magee, PhD, ARCM Music Therapist
Paul Nolan, MCAT, MT-BC
Leah G. Oswanski, MA, LPC, MT-BC
Michele Ritholz, MA, LCAT, MT-BC
Xueli Tan, PhD, MT-BC
Michael Viegas, PhD, LCAT, MT-BC
Natalie Wlodarczyk, PhD, MT-BC
A. Committee Members:
   Minda Gordon, Chair, SER
   Julie Andring, NER
   Cheryl Benz SER (Board Appointee)
   Kathleen Coleman SWR
   Felicia Magaña Voorhees, MWR
   Piper Laird WR (Board Appointee)
   Hakeem Leonard MAR (Board Appointee)
   Kelley Pujol MWR (Board Appointee)
   Karen Miller GLR (Board Appointee)
   Leah Oswanski MAR
   Joy Allen NER (Board Appointee)

B. The objective of the JRB is to provide members of AMTA a place to bring complaints, problems and dissatisfactions with decisions made by the organization for an objective review in a fair and equitable manner without regard to race, creed, color, national origin, gender, sexual orientation or age.

C. There are no recommendations for the BOD.

D. Recent accomplishments:
   - JRB identified the need to revise and update procedures for members to understand the purpose JRB access its’ service.
   - The JRB has divided into work groups at the AMTA national conference to revise and update procedures. Work is to be completed by AMTA 2019 conference.
   - Minda Gordon met with Carol Shultis, Co-Chair of the Ethics Board, to review existing JRB procedures and compare with AMTA attorney’s suggestions for Ethics Board procedures related to an appeal to JRB after an Ethics Board decision. The Ethics Board is working on resolving these discrepancies. JRB will work with Ethics Board once the reasoning for the attorney’s suggestions has been clarified.
   - Once procedures have been revised, updated and approved, JRB will hold informational sessions at regional conferences in 2020.

Respectfully Submitted,

Minda K. Gordon, MT-BC
Chair, JRB
Task Force Co-Chairs: Meredith R. Pizzi, MPA, MT-BC and Hakeem Leonard, Ph.D., MT-BC


AMTA Staff Liaisons: Barb Else, MPA, LCAT, MT-BC, and Judy Simpson, MT-BC

**Board Charge:** Charge: Resolve, to create a Music Therapy Business Owners needs Task Force to address the needs, best practices and ethical and business practice challenges of Music Therapy Business Owners.

This Music Therapy Business Owners Task Force met in person for the first time at the AMTA National Conference in November 2018. This in-person meeting focused on potential outcomes for the work of this task force and also included discussion on the new Code of Ethics presented at the conference and how it would impact business owners.

The Task Force will continue to identify themes in the SWOT Analysis the group completed to identify needs, best practices and challenges as noted in the charge to share with the Board of Directors.
Work Group Members: Erin Spring (Co-Chair) (OH/GLR), Regina Dennis (Co-Chair) (NY/MAR), Emily Christensen (UT/WR), Dale Taylor (WI/GLR) Meredith Hamons (TX/SWR), Alison Brady (OH/GLR), Cathy Befi-Hensel (SER)

Action Items:
1. Approval of Martine Bullard (SER) and Sara Busch (MWR) to the Music Therapy Informed Music Listening Workgroup.
2. Vetting and Approval of the Music Listening Guidelines to be published on the AMTA website.

The music therapy informed music listening workgroup has welcomed a new member Cathy Befi-Hensel from the SER region, Tara Jenkins was approved, however was unable to continue with the workgroup. We are looking for approval for new members Martine Bullard who has been approved from SER and Sara Busch who was appointed from MWR. We are committed to having representation from all regions the workgroup and are actively recruiting for representation from NER.

The workgroup submitted the final draft of the Music Listening Guidelines resource for vetting in January of 2019. Presentations and/or discussions on this document were done during the regional conferences with great feedback from our members. This document is an evidence-based list of safe music listening guidelines. These are intended to provide guidance to individuals engaging in, or assisting others in, regular music listening to address physiological, psychological, communicative, behavioral, educational, and/or wellness goals. The guidelines will address the following categories of safe music listening considerations: Auditory Safety, Infection Control, Lyric Content, Physiological, Psychological and Cognitive, Communication and Sensory Health Considerations, Music Listening Safety Practices, Music Listening Frequency and Delivery, and Music Preference and Playlists.

To continue with our goals to provide support to AMTA members throughout the country the workgroup is looking at ways to communicate with our members of our availability. The workgroup is exploring options of being included in newsletters and other communications regionally with updates on our work, how to find the workgroup’s music listening resources and other information that would be helpful to our members. At the regional conferences members suggested using social media as a way to get our message to our members. We will continue to explore this avenue in conjunction with AMTA leadership. We are also planning to draft an article to Music Therapy Perspectives on our work.

The workgroup is often being asked about different music listening programs that are happening around the country. The workgroup is starting a database which will provide information about the program including: the name of the program, who created it, the business practices, the delivery modality, target populations served, the marketing advertising means. We are also looking into any research claims used in the marketing of the product, if there is any music therapist involvement in the program, and anything else related to the program. We plan to use this information to assist our members to advocate for best music listening practices. We also plan to work in conjunction with the advocacy committee to assist in education and recognition of our profession as experts of music listening based products.

Workgroup Goals:
- To support music therapists in consulting and conducting music listening programming including communicating about our resources that are available in newsletters, at conferences and by any means available to us.
- To encourage safe and responsible music listening practices for health and wellness.
- To facilitate increased advocacy, collaboration and communication between the music therapy profession and the public on music therapy and music listening practices.
- To provide information and vetting on music listening programs that are being implemented around the world and to advocate for best music listening practices and for the music therapy profession.
May 7, 2019

Co-Chairs: David Knott & Marial Biard
Steering Committee: Stephanie Epstein, Clare Arezina, Caitlin Krater, Amy Love
Advisors: Dr. Sheri Robb & Dr. Claire Ghetti

This work group was established during the 2015 mid-year Board of Director’s to increase awareness and recognition of this specialized population, establish best practice models, and disseminate information to key stakeholders

Current Work:
- Pediatric Medical Music Therapy benchmarking survey completed and a manuscript, “A Survey of Music Therapists Working in Pediatric Medical Settings in the United States” is in the process of being finalized.
- Co-chairs participating in the AMTA formed Medical Music Therapy Think Tank, a process which we intend to enable alignment of best practice work in Pediatrics with similar work in medical settings for adults.
- New members has been added to the work group: Caitlin Krater & Amy Love.

Recommendations:
AMTA board to provide guidance of scope of work related to our group’s charge “establish best practice models.”

Action Plan:
A. Members of manuscript sub-group are completing final review of survey manuscript for publication
B. June 2018: Submit completed Manuscript for review and potential publication
C. August 2018: Based on response from AMTA Board, develop guidelines for Best Practice or establishing of database for pediatric music therapists.

Respectfully submitted,
Marial Biard, MM, MT-BC
David Knott, MM, MT-BC
First, I would like to thank the outgoing Regional Presidents, who either finished their terms at the close of their regional conferences or at the close of the fiscal year. They have shown great dedication to the members over their terms, and I am confident that they will continue to be valuable resources to their new boards in the next term. Additionally, I would like to highlight the new presidents as they are beginning their terms.

The outgoing presidents are:
Debbie Bates, Great Lakes
Mike Viega, Mid Atlantic
Andrew Knight, Midwestern
Judy Engel, New England
Christine Leist, Southeastern
Christine Neugebauer, Southwestern
Kymla Eubanks, Western

The incoming regional presidents and the start date of their terms are:
Rebecca Findlay Barnard, Great Lakes (March 18)
Beth Deyermond, Mid Atlantic (July 1)
CharCarol Fisher, Midwestern (July 1)
Adrienne Flight, New England (March 30)
Carmen Osburn, Southeastern (April 8)
Carolyn Moore, Southwestern (June 1)
Leanne Wade, Western (April 1)

The regional leadership has been instrumental in assisting with communication between all of the AMTA entities. I have been in regular contact with the Speaker of the Assembly, Angie Snell, to coordinate communication with the presidents as well. I have appreciated the ongoing connection the presidents have had with each other as they work to clarify policies and procedures within their regions in order to best serve the membership.

Each region continues to be thoughtful about their budgets, while also providing excellent opportunities for networking, continuing education, and service. Additionally, the regions have all been engaged in thoughtful dialogue on the topics of codes of conduct, sexual harassment, social justice, and disaster response. Please refer to the individual regional reports for details on the vast work they have accomplished and continue to pursue.

My role as Regional President Representative also includes chairing the Disaster Response and Preparedness Task Force. Membership for this Task Force includes each Regional President plus one additional representative from each region. Several regions already have the duties of disaster response in the duties of one of their board members, so in a couple of regions, the President has appointed that person to be the additional representative, and in one case to take their place. As we are in a transition time for regional leadership, some of these representatives may be changing prior to the next report.

The members of the Disaster Response Task Force are as follows:
Great Lakes: Rebecca Findley Barnard (President) and Melaine Pohlman
Mid-Atlantic: Michael Viega (President) and Ming Yuan Low
Midwest: Andrew Knight (President) and Kara Mills Groen
Northeast: Adrienne Flight (President) and Jennifer Sokira
Southeast: Carmen Osburn (President) and Christine Leist
Southwest: June Pulliam (Past-President) and Tonia Cordobes
West: Leanne Wade (President) and Becky Wellman

There have been several disaster response mobilizations in the past few months, including significant flooding and storms which impacted several members. In each case, the regional representatives have completed welfare checks
and provided support and resources as needed to affected music therapists. The task force hopes to create an online repository of resources in the next year, which will help speed our response when disasters occur.

It is an honor to serve the members of our Association as the Regional Presidents’ Representative. I am looking forward to continuing to build relationships with the new Regional Presidents and supporting their efforts in advocacy, membership development, diversity and inclusion, and establishing cultures of safety and respect.

In the spirit of service,

[Signature]

Andrea Dalton, MA, MT-BC
Action Item:
There are no action items at this time.

The Student Affairs Advisory Board (SAAB) has 21 members all of which were represent at the annual conference in Dallas, TX, in November 2018. All regional representatives and advisor positions are filled with active and dedicated students and colleagues. Current SAAB members include:

2018 AMTAS Executive Officers
President: David Farsetti
President Elect: Fiona Riso
Vice President: Judy Nie
Secretary: Jordan Marshall
Treasurer: Rachel Gan
Parliamentarian: Thalia Dimitrou

Regional Representatives
Great Lakes: Katie Fitch (Advisor) and Alvaro Rodriguez (President)
Mid-Atlantic: Molly Pow (Advisor) and Fiona Riso (President)
Midwestern: Amy Robertson (Advisor) and Taylor Grooms (President)
New England: Kayla Daly (Advisor) and Shari Hallas (President)
Southeastern: Fred Ra (Advisor) and Isaac Lugo (President)
Southwestern: Marcus Hughes (Advisor) and Statia Sokol (President)
Western: Maya Zebley (Advisor) and Andrea Cliscagne (President)

Jeffrey Wolfe, MM, MT-BC, SAAB Chair
It continues to be an honor to advise a dedicated, innovative, and energetic group of music therapy students as SAAB Chair. I would like to thank MAR Advisor, Jason Willey and SER Advisor, Lorna Segal for the service to the SAAB over the past two years. A big welcome to new MAR Advisor, Molly Pow, MS, MT-BC, and SER Advisor, Fred Ra, MM, MT-BC.
Based on a SWOT analysis that was conducted at the 2018 national conference, the SAAB’s main objectives include:

1) spreading and increasing scholarship opportunities to students on a national, regional, and local level,
2) increase the benefits of students remaining members of AMTAS/AMTA and publishing the reasons for maintaining connection through AMTA,
3) providing educational and other resources to students.
The 2018 AMTAS E-Board successfully facilitated the third national Passages conference at the AMTA conference. At the opening of the conference, the regional student advisors, led by committee chair, Katie Fitch, GLR Advisor, and committee members, me, Jason Willey, and David Farsetti, led the Passages Internship Interview Masterclass. Kayla Goodman, a senior music therapy major at University of Louisville, and Melinda Glass, a music therapy intern at MetroHealth and student at Cleveland State University, took on the roles of mock internship interviewees. Thank you, Kayla and Melinda! A huge thank you to the professional panel consisting of Jennifer Hicks, MT-BC, E-RYT; Rebecca West, MM, MT-BC; Michelle Kennemer, MT-BC, Kayla Daly, MA, MT-BC, LMHC; Jason Willey, MM, MT-BC, Jen Trimble-Ford, MM, MS, MT-BC; and, April Mount, LCAT, MT-BC. The Passages conference received a lot of praise for the continual improvement in meeting the requests of students for content in presentations, internship preparation training, mentorship in presenting, and creating access to the conference. It’s the hope of the SAAB to keep this momentum.
I am still seeking nominations for a music therapist clinical and educator judge, and a non-music therapist researcher or clinician with research experience (in a related field). Nomination can be made by following the link on the homepage of the www.amtas.org page.

AMTAS EXECUTIVE BOARD REPORTS

David Farsetti, AMTAS President

I have worked to continue the implementation of our social media which leads to higher engagement, outreach, and capability for spreading information. Our social media following has increased in the following amounts since this term began.

- Facebook: Up 161%
- Instagram: Up 35%
- Twitter: Up 5.9%

We have identified our social media outreach as a primary goal for expansion because its successful development will ensure that future attempts to raise awareness of scholarships, opportunities, etc., will be more widely received. I am also working to ensure that our team is putting out content that is of high quality and working directly with a member on our team to teach them how to use various online graphics designers and how to select quality content to use.

Early in the year, I created a “President’s chat” for ease of communication between the regional Presidents, Fiona, and myself. I am also working to put together a contact list for university student organizations so that we can also have direct communication with those organizations. I held one-on-one meetings with past treasurer Melinda Glass and our current treasurer Rachel Gan to brainstorm and create a plan of action for fundraising. Rachel developed a feasibility list of several fundraising ideas and has begun implementation.

Fiona Riso, AMTAS President-Elect

I have taken over the President-Elect Gmail and Dropbox account, updated the Standing Committee Student Representative applications, and started assigning student representatives to the Committees. Student representatives have been assigned to twelve committees and I am waiting on applications to assign students to the three final committees: Continuing Education, Membership, and Reimbursement. I’ve taken over posting on the AMTAS social media as part of our Social Media Outreach Initiative, as well as collaborated with the rest of the board on projects for the year and brainstorming ways to improve communication among students throughout the nation. To increase regional communication, I’ve led discussions on methods of streamlining communication between the AMTAS board and the Regional Presidents, attempting to extend our outreach to all schools in the country.

Judy Nie, AMTAS Vice President

I have managed the SAAB roster, including the names and e-mail addresses of the regional presidents, updated the contact list of the Standing Committee Representatives, and the Regional Student Advisors. I’ve taken over posting on the AMTAS social media as part of our Social Media Outreach Initiative. I have also updated the website with the 2019 Musette and the 2019 Spring Newsletter, and list of scholarships and deadlines.

Jordan Marshall, AMTAS Secretary

I compiled and designed the 2019 Musette and coordinated with the AMTAS VP for online publication. In an effort to connect more with the students of AMTAS, I increased the number of website blog entries. I began with a blog post that wrapped up National Conference in Dallas and highlighted each AMTAS region. I plan to post a bi-monthly blog that consists of one update/check-in on different regions, and the other being a practical skill (e.g. “self-care tips and tricks”). I am compiling the new officer information from each region and updating our master contact list.

Rachel Gan, AMTAS Treasurer

Since the beginning of my term as AMTAS Treasurer, I have received all the treasury components (cashbox, document binder, and checkbook) from the previous treasurer, Melinda Glass. I have ensured that the 2017-2018 board was reimbursed for their conference expenses per the bylaws and that all scholarships have been paid to their recipients. I worked with president, David Farsetti to develop the following fundraisers ideas: CustomInk “Keep Calm and Use the Iso-Principle” t-shirt, which took place through the month of May 2019; satellite “Chipotle Committees” (Chipotle fundraisers) that will be formed over the summer and made up of students from around the country and executed at the start of the 2019-2020 academic year; and various raffles that will take place at the 2019 AMTA National Conference in Minneapolis. My #ScholarshipSaturday posts have featured promotion of AMTA
scholarships, as well as promotion of and congratulations to regional scholarship winners. Future posts will feature internships with stipends and promotion of AMTAS scholarships as deadlines approach. Finally, I have attempted to form a regional treasurer committee.

Thalia Dimitriou, AMTAS Parliamentarian

I have reviewed the changes made to the AMTAS Constitution at this past national conference and proposed new edits to our bylaws. I will be sending out a copy of our constitution and bylaws for regional leaders to review and make suggestions for changes. I am also working with the AMTAS Executive Officers to streamline the voting system that will be used at the upcoming national conference in November.

Prior to regional conference season I contacted all regional parliamentarians to offer my assistance in any way possible and made suggestions to one regions constitution and bylaw changes. I will be contacting the new Parliamentarians to help with their transition into their position. Also, as the AMTAS Parliamentarian I add to the AMTAS Instagram every Monday for #MTSMemesMonday.

REGIONAL SAAB REPORTS

Region: Great Lakes Region, Michelle Bingheim, Outgoing GLR AMTAS President

SAAB Advisor’s Name: Katie Fitch, MME, MT-BC

The 2019 GLR Annual Conference was held in Cincinnati, Ohio from March 14-17. During the conference, we held GLR Passages on Thursday, March 14th. We had four student presenters, a presentation by the music therapists at Cincinnati Children’s Hospital, and we hosted our first “intervention swap” where selected professionals shared “ready to go” interventions with the students/interns in attendance. Thank you to the following professionals who participated in this new endeavor: Jennifer Hicks, Allison Gunnink, Kellee Coviak-Hansen, Laurel Rosen-Weatherford, and Emily Guthel! During the conference, we also hosted a table in the exhibit hall and held a raffle. To end the conference, we continued the tradition of crashing the professional business, where we performed a music therapy rendition of “Call Me Maybe.”

We awarded three student scholarships. The winners of the GLR-AMTAS Reimbursement Fund were Krista Cole and Amelia Scanland. The winner of the Presidential Scholarship was Elizabeth Briney.

With help from the AMTAS Regional Support Fund, we were able to award our annual Gift of Music Grant for another year! The GOMG is a grant which we award to a private practice within the region for the purpose of purchasing instruments, tools, or other necessary items for their business. The 2019 GOMG recipient is Kellee Coviak-Hansen from Coda Music Therapy, LLC.

We would like to thank all GLR-AMTA members who supported the GLR Pay-It-Forward Campaign this year, which allowed fifteen students to be reimbursed for their conference registration fee!

2019-2020 GLR-AMTAS Executive Board:

- Alvaro Rodriguez, President, aarodrig@pio.carrollu.edu
- Anna Barker, President-Elect, barkera@alverno.edu
- Courtney John, Vice-President, johncm@alverno.edu
- Jennifer Kirby, Secretary, jkirby5@emich.edu
- Dana Tonkinson, Treasurer, danatonkinson@gmail.com
- Ariel Contreras-Peterson, Parliamentarian, acontre2@emich.edu
- Collin Lewis, Webmaster, collin.a.lewis@wmich.edu

Region: Mid-Western Region, Ryan Smith, Outgoing MWRAMTAS President

SAAB Advisor’s Name: Amy Robertson, PhD, MT-BC

The Midwestern Regional Conference took place in Kansas City, MO from April 5th through April 7th, 2019. The regional project was the Cadenza 5K, which took place during the nation conference in Dallas, TX. This event was planned and executed in collaboration with the SWR AMTAS. More than 60 racers and 20 volunteers participated in the event. All proceeds were split between the MWR and SWR student organizations. The project was also used an advocacy event because music therapy interacted with members of the Dallas community and shared information about the profession.

During the regional conference, in April of 2019, the MWR student participated in Passages where students had the opportunity to present their research, collaborated on a keynote about drumming that was led by students for students, were involved in an internship panel, and attended business meeting in order to stay informed about what
is happening in the MWR and in AMTAS. In the fall of 2018, the MWR hosted a volunteer day where music therapy programs from all over the region volunteered in some capacity on the same day in order to spread awareness of music therapy.

MWR students Susan Bachoff and Abby Farmer were awarded the E. Thayer Gaston Research Award for their paper “Shared Music Preference and Social Affinity.” Additionally, three scholarships were awarded to MWR students based on essays outlining the importance of music therapy advocacy, as well as how they engage in advocacy in their community. Recipients were Sydney Winders of Drury University, Jacob Schneider of UM-KC, and Ryan Smith of Colorado State University.

2019-2020 MWR-AMTAS Executive Board:

President: Jordan Marshall, president.mwramtas@gmail.com, 636-980-7242
President Elect: Sydney Winders, presidentelect.mwramtas@gmail.com, 314-898-6780
Vice President: Naomi Davis, vicepresident.mrwamtas@gmail.com, 719-209-4126
Secretary: Emily Beach, secretary.mrwamtas@gmail.com, 417-848-3396
Treasurer: Jacob Schneider, treasurer.mrwamtas@gmail.com, 913-605-2346
Parliamentarian: Devon Abler, parliamentarian.mrwamtas@gmail.com, 701-213-3706

Region: New England Region-AMTAS, Kayla McBrien, Outgoing President
SAAB Advisor’s Name: Kayla Daly, MA, MT-BC

This year’s regional conference: 42,000- Embracing Our Impact, was held March 28-30th in Falmouth, Massachusetts. NER-AMTAS had our business meeting where we elected a new board. This year NER-AMTAS also partnered with the professional board to offer more opportunities than ever before for students to present at the professional level.

On March 2nd, we held our third annual spring fundraiser: We’ve Got the Beat- Music Therapy Awareness Concert and Open Mic Fundraiser. It was at The Bebop, a restaurant and bar near Berklee College of Music in Boston, Massachusetts. Attendees included the dining public and over 40 music therapy students, professionals, and their guests. Everyone mingled together to answer questions from the crowd, sharing music therapy stories, and listening to live music performances. The feature performance was provided by SAAB Representative Kayla Daly and local music therapist and professor Ali Fox. We raised $275 to go towards two conference scholarships.

Berklee College of Music has held a number of “mini conferences” throughout the spring semester for their music therapy students that were open to all.

Three $50 membership scholarships were given to Kayla McBrien (Anna Maria College), Katie Parker (Anna Maria College), and Corinne Waters (Lesley University). There were no Berklee College of Music applicants.

At the annual spring fundraiser, we raffled off one $50 conference scholarship. The winner was Brittany Leonard (Lesley University).

Two $125 conference scholarships were raffled off. The winners were Casey Marsh (Lesley University) and Shari Hallas (Lesley University). Students from Berklee College of Music and Anna Maria College received funding to attend regional conference from their respective schools.

2019-2020 NER-AMTAS Executive Board:

President: Shari Hallas shallas@lesley.edu 857-205.6367
President-Elect: Diana Cortes dcortessanchez@berklee.edu 617.505.9057
Treasurer: Camryn Gallagher clgallagher@amcats.edu 860.817.4062
VP Anna Maria: Liz Hastings e hastings@amcats.edu 508.335.6746
VP Berklee: Julia Dwyer jdwyer@berklee.edu 954.304.5162
VP Lesley: Carol Smolenski csmolens@lesley.edu 603.560.3953
Secretary: Delia Regan daregan@amcats.edu 978.973.8523
Advocacy Chair: Erin Haney ehaney@berklee.edu 415.385.3431
Public Relations Chair: Judy Nie jnie@berklee.edu 510.640.6652
Parliamentarian: Corinne Burch cburch@berklee.edu 804.677.6536

Region: Southeastern Region, Erika Lowenthal, Outgoing President
SAAB Advisor’s Name: Fred Ra, MM, MT-BC
This year’s regional conference took place in Columbia, South Carolina at the Embassy Suites from April 3rd to April 7th. During the regional conference students presented during the student session, participated in the poster session, attending the general board meetings and networked with others in the region. This year the regional project was advocacy. The Student Board held a video challenge that promoted advocacy for music therapy. This challenge was meant to engage students in opportunities in which they could hone the practice of promoting the profession and share ideas between programs. During the first business meeting, the submitted videos were viewed by the present student body, and a vote was cast. East Carolina University won the challenge, taking home an assortment of instruments to use for their resource room. A scholarship opportunity was available for students which equaled the fee for early bird registration at regional conference. The scholarship went to Amber Miller. AMTAS provided a grant of $300 and the money went to buying the prizes for the video challenge and giveaways for students during the business meetings, while supporting West Music.

2019-2020 SER-AMTAS Executive Board:

President: Isaac Lugo, Queens University, amtas.ser@gmail.com, (305)-903-5554
President-Elect: Rachel Barber, University of Louisville, amtas.ser.presidentelect@gmail.com, (803)-206-6231
Parliamentarian: Maribeth Vain, University of Alabama, amtas.ser.parliamentarian@gmail.com, (423)-355-8876
Secretary: Abby Rutherford, Converse College, amtas.ser.secretary@gmail.com
Treasurer: Emma King, University of Kentucky, amtas.ser.treasurer@gmail.com, (270)-245-7232

Region: Southwestern Region, KaLee French, Outgoing President
SAAB Advisor’s Name: Marcus Hughes, MM, MT-BC, LMT

Our regional conference was held in Georgetown, TX in conjunction with a Hill Day for our study bill. It occurred March 28, 2019 – March 30, 2019. Our regional project was titled Communication and Connection. We launched several initiatives via social media for connection among our students. These included a scavenger hunt for national conference, a song share opportunity, and a series of themed social media days. These days included #musictherapymonday #throwbackthursday #scholarshipsaturday and #SWAMTAInternshipSunday. We used other days to post information as needed. Overall, we had more engagement than we have in the past. At regional conference, we were able to have an open forum discussion at our meeting about ways to better connect, which included more social media presence for all schools, a groupme chat, and other discussion forums to connect our students.

We completed our passages at regional conference and had four presenters that completed a fifty-minute presentation during a block of time during concurrent sessions. These were successful and very well attended by students and professionals. We also held our annual student social at regional conference following opening session. For the spring semester, we were able to award a scholarship that offered full student membership to AMTA. This year we were able to award this to Alison Esparza from SMU university. At regional conference, we provided one underclassmen scholarship for $500 and one graduating senior scholarship for $500. The winner of the underclassmen scholarship was Caitlyn Hazzard from West Texas A&M, and the winner of the graduating senior scholarship was Elise Hawkes from Southern Methodist University. The students selected for the scholarships provided by the professional board were Cheyenne Gordon and Aliya Gardea, both from West Texas A&M University.

2019-2020 SWR-AMTAS Executive Board:

President: Statia Sokol, swamtaspresident@gmail.com, sokolstatia@gmail.com, 817-736-6551
President-Elect: Alison Esparza, swamtaspreselect@gmail.com, akesparza@smu.edu, 817-505-9652
Parliamentarian – Lea Hobbie, swamtas.parliament@gmail.com, lhobbie@smu.edu, 832-444-9603
Treasurer – Mikayla Fulwider, swamtastreasurer@gmail.com, mgf009@shsu.edu, 512-814-9391
Secretary – Devan Elliott, secretary.swamtas@gmail.com, dre011@shsu.edu, 678-882-5204

Region: Western Region, Katie Rahn, Outgoing President
SAAB Advisor’s Name: Maya Zebley, MA, MT-BC

The Western Region Annual Conference took place from March 25th - March 30th. The WRAMTAS executive board hosted the Connections Student Session prior to the Opening Ceremonies of the 2019 Western Regional
Conference. This session included networking opportunities, a student presentation, an internship panel, and a keynote speaker.

i. **Networking Opportunities**: Get-to-know-you games and team building exercises

ii. **Student Presentation**: Given by Vienna Sa from the University of the Pacific, presentation titled, “Mixing Technology: Clinical Uses of Apps”

iii. **Internship Panel**: Two current/recently graduated interns (Katie Rahn and Peyton Wayne) and three current internship directors (Tori Steeley of UC Davis, Helen Dolas of Able Arts Work, and Annela Flores, sitting in for Barbara Reuer of MusicWorx Inc.)

iv. **Key-Note Speaker**: Sarah Freyaldenhoven, MT-BC, NMT with “To Internship and Beyond”

WRAMTAS has hosted the following Virtual Masterclasses on www.wramtas.org:

a. **July**: Music Therapy with Pediatric Burn Patients, *Ronni Paine, MT-BC*

b. **August**: Evidence-Based Approaches in Music Therapy, *Dr. Eric G. Waldon*

c. **September**: Music Therapy Research, *Dr. Melita Belgrave*

d. **October**: Relaxation: There’s an App for That!, *Tim Ringgold, MT-BC*

e. **November**: Music & Audiology, *Jan DeLaCruz*

f. **December**: Piano Crashcourse for Music Therapists, *Greg Rahn, Pianist*

g. **February**: Garageband & Recording Techniques for Music Therapy, *Greg Rahn, Composer & Audio Producer*

h. **March**: NMT-Based Practices in Clinical Settings, *Suzanne Oliver, MT-BC, NMT Fellow*

WRAMTAS provided the following scholarships:

a. **Conference Presentation Scholarship ($250)**: Vienna Sa from the University of the Pacific

b. **Conference Essay Scholarship ($250)**: Jay Dressler from Pacific University

WRAMTAS conference fundraisers included:

a. Panda Express Restaurant Night

b. Chipotle Restaurant Night

c. Silent Auction

d. Bumper Sticker & Guitar Pick Tabling Sales

**2019-2020 WR-AMTAS Executive Board:**

e. **President**: Livia Umeda, wramtas.pres@gmail.com

f. **President-Elect**: Cody Mills, wramtas.preselect@gmail.com

g. **Treasurer**: Sarah Jarvis, wramtas.treas@gmail.com

h. **Secretary**: Ryan Fowler, wramtas.sec@gmail.com

i. **Media Relations Coordinator**: Claire Reid, wramtas.mrc@gmail.com

j. **Parliamentarian**: Suzanne Gutierrez, wramtas.parl@gmail.com
REGIONAL REPORTS
REGIONAL ACTIVITIES (November 2018 – April 2019)

GLR Officers (March 2019 through GLR 2021 Regional Conference):

- Rebecca Barnard, MM, MT-BC: President
- Debbie Bates, MMT, MT-BC: Past President
- Melaine Pohlman, MT-BC: President-Elect
- Todd Schwartzberg, M.Ed., MT-BC: Vice President
- Kellee Coviak Hansen, MT-BC: Vice President-Elect
- Lindsey Wright, MT-BC: Treasurer
- Jennifer Whitlow, MA, MT-BC: Secretary

Executive Board and Committee Representative Changes: At the conclusion of the 2019 GLR conference, we welcomed a new Executive Committee, listed at the beginning of this report. The GLR would like to thank Larisa McHugh, MA, MT-BC (Past President) and Stephanie Harris (Treasurer) for their years of service. We would like to welcome Laurel Rosen-Weatherford to the Continuing Education committee and Mary Stryck to the Judicial Review Board.

President: The GLR Executive Board held a productive strategic planning meeting prior to the March conference. We continue to work towards our goal of serving our membership in the best way. Progress was also made in streamlining the Voice of the Lakes and increasing communication.

Past President: The GLR Membership Support Fund is available assist members in the region who may be experiencing temporary financial struggles. A slate of nominees was presented and approved to run for the 2019-2020 Assembly of Delegates. Voting will occur early this summer.

President Elect: Each year the GLR presents the following awards: Honorary Life for long time dedication to the field of music therapy, Scholarly Activity for significant contributions to the knowledge base of the profession, and Service for outstanding service to the region. The 2019 award recipients were: Jennifer Jones, Scholarly Activity; Julie Palmieri, Service and Sheri Robb, Honorary Life. Special Projects: The GLR has two types of Special Projects: the MUSE Fund (Musical instruments and supporting materials, clinical Services and Education) and the Research Fund. During the 2019 GLR conference the Executive Board reviewed 1 Research Application and 3 MUSE Fund applications. The Executive Board awarded the MUSE fund to Denise Travis for “Drums Alive Buckets of Fun and Drums Alive Ability Beats” The Research Fund was awarded to Jenny Branson for “Understanding why music therapists decide to leave the profession”

Vice President/VP-Elect: Co-Chairs for the 2019 GLR Conference, held in Cincinnati, OH, were Tanya Corso, Brittany Sheer, and Amy Foley. Approximately 550 people attended the conference in Cincinnati. The 2020 GLR conference, will be March 4-9 in Schaumburg, Illinois with Allison Gunnick, Kate Taylor, and, Reagan Thompson as co-chairs. The VP and VP Elect are also looking into the possibility of a combined 2021 conference with the Midwest Region. In an effort to make conference planning more efficient, a conference planning policy handbook has been created to help guide co-chairs. This handbook will include Job descriptions, expenses, income, harassment policies as well as a conference code of conduct.
**Treasurer:** Stephanie Harris, past treasurer, will be helping with the transition to the new treasurer Lindsey Wright and will be helping out until the end of the fiscal year to assist with taxes. They will also be transitioning to a gmail account to help streamline the process.

**Website:** The GLR website: glr-amta.org offers up to date information on conferences, events, offerings, news, events, job listings, and members only information in the GLR. We send out email blasts to all GLR members when there is an update to the website, a new member offering, or other events happening within the region. We continue to be active on social media. Additional security has been added to the website over the last year. The member’s only section of the website was modified to give each member a personalized sign on.

**Mentorship Pilot Program:** We currently have 19 potential members listed on the GLR website and have about 50% utilization of those mentors. Assessment data shows success with the current mentor/mentee relationships indicating that the mentors are well trained.

**Voice of the Lakes:** The GLR newsletter, Voice of the Lakes, is posted on the website. It is also distributed to members via email. The publication dates, May and late November, have been selected to capture conference events and reports from the Executive Board and standing committees.

**SELECT STATE NEWS**

**Illinois:** Current membership included 72 members. There are currently 9 active, approved national roster internship sites and six active university-affiliated internship sites. In February, Senator Laura Murphy filed Senate Bill 1198-Music Therapy Licensing and Practice Act. The bill was called in committee sometime in early April. Music Therapy Hill Day was held sometime in early April to coincide with the bill hearing. Senator Murphy has been an incredible ally in our journey to gain licensure and is confident in our forward progression. Spring CMTE will be on the topic of Ethics presented by Allison Gunnink, MT-BC and Yusra Al-Shawaf, LCSW. It will be held on May 18th at the Joliet Area Community Hospice; the hospice is offering CEUs for this event for social workers/counselors as well.

**Indiana:** AIMT currently has we had 60 professional members, 5 student members, and 1 associate member. In September 2018, we partnered with St. Mary of the Woods College to help celebrate their 35th anniversary with a two-day event featuring 3 CMTE courses in rap, songwriting, and grooves. In February 2019, we held our winter conference at University of Indianapolis. We had a student night and a two CMTE courses on ethics and ASL. We currently have a call for papers out for both our fall 2019 conference (9/21/19 at Purdue Ft. Wayne) and winter 2020 conference (TBD). Task Force has been meeting consistently. We gathered information about the Indiana Medicaid Waiver, as well as surveyed all the MT-BC’s in Indiana. We have a new university program in Indiana. Valparaiso University is currently accepting students for the Music Therapy Bachelor’s Program projected to being in the Fall of 2019, pending AMTA approval. Dr. Sangeeta Swamy is the program director. This will be the 7th University/College in Indianapolis.

**Michigan:** MMT currently has 32 Professionals, 1 Student, and 6 Lifetime members, with two active student groups at WMU and EMU. The Spring 2019 workshop will be held at EMU May 11, 2019 and is entitled “Practicing Well-Being and Identifying Misconceptions of Self-Care in Music Therapy. Presenters include Alison Brady, MT-BC; Hannah Hamrick, MT-BC; and Elizabeth Harris, MT-BC. Last summer, House Bill 6197 (music therapy licensure) was introduced by Representative Thomas Albert. It was referred to the House Health Policy Committee, and sat in committee until the end of the legislative term. Representative Albert is unable to work on the bill this term due to his new committee assignments, but is speaking with a member of the Health Policy Committee on our behalf about re-introducing the bill. We are reaching out to other representatives and senators via email, meetings, and in-district coffee hours and had a Hill Day on Tuesday, April 23rd in Lansing.

**Minnesota:** Current membership of the Music Therapy Association of Minnesota (MTAM) stands at 74 (51 professional members, 18 student members, 5 lifetime members). MTAM held our spring conference on April 6th, 2019. It was entitled, “Strengthening Your Practice: Helpful Resources for Music Therapists” and will be presented by Jennifer Pelletier, MT-BC, Callie Hensler, MT Intern, Scott Berglund, BVI teacher, and Julie Strand, Arts Program director with COMPAS. This 5 CMTE credit course which will explore adaptations for blind and low vision learners, collaborating with professional organizations, and grant writing. We will not hold a separate
fall conference in 2019 in order to lend our support to the AMTA National conference which will be in Minneapolis in the fall. The MN task force succeeded at achieving a chief author both in the House and in the Senate. Both the licensure bill and companion bill have been introduced into health-related committees. They are continuing their efforts with maintaining relationships and building new relationships at the capitol. They are striving to get our bills heard before the hearing deadlines which are March 15th and March 29th. There continues to be push-back from MN/American Speech-Language-Hearing Association (MNSHA). Rather than holding the typical Hill day, this year the Task force is holding an information night, a “Community Hill Day” to help support local music therapists to increase awareness of the licensure bill process and how to advocate and assist in this process. The Community Hill Day, originally scheduled for March 9th was postponed due to severe weather, and is rescheduled for Saturday, March 30th.

Ohio: AOMT has a total membership of 106 members (95 professionals, 10 students and 1 associate). Our winter 2019 CMTE was held at the The Music Settlement in Cleveland, Ohio. Anne Reed, Alison Brady, and Ronna Kaplan presented on Music Therapy Applications and Techniques for Self-Regulation and Relaxation. This CMTE was free for AOMT members. Our state conference will be held September 5-7 in Columbus, Ohio. Conference will include a Hill Day and CMTE by our state task force. Our task force is active. The bill is waiting for a number to be assigned by Senator Yuko before dropping in the Senate. We hope that this will happen in September 2019.

Wisconsin: WCMT currently has 69 members (59 professionals, 7 students and 3 retired). On September 15, 2018, Wisconsin celebrated 45 years as an organization with a fall picnic. MT-BCs from around the state attended and had a chance to socialize and interact. October 2018 a fall CMTE: Color Continuum: Learning Self-Regulation through the integration of Occupation and Music Therapies. On May 1, 2019 we held a hill Day in Madison: Judy Simpson, Director of Government Relations for AMTA joined us. We are in the beginning phrase of submitting for licensure.

SELECTED NEWS FROM STANDING COMMITTEES:

Student Affairs Advisory Board: Passages was held on March 14th, 2019. We had four student presenters. In addition to the student presenters, we also had “intervention swaps” from professionals who shared “ready to go” interventions for students/interns to take with them! The morning began with a presentation from the music therapists at Cincinnati Children’s Hospital. After a break from a newsletter last year, the GLR-AMTAS Executive Board decided to bring back a monthly newsletter, entitled the Music Therapy Times. In the newsletter, there is a column by the GLR-AMTAS President, a featured photo, and a special topics column which is written by a different board member each month. We are also hoping to incorporate student/school spotlights from around the region! The newsletter is emailed to all students who belong to their school organization, as well as posted on the GLR-AMTAS Facebook and the GLR-AMTAS Website. This year, GLR-AMTAS hosted an online fundraiser selling music therapy sweatshirts and pullovers. The sweatshirts/pullovers feature a music therapy word cloud on the back. With the help of students and professionals, we were able to raise over $1,000 that will go towards all students from the Great Lakes Region.

Academic Program Approval: Roundtable was well attended for the academic colleges and internship directors. We have some action plans in place and very substantial meeting. Added two new people to the lists. We have 4 different re-approval or approval for the programs. Our region is in a good place with education programs and internships.

Continuing Education: 10 CMTEs and an institute, 47 credits. A survey was sent to people that preregistered. The people who registered on site did not get one. You will get your Certificate by April 1st. If you do not email. We have a check in and check out online. It timestamps the check in and check out. Many of the regions are doing this and AMTA is moving this way. We offered CMTEs throughout the region. They provider form is going to be updated with the new treasurer. This payment needs to be submitted a MINIMUM of two weeks in advance. Podcast with the continuing education committee is now available in the AMTA membership area. There is a guidebook and information about how to get approved. April 12th is the deadline for AMTA proposals.

Professional Advisory Committee: Continue to help membership with cases of misrepresentation. We encourage individuals that are worried about advocacy and they are encouraging an approach and encouraging others to reach out to their regional representation. There is also a lot of information on the AMTA website about how to get in
They would like to be contacted via email and go through the membership directory. The committee is wanting to encourage and empower MT’s to advocate on their own, but know many people may not feel comfortable doing so. There are videos on AMTA website and can also be helpful for individuals to be able to watch. They also keep record of all cases of misrepresentation. Last year we more than 45 referrals that we helped with. Even if you feel like you can help, still let the representative know.

Membership: As of March 15, 2019 we have 621 members. Last year we were at 666 in the first quarter. In 2017 we were at 822 and 2018 807. We had a decrease in membership. We had more non-members sign up for conference this year and Rachel wants to team with Jennifer Hicks to learn why and figure out how to get more people involved. Rachel began #composeandcommunity to strengthen a communication through the region and connect with more music therapists.

Interprofessional Collaborative Resources: 5 fact sheets are being updated. Relaunching a link to google form to get information and want to know who are music therapists and members of other organizations.

Respectfully submitted,

Rebecca Barnard, M.M, MT-BC
President, GLR of AMTA

Elected Officers
Rebecca Barnard, MM, MT-BC President glramtpresident@gmail.com
Debbie Bates, MMT, MT-BC Past President dsbates@neo.rr.com
Melaine Pohlman, MT-BC President-Elect glr.president.elect@gmail.com
Todd Schwartzberg, M.Ed., MT-BC Vice President glrconferenceplanning@gmail.com
Kellee Covik Hansen, MT-BC Vice President-Elect glrconferenceplanning@gmail.com
Lindsey Wright, MT-BC Treasurer glramtatreasurer@gmail.com
Jennifer Whitlow, MA, MT-BC Secretary jenniferwhitlowmuth@gmail.com

State Representatives
Deborah Soszko, MT-BC Illinois deborahsoszko@gmail.com
Kathy Williams, MA, MT-BC Indiana vicepresident@indianamusictherapists.com
Alisha Snyder, MT-BC Michigan alisha.snyder@gmail.com
Michelle Sieben, MT-BC Minnesota mcsieben@gmail.com
Valerie Robinson, MT-BC Ohio AOMTpresident@gmail.com
Hanna Uchytil, MT-BC Wisconsin President@musictherapywisconsin.org

Appointed Officers
Ed Roth, MM, MT-BC Archivist Edward.roth@wmich.edu
Andy Panayides, MMT, MT-BC Editor GLRAMTAEditor@gmail.com
Katie Fitch, MT-BC Student Coordinator Katiefitch@rivercitymusictherapy.com
Mara Alvarez Student Representative Alvareml@Alverno.edu
Julie Palmieri, MM, MT-BC Website Coordinator juliepalmieri@gmail.com
Great Lakes, con’t.

Standing Committees
Lalene Kay, MM, MT-BC  Academic Program Approval  lkay@bw.edu
Ann Hannan, MT-BC  Interprofessional Collaborative Resources  ahanann@iuhealth.org
Kay Luedtke-Smith, MT-BC  Association Internship Approval  Kaysmith3254@gmail.com
Kellee Covia Hansen, MT-BC & Bernadette Skodack, MT-BC  Continuing Education  glr.ce.rep@gmail.com
Nancy Swanson, MA, MT-BC  Government Relations  nancy@musictherapyservices.us
Peter Meyer, MA, MT-BC  Diversity, Equity and Inclusion  pmeyer152@cs.com
Roberta Kagin, PhD, MT-BC  International Relations  kagin@augsburg.edu
Jessica DeVillers, MA, MT-BC  Professional Advocacy  devillersj@gmail.com
Kyle Fleming, MT-BC  Reimbursement  k.john.fleming@gmail.com
Annie Heiderscheit, PhD, MT-BC  Research  heidersc@augsburg.edu
Lee Anna Rasar, MMEd, MT-BC  Clinical Practice Networking  rasarla@uwec.edu
Jennifer Fiore, PhD, MT-BC  Standards of Practice  jennifer.fiore@wmich.edu
Julie Palmieri, MM, MT-BC  Technology  juliepalmieri@gmail.com
Jessica Fletcher, MM, MT-BC  Workforce Development  & Retention  fletchermtbc@gmail.com

Assembly of Delegates 2018-2019
Debbie Bates  Melaine Pohlman
Sharon Boyle  Lee Anna Rasar
Amy Furman  Tracy Richardson
Ed Gallagher  Todd Schwartzberg
Lisa Gallagher  Michael Silverman
Jennifer Jones  Angela Snell
Peter Meyer  Mary Stryck
Julie Palmieri  Jeff Wolfe

Alternates (listed alphabetically)
Rebecca Barnard  Jan Schreibman
Tanya Corso  Bernadette Skodack
Jennifer Fiore  Melissa Spiess
Allison Gunnink  Jody Stark
Kellee Hansen  Cindy Ropp
Kristin Lindaman  Lindsey Rossmiller
Terra Merrill  Lindsey Wright
Regional Conference Update
The 2019 MAR conference occurred on March 8th-10th at the Hyatt Regency in Reston, Virginia. Next year’s conference will be in Cambridge, MD, March 19-21, 2020, with Pre-Conference Institute on March 18th.

Finances
Our Region is fiscally sound. Here are our account balances as of April 15, 2019

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<th>Account</th>
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</tr>
</tbody>
</table>

Current Executive Board (2017-2019)
President: Michael Viega
Immediate Past President: Julie Neal
President-Elect: Beth Deyermond
VP for Membership: Ming Yuan Low
VP for Conference Planning: Jennifer Swanson
VP for Conference Planning-Elect: Laurent Faggiano
Government Relations Chair: Amy Rogers Smith
Government Relations-Elect: CJ Shiloh
Treasurer: Brigette Sutton
Treasurer Elect: James Maxson
Public Relations Chair: Tara O’Brien
Student Affairs Advisor: Jason Willey
Student Representative: Colleen McDonough

Please note that on July 1, 2019 the voting MAR Executive Board will officially transition to the following:
*Newly elected

Incoming Executive Board (2019-2021) - Election
President: Beth Deyermond
Immediate Past President: Michael Viega
President-Elect: Bob Miller*
VP for Membership: Carol Ann Blank*
VP for Conference Planning: Lauren Faggiano
VP for Conference Planning Elect: Timothy Doak*
Government Relations Chair: CJ Shiloh
Government Relations Chair Elect: Stephenie Sofield*
Treasurer: James Maxson
Treasurer Elect: Amanda Montera*
Public Relations Chair: Diana Abourafeh*
Student Affairs Advisor: Molly Pow*
Student Representative: Melissa Acheson*

MARAMTS Executive Board (elected March 2019)
President: Fiona Riso (Temple University)
President Elect: Rachael Kovaly (Slippery Rock University)
Vice President: Melissa Acheson (Temple University)
Parliamentarian: Spencer Cole (Marywood College)
Secretary: Natalie Tyce (Nazareth College)
Treasurer: Alex Brandt (Slippery Rock University)
Government Relations: Damian Cabrera (Duquesne University)
Public Relations: Michaela Haas (Temple University)

2017-2019 National Committee Representatives:
Academic Program Approval
Interprofessional and Collaborative Resources
Association Internship Approval
Continuing Education
Workforce and Development Retention
Government Relations
International Relations
Membership
Professional Advocacy
Reimbursement
Research
Clinical Practice Networking
Standards of Clinical Practice
Technology
Judicial Review Board
Diversity, Equity, and Inclusion
Suzanne Sorel
Tatyana Martin
Susan Gaspell
Clare Arezina
Tara O’Brien
Amy Rodgers-Smith
Flossie Ierardi
Ming Yuan Low
Tracy Wanamaker
Jenna St. Pierre
Gene Ann Behrens
Gabriella Ortiz
Bob Miller
Noa Ferguson
Leah Oswanski
Jenny Hoi Yan Fu

2018-2019 MAR Assembly Delegates
Elaine Abbott
Mark Ahola
Clare Arezina
Gene Ann Behrens
Beth Deyermond
Nicole Hahna
Scott Horowitz
Flossie Ierardi
Anthony Meadows
Julie Neal
Leah Oswanski
Donna Polen
Brigette Sutton
Gary Verhagen
Michael Viega

2020-2021 MAR Assembly Delegates and Alternates.
We are seating 14 Delegates in the 2020-2021 Delegation.
2020-2021 - Assembly Delegates (in alphabetical order):

Brian Abrams  
Mark Ahola  
Gene Ann Behrens  
Beth Deyermond  
Nicole Hahna  
Scott Horowitz  
Andrea Hunt

Ming Yuan Low  
Tony Meadows  
Bob Miller  
Leah Oswanski  
Donna Polen  
Gary Verhagen  
Michael Viega

2020-2021 - Alternate Assembly Delegates (in order of being called):

Clare Arezina  
Noah Potvin  
Brigette Sutton  
Kate Myers-Coffman  
Tracy Wanamaker  
Carol Ann Blank  
Laurie Keough

Lillian Eyre  
Vern Miller  
Melanie Walborn  
Aaron Teague  
Emily Bruestle  
Melissa Reed  
April Mounts

New Standing Committee

The membership of MAR-AMTA approved change our Constitution and Bylaws for the creation of a new Standing Committee for Cultural Humility, Accessibility, Diversity, and Inclusion (CHADI). The Regional Chair for AMTA’s DEI will be a co-chair for CHADI, with another Chair appointed by the President of MAR-AMTA.

Government Relations

Our Region continues to be very active in terms of State advocacy.

1. New York State has two bills (A10149 and S5264) both with sponsors. The Task Force had a successful Hill day on March 25th.
2. New Jersey is on hold in the Senate.
4. Virginia S B 1547 amendment passed the house but not the senate
5. Delaware, Maryland, and West Virginia are in different stages of development regarding looking into licensure in their states.

Membership

As of March 1st, we now have 673 members in the Mid-Atlantic Region. That is a 32 decrease from last year. The most significant decrease is the number of Student Members.
President – Andrew Knight, Ph.D., MT-BC
Past President – Andrea Dalton, MA, MT-BC
President Elect – CharCarol Fisher, MA, MT-BC
Vice President – Kirsten Meyer, MA, MT-BC
Vice President-Elect – Leslie Jones, MMT, MT-BC
Secretary – Abbey Dvorak, Ph.D., MT-BC
Treasurer - Emily Olschki, MA, MT-BC

Appointed Officers:
Archivist - Lindsey Wilhelm, Ph.D., MT-BC
SAAB – Amy Robertson, Ph.D., MT-BC
Online Media Coordinator - Andrew Knight, Ph.D., MT-BC (Regional Website: www.mw-amta.com)
Social Media Coordinator - Amanda Sciarabba, MT-BC

2018-19 Assembly of Delegates
Andrea Dalton
Andrew Knight
CharCarol Fisher
Blythe LaGasse
Deanna Hanson-Abromeit (resigned due to CBMT conflict of interest)
Rachelle Norman

Alternates:
Kirsten Meyer
Kirsten Nelson
Kara Mills-Groen
Elizabeth Stegemöller
Andy Edmundson
Faith Halverson-Ramos

Committee Representatives:
Government Relations- Emily Wangen, MT-BC
Research- Cynthia Colwell, Ph.D., MT-BC
Continuing Education- Rebekah Stewart, MA, MT-BC
Workforce Development and Retention- Kelly Carlson, MA, MT-BC
Professional Advocacy- Kelli McKee, MA, MT-BC
Interprofessional Collaborative Resources- Faith Halverson-Ramos, MA, LPC, MT-BC
Reimbursement- Sarah Thompson, MM, MT-BC, CBIS
Clinical Practice Networking- Katie Just, MT-BC
Technology- Rachel See, MA, MT-BC
Academic Program Approval- Nicole Jacobs, MM, MT-BC
Association Internship Approval Committee- Kimberly Hawkins, MT-BC
Standards of Clinical Practice- Whitney Oستercamp, MA, MT-BC
International Relations- Soo-Jin Kwoun, Ph.D., MT-BC
Judicial Review Board- Felicia Magaña Voorhees, MT-BC
Membership- Lorissa McGuire, MT-BC
Diversity, Equity, and Inclusion - Maria Gonsalves Schimpf, MA, MT-BC

Action Items:
There are no requested action items for the Board of Directors at this time.

Board News:
As usual, our annual conference is the main event in the region. This year in Kansas City we hosted Amber Weldon-Stephens and Lee Grossman like several other regions, and we enjoyed our largest conference ever at over 260 attendees. Our research award went to Dr. Natalie Wlodarczyk from Drury University and our service award recognized Rachelle Norman. We have increased our membership scholarship (two) and conference scholarships (two) totals to better support regional members again this year. I was pleased to award presidential commendations to wo individuals. Kirsten Meyer served the region as Vice President and conference planner for a double term during a transition in officer roles and kept us running smoothly, including her work in two combined conferences
with other regions during that time. Dr. Robert Groene was also presented with a commendation on the occasion of his retirement from UM-Kansas City this spring. The 2020 regional conference will be held in Lincoln, Nebraska.

Our most significant piece of business as a Board was adjusting the incentive structure for members of the Board of Directors and standing committee representatives. I began the Board discussion on this topic a year ago in preparation for this vote in order to allow for transparency and to avoid the sense that the Board was voting simply in their own financial interest by increasing incentives. The Board approved financial and selected lodging and travel reimbursement incentives for future Board of Directors members and standing committee representatives with the rationale of hoping to increase service from members in the region.

**Elections:** These individuals will assume their new positions on July 1, 2019.

President-Elect: Kelli McKee
Vice President-Elect: Kyle Wilhelm
Secretary: Liz Nowak
Treasurer: Becca Kurtz

Per the bylaws, three of our Assembly delegates are the President, President-Elect, and Past-President, and the remaining delegates are elected by the members. Additionally, the first alternate for the Assembly delegation from the MWR is the Vice President. The new delegation will be seated on Sunday, November 24, the final day of the 2019 AMTA National Conference.

**Elected Assembly Delegates for 2020-2021:**

Blythe LaGasse
Andrea Dalton
Abbey Dvorak

**Elected Alternates for Assembly delegation** (in order, after the regional Vice President, Leslie Jones):

Rachelle Morgan
Kirsten Meyer
Maggie Rodgers
Kara Mills Groen
Mary Lynn Bennett

**Finances:** The Midwestern region continues to be in good financial standing. The regional conference, due to enormous attendance figures, was a financial success, and our spending continues to be aligned with our budget.

Respectfully Submitted,
Andrew Knight, PhD, MT-BC
MEMBERSHIP
As of April 1, 2019, NER membership totaled 180 members, with 110 professional members and 64 students (graduate and undergraduate), and 6 in ‘other’ categories.

The executive board has continued to encourage and promote the value of membership in both NER and AMTA with a continued goal of 50% of MT-BCs in the region joining AMTA on an annual basis. An annual membership calling drive was held and NER as well as AMTA membership benefits were explained and discussed. As previously reported, this goal is also being supported with our Membership Support Committee and our Financial Committee. The Membership Support Committee awarded 9 professionals with financial assistance from NER to pay their annual AMTA dues. The Membership Support Committee, co-chaired by Kathlynn Sell and Shannon Flaherty, worked in conjunction with the Fundraising Committee to create reusable tote bags with this year’s NER conference logo, which they sold at this year’s NER conference. The bags were well received and all sold at conference. The Fundraising Committee is seeking a new chair, as the past chair has stepped down. In the meantime, immediate past president Judy Engel is serving in that role on a temporary basis.

TREASURY
The New England Region continues to be fiscally sound, maintaining a minimum of six months’ operating expenses in our savings account which also saw another increase due to a profitable conference. The executive board continues to take seriously their role as the region’s financial stewards in maintaining the region’s financial health.

Treasurer Rebekah Demieri, Student Treasurer Cammy Gallagher, and Student Affairs Advisory Board representative Kayla Daly are working together to gather information for Parts 1 and 2 of the IRS Form 990, which will be completed this summer. Student funds continue to be managed by the Student Treasurer, with oversight provided by both the NER Treasurer and the SAAB representative.

Treasurer Rebekah Demieri will complete an internal audit in May 2019 with the assistance of Past President Judy Engel and member-at-large Jennifer Sokira, who coincidentally serves on AMTA’s Ethics Board.

In addition to work on the tote bag fundraiser mentioned above, NER’s Financial Committee has been very active. The Committee organized six additional fundraisers at this year’s NER conference: two restaurant sponsors who donated a portion of conference attendees’ receipts back to NER, a 50/50 raffle, NER songbooks for purchase, a music yard sale, and a craft sale. These efforts were led by former committee chair Dory Stapleton with the assistance of Kathlynn Sell, Meredith Pizzi, and Nancy Skaliotis.

STUDENT ORGANIZATION
The student organization held elections at the 2019 NER conference and all positions were filled. The student organization announced that this fall will be the 20th anniversary of Passages Conference. The student organization has begun providing video master classes, which identify presenters to teach music therapy skills in 10-15 minute videos that are shared via social media and stored on the NER-AMTAS website. This will provide resources for students who are interested in applying to music therapy programs and education for other professionals.

REGIONAL CONFERENCE
The annual Spring Conference took place in North Falmouth, MA at the Sea Crest Beach Hotel on March 28th-30th, 2019. It was a resounding success, drawing NER’s highest number of attendees to date: 248. The conference was co-chaired by now immediate past Vice President, Courtney Biddle and then Vice President Elect, Channing Shippen. The theme was ‘42, 000 Embracing Our Impact.’ Conference highlights 8 CMTEs, a musical celebration by music therapist/jazz vocalist Claudia Eliaza and Grammy award winning children’s performer Dan Zanes, and innovative lunchtime round-table discussion about the impact that music therapists have in our communities and places of work.
STRATEGIC PLANNING
The Strategic Planning committee includes Assembly Delegate Heather Wagner, President Adrienne Flight, Immediate Past President Judy Engel, Past President Jennifer Sokira, and Assembly Delegate/Past President Eve Montague. The Extended Board completed a survey with the question: “2019-2020 will be successful if only we could: _____” Heather Wagner collected anonymous responses at the most recent Board Meeting and is in the process of analyzing data to form NER’s 2019-2020 Strategic Plan in time for the beginning of the 2019-2020 fiscal year budget meeting. With these results, NER will determine its area of focus for member resources, diversity, equity, and inclusion, and connect with members.

TECHNOLOGY
NER’S Webmistress Cassandra Mulcahy successfully set up Google’s G Suite for the NER Extended Board. This grants each board member access to email, electronic file storage, and electronic file sharing through the organization. It has streamlined our communications and facilitated sharing of information among board members.

PRESIDENTIAL APPOINTMENTS
The NER is proud to appoint Maggie Connors to the Professional Advocacy Committee of AMTA, and to appoint Amanda Roepell to the Continuing Education Committee of AMTA. The Clinical Practice Networking Committee position is vacant.

OTHER ACTIVITIES
The NER Harassment Task Force consisted of Jennifer Sokira, president elect Brian Jantz, and Student Affairs Advisory Board representative Kayla Daly, Meredith Pizzi, Assembly Delegate, and Alison Dagger, past NER-AMTAS President. The Task Force crafted ‘No Tolerance’ language that was posted on NER’s website and incorporated into part of the requirements to register for and attend annual regional conferences.

The Diversity and Inclusion Task Force The NER Diversity and Inclusion Task Force began its work in late August 2018 in accordance with the 2018-2019 Strategic Plan. With little traction and activity, a hold was placed on this task force and is currently awaiting direction from the NER’s new 2019-2020 Strategic Plan. Shannon Kiley and Kathy McCann are currently serving on this task force and aim to provide guidance to promote diversity and inclusion in the New England Region. Once the Task Force has NER’s 2019-2020 Strategic Plan, they will create a survey based on the direction of the region.

NER LEADERSHIP (voting members)
Executive Board voting members
President Adrienne Flight: adriennef@neramta.org
Past President Judy Engel: judye@neramta.org
President-Elect Brian Jantz: brianj@neramta.org
Vice President Channing Shippen: channings@neramta.org
Vice President-Elect Kathlynn Sell: kathlynnns@neramta.org
Treasurer Rebekah DeMieri, rebekahd@neramta.org
Secretary Cecilia Burns: ceciliab@neramta.org

ASSEMBLY DELEGATES (voting members)
Adrienne Flight (seated president): adriennef@neramta.org
Heather Wagner: heatherwagner.mtbc@gmail.com
Eve Montague: evemontague@verizon.net
Joy Allen: joyallen@berklee.edu
Meredith Pizzi: mpizzi@romanmusictherapy.com

Alternate Assembly Delegates, in order of being called:
Emily Bevelaqua: emily@ctmusictherapy.com
Julie Andring: Jamusictherapy@optonline.net

ASSEMBLY DELEGATES AFTER NOVEMBER
Adrienne Flight (seated president): adriennef@neramta.org
Eve Montague: evemontague@verizon.net
New England Region, con’t.

Heather Wagner: heatherwagner.mtbc@gmail.com
Joy Allen: joyallen@berklee.edu

Alternate Assembly Delegates after November, in order of being called:
Kayla Daly: kayladaly@wcltherapy.com
Meredith Pizzi: mpizzi@romanmusictherapy.com
Jean Nemeth: jnemeth670@gmail.com
Mady Ventre: mventre@me.com

EXPANDED LEADERSHIP (non-voting members)
NER-AMTAS President: Sherri Hallas, shallas@lesley.edu
NER-AMTAS President-Elect: Diana Cortes, dcourtessanchez@berklee.edu
Historian: Kate Lamoureux, katel@neramta.org
Webmistress: Cassandra Mulcahy, cassandramulcahy@neramta.org
Newsletter Editor: Amanda Roepell, amandar@neramta.org
Social Media Coordinator: Kate Lamoureux, katel@neramta.org
Judicial Review: Julie Andring, Jamusictherapy@optonline.net
NER Financial Committee: Erin Murphy, emurphy.sings@gmail.com
  Kate Lamoureux, katel@neramta.org
  With the assistance of the NER Conference Chair and Treasurer
NER Membership Support Committee: Kathlynn Sell, kathlynn@neramta.org
  Shannon Flaherty, shannon@neramta.org
  Meredith Pizzi, mpizzi@romanmusictherapy.com and
  Sarah Gagnon, sarah.gagnon@gmail.com
NER Diversity and Inclusion Task Force: Kathy McCann, kathy.mccann@neramta.org and
  Shannon Kiley, shannonkileymtbc@gmail.com.

STANDING COMMITTEE REPRESENTATIVES
Academic Program Approval Heather Wagner: heatherwagner.mtbc@gmail.com
Association Internship Approval: Eve Montague (co-chair), evemontague@verizon.net and Brian Jantz,
  brianj@neramta.org
Clinical Practice Networking: VACANT
Diversity, Equity & Inclusion: Marisol Norris, marisol.norris@gmail.com
Continuing Education: Julie Andring (cochair), jamusictherapy@optonline.net,
  Jean Nemeth (co-chair) jnemeth670@gmail.com and
  Amanda Roepell, amandar@neramta.org
Government Relations: Nicole O’Malley, nicole@neramta.org
International Relations: Meg Capen, meg.capen@gmail.com
Interprofessional Collaborative Resources: Caitlin Hyatt, caitlin@medrhythmstherapy.com
Membership: Shannon Flaherty, shannon@neramta.org
Professional Advocacy Emily Bevelaqua (co-chair), emilyctmusictherapy.com
  Maggie Connors, maggie@musicbloomsmusictherapy.com
Reimbursement: Thomas Hayden, tomhayd@gmail.com
Research: Joy Allen, joyallen@berklee.edu
Stakeholder Committee: Jean Nemeth, MNemeth670@aol.com
Standards of Clinical Practice: Wendy Krueger, wendykrueger.mtbc@gmail.com
Student Affairs Advisor: Kayla Daly, kayladaly@wcltherapy.com
Technology: Cassandra Mulcahy, cassandra.musictherapy@gmail.com
Workforce Development & Retention: Sarah Gagnon, sarah.gagnon@gmail.com
Action Items: None

Regional Conference 2019

Professional Service Award: Gretchen Chardos-Benner
Professional Practice Award: Chesley Mercado
Professional Practice Award: Dean Quick
Advocacy Award: David Tenenbaum
Advocacy Award: Sandra Loftin
Spirit Award: University of Georgia College and State University
Internship Scholarships: Renee Yong (Appalachian State University), and Meredith Horwatt (Charleston Southern University)
Student Research Award: Kelsey Lambert (Queens University of Charlotte)

A Town Hall was presented by members of the Ethics Board to introduce the newly adopted AMTA Code of Ethics.

Conference information continues to be handled online, and our green approach is both well received and cost effective. We continue to use the services of a professional organization (Conference Direct) to locate conference sites that are appealing to members but cost-conscious. We would like to thank Austin Robinson who continues to serve as the Regional Conference Chair.

Regional Conference 2020

The 2020 SER-AMTA annual conference will be held at a time and location yet to be determined. Several locations are being investigated with the assistance of Conference Direct.

Finances

The organization continues to be financially sound, and budgetary matters, including investment accounts, have been well-managed. We would like to thank Kally Ramminger for her past service as Treasurer. At the 2019 SER-AMTA conference, the Board of Directors (BOD) passed a balanced budget for fiscal year 2019 – 2020. Decreasing line item amounts in targeted areas enabled the BOD to add a new line item for the development of a webinar platform for use by the continuing education committee, and to increase funds for website maintenance, with the intention to redesign the website. Membership benefits such as the Membership Assistance Program and the International Project Grant will be continued for the 2019 – 2020 fiscal year.

Regional Communications Newsletter, Website, and Email

Communication is maintained in the region through the newsletter, the website, direct email, and Facebook (Southeastern Region of the American Music Therapy Association). Our regional newsletter, the Quodlibet, continues to be distributed online with minimal requests for paper copies. (One paper copy per issue is maintained for archival purposes.) Members are notified via direct email when the new edition is available online, and announcements are posted on the regional website. This process is managed by our newly elected 2nd Vice President, Diane Garrison Langston.
Disaster Response
The SER Past President, Christine Leist, coordinates disaster response for the SER. In this role, the Past President works with national and international representatives from AMTA and the World Federation to coordinate and/or disseminate disaster response information.

Membership
The SER continues to encourage music therapists and students in the region to become AMTA members. The SER Board is currently looking to fill the position of Membership committee chair, but Sarah Pitts, who is moving from the region, has agreed to briefly stay in that role until a replacement can be found. The committee continues to promote membership via a number of initiatives, including phone drives. Several regional membership benefits are offered to our members, including the International Project Grant, Membership Assistance Program, and conference discounts.

AMTA Awards Committee
The SER-AMTA submitted the following names to the AMTA for service on the Awards Committee: Stephanie Bolton, Laura Bryan, Sheri Clark, Tammy Flovin, Rich Abante Moats, and Anna Ward. All are 2019 professional members of the AMTA.

SER-AMTA Membership Assistance Program (MAP)
The SER-AMTA awarded two membership assistance grants in 2019. Both awards were for 100% of the professional membership rate. The names of the recipients are kept confidential among the members of the MAP review committee.

SER-AMTA Board of Directors’ Projects for 2019-2020
- Promote and encourage AMTA membership.
- Implement an online platform for continuing education programs, meetings, and other activities of the region.
- Vote on and appoint a new representative to the AMTA Membership Committee.
- Investigate options and begin the process of upgrading the SER-AMTA Website (www.ser-amta.org)
- Investigate the region’s need for a larger social media presence, and define officer responsibilities for those tasks.

Regional Leadership
The 2017-2019 officers have been in office since April 6, 2019.

2019 – 2021 SER-AMTA Board of Directors
President: Carmen Osburn (MS)
President Elect: Minda Gordon (FL)
Past President: Christine Leist (NC)
First VP: Martine Bullard (NC)
Second VP: Diane Garrison Langston (FL)
Secretary: Melissa Reinhardt (SC)
Treasurer: Yvonne Glass (TN)
Student President: Isaac Lugo
Student President-Elect (non-voting): Rachel Barber
Student Advisor (non-voting): Fred Ra (AL)
Gov’t Relations (non-voting): Rachel Coon-Arnott (GA)
Gov’t Relations (non-voting): Kirby Carruth (GA)
Regional Conference (non-voting): Austin Robinson (KY)
The 2018-2019 Assembly Delegates and Alternates are listed below.

Assembly Delegates (2018-2019):
Christine Leist (President), leistcp@appstate.edu
Carmen Osburn (President-Elect), ceosburn@muw.edu
Cheryl Benze, cheryl.benze@uky.edu
Andrea Cevasco-Trotter, amtrotter@ua.edu
Lori Gooding, lgooding@fsu.edu
Cathy McKinney, mckinneych@appstate.edu
Cheryl Stephenson, cssstephenson@gmail.com
Olivia Yinger, olivia.yinger@uky.edu

Assembly Alternates (2018-2019):
Rebecca Engen, engenr@queens.edu
Roy Joyner, rjoynermtbc@gmail.com
Dianne Gregory, dgregory@fsu.edu
Alejandra Ferrer, alejandra.ferrer@belmont.edu
Stephanie Bolton, sbolton1@gmail.com
Freddy Perkins, perkinsfd@gmail.com
Gretchen Chardos-Benner, director@piedmontmusictherapy.com
Victoria Vega, ypvega@loyno.edu


Delegates, in alphabetical order
Andrea Cevasco-Trotter (AL)
Michele Erich (NC)
Lori Gooding (FL)
Minda Gordon (FL), SER-AMTA President-Elect
Sharon Graham (FL)
Christine Leist (NC)
Carmen Osburn (MS), SER-AMTA President
Jeanne Quam (SC)
Olivia Swedberg Yinger (KY)

Alternates, in vote order
Lorna Segall (KY)
Alejandra Ferrer (TN)
Allison Hingley (NC)
Victoria Vega (LA)
Laura Langston (SC)
Sarah Pregnall (SC)
Rebekah Tarplin (TN)
Dana Kim (TN)
Teresa Lesiuk (FL)

In addition to our term-based leadership, we also have a number of individuals who serve in an ongoing manner as SER representatives to various AMTA committees.

Academic Program Approval: Carmen Osburn (MS), ceosburn@muw.edu
Association Internship Approval: Chrissy Watson (TN), chrissymtbc@gmail.com
Clinical Practice Networking – Elizabeth (Liz) Eggerding (MS), ehaleymtbc@gmail.com
Continuing Education: Natalie Generally Kirk (GA), natalie@smallstepsmusiellc.com
Diversity, Equity, and Inclusion: Alejandra Ferrer (TN), alejandra.ferrer@belmont.edu
Government Relations: Rachel Coon-Arnott (GA), 119rachel@gmail.com & Kirby Carruth (GA), government@ser-amta.org
International Relations: Jaytee Tang (FL), tang.jon@gmail.com
Interprofessional Collaborative Resources: Sara Breyfogle (GA), sbreyfogle@hospicesavannahhelps.org
Membership: TBD
Professional Advocacy: Sharon Graham (FL), sharon@musictherapyfl.com
Reimbursement: Jennifer Walker-Puckett (GA), therabeatmusic@gmail.com
Research: Andrea Cevasco-Trotter (AL), amtrotter@ua.edu
Standards of Clinical Practice: Sarah Pregnall (SC), sarah.pregnall@prismahealth.org
Technology: Allison Hingley (NC), allison@atlanticmusictherapy.com
Workforce Development & Retention: BriAnne Weaver (FL), musictherapy@ascfl.org

Respectfully Submitted,

Carmen E. Osburn, MA, MT-BC
President, SER-AMTA (2019-2021)
ceosburn@muw.edu
Action Items:
  1. None

REGIONAL ACTIVITIES (November 2018 – May 2019)

1. Recognition: I would like to thank all SWAMTA Board members for their service during my term as president. It has truly been an honor and privilege to collaborate and work with these dedicated individuals on behalf of music therapists in our region. This experience has contributed to my own personal and professional growth and deepened my respect for this profession. I know that the board will be in great hands with incoming president, Carolyn Moore, who has been invaluable in her role as president-elect.

2. SWR 2019 Conference: The conference was held in Georgetown, TX (March 27-30) with approximately 249 attendees with the theme focusing on advocacy. We integrated an advocacy CMTE with lobby day which included over 100 participants who went to the state capitol to speak with state representatives and senators. We thank Kimberly Sema Moore, PhD for attending our conference and participating in this event. We also thank Lee Grossman for taking time to attend our conference and facilitate a town hall at our opening session.

3. Awards: This year’s Harmony award were presented to Mike Zanders (Education), Mary Lawrence (Clinical Practice), and Stefanie Scheffel, Hannah Bronson, Jenny Denk, Tania Cordobes, & Kathleen Brown (Service). We are truly honored to have such outstanding members in our region!

4. SWR 2020 Conference: We are currently in the planning stages for the 2020 regional conference which will be held in Houston, TX with Jennifer Townsend and Kate Harrison as local co-chairs.

5. AMTA Scholarship Reviewers: Per the request from AMTA national office, I recommended 5 SWAMTA members to serve as scholarship reviewers: Jeannine Wheeler, Amy Henry, Nicki Belshe, Robert Krout, and Virginia Beauchamp. I thank each of them for their time to serve in this capacity.

6. 2019 Board Approved Appointments
   - Melissa Heffner was appointed to serve as the new Academic Program Approval Committee regional representative since Michael Zander will now serve as co-chair.
   - Jennie Turner was appointed to serve as the regional assembly delegate representative on the Assembly work group to create anti-harassment policies & procedures

7. Elections: Our region is currently in its election cycle. Voting closes May 14, 2019 with new officers to start June 1st.

8. Advocacy:
   a. We provided funds to send members to attend Arts Advocacy Day in Washington DC.
   b. The Texas State Legislature voted to refer HB 787 to the Health & Human Services Committee. The commanding and countless efforts of the Music Therapy Texas State Task Force are a testament to the passion and dedication in this region. We thank each of them and continue to support this important mission to attain recognition of the MT-BC.

9. Membership: As of March 31, 2019, we have a total of 221 members including 140 professional members, 51 student members, 19 graduate student members, 5 honorary life members, 2 retired members, and 2 affiliate members.

10. Assembly Delegates: The membership calculations will increase the SWAMTA delegate count to 6 delegates from 5 upon the new Assembly term.
11. **Bylaws changes:** Several bylaws changes were presented, voted upon and approved at our regional conference general business meeting. Approved changes are below:

**Article X. Section 2:**

*Previous:*
The name of the official Regional Publication shall be the Red River Valley (RRV)

*Approved Change*
The name of the official Regional Publication shall be **The Quarter Note**.

**Article X. Section 3:**

*Previous:*
“…the Editor, who will also edit and supervise the publication of the RRV …”

*Approved Change:
“…the Editor, who will also edit and supervise the publication of **The Quarter Note**…”

**Article X. Section 4:**

*Previous:*
“The RRV will be published three (3) times per year on the website on the following dates: February 10, June 10, and October 10. Once the newsletter is placed on the website, a link to the publication will be emailed to the membership.”

*Approved Change:
The Quarter Note will be published three (3) times per year on the website and released via email in February, June, and October. A link to the publication will also be posted on SWAMTA social media sites.

**Outgoing SWAMTA Officers and Committee Representatives**

**Board of Directors, voting members:**

- **President** Christine Neugebauer, MS, MT-BC, LPC
- **Past President** June Pulliam, MT-BC
- **President Elect** Carolyn Moore, PhD, MT-BC
- **Vice President** Diane Powell, MT-BC
- **Vice President Elect** Mary Altom, MT-BC
- **Secretary** Esther Craven, MT-BC
- **Assembly Delegate Representative** Mary Lawrence, MT-BC
- **SWAMTAS President** KaLee French from WTAMU

**Board of Directors, non-voting members:**

- **Treasurer** Amy Rogers, MT-BC
- **Treasurer Apprentice** Alix Brickley, MT-BC
- **Government Relations Representative** Suzanne Heppel, MT-BC
- **Continuing Education** Jennifer Townsend, MMT, MT-BC
- **RRV Editor** Karen Sholander, MT-BC
- **SAAB Representative** Marcus Hughes, MA, MT-BC, LMT
- **Website Administrator** Christina Stock, MT-BC
- **Publicity Director** Veronica Butler, MT-BC
- **Parliamentarian** Ed Kahler, PhD, MT-BC

**Committee Appointments:**

- **Academic Program Approval**: Melissa Heffner, MT-BC
- **Association Internship Approval**: Della Molly-Daugherty, PhD MT-BC
- **Continuing Education**: Jennifer Townsend, MMT, MT-BC
- **Diversity**: Kamica King, MT-BC
- **Government Relations**: Suzanne Heppel, MT-BC
- **Interprofessional Collaborative Resources Committee**: Amanda Sehr, MT-BC
- **International Relations**: Yu-ling Chen, PhD, MT-BC
- **Judicial Review Board**: Kathleen Coleman, MM, MT-BC
**Membership:** Tiffany Laur, MT-BC  
**Professional Advocacy:** Rebecca McCoy, MT-BC  
**Reimbursement:** Kate Harrison, MT-BC  
**Research:** Nicki Cohen, Ph.D., MT-BC  
**Clinical Practice Networking:** Marial Biard, MA, MT-BC  
**Standards of Clinical Practice:** Gabrielle Banzon, MA, MT-BC  
**Technology:** Alison Etter, MT-BC  
**Workforce Development and Retention:** Grant Howarth, MT-BC

**Assembly Delegates of 2018 - 2019**  
Christine Neugebauer, MS, MT-BC, LPC, Carolyn Moore, PhD, MT-BC, Ed Kahler, PhD, MT-BC, Della Molloy-Daugherty, PhD, MT-BC, Mary Lawrence, MT-BC

**Assembly Delegate Alternates of 2018 - 2019**  

Respectfully Submitted,

*Signature*

Christine Neugebauer, President  
Southwestern Region of the American Music Therapy Association
WRAMTA Executive Board:
President – Leanne M. Wade, Ph.D., MT-BC
Past President – Kymla J. Eubanks, MM, MT-BC
President-Elect – Becky Wellman, PhD, MT-BC
Vice President – Holly Joy Mead, MT-BC
Vice President-Elect – Kathrine Lee, MT-BC
Secretary – Eric Haley, MA, MT-BC
Treasurer – Kevin Budd, MT-BC
Parliamentarian –
Media Relations Coordinator – Shelbe White, MM, MT-BC
Continuing Education Director – Tara Brinkman, MT-BC
Government Relations –
WRAMTAS President – Livia Umeda
WRAMTAS President-Elect Cody Mills

2020-21 Assembly Delegates:
Eric Waldon, PhD, MT-BC
Emily Polichette, MM, SCMT, MT-BC
Piper Laird, MM, MT-BC
Ron Boroczon, MM, MT-BC
Kymla Eubanks, MM, MT-BC
Feilin Hsiao, PhD, MT-BC
Kevin Hahn, MM, MT-BC
Chris Korb, MM, MT-BC
Leanne Wade, PhD, MT-BC

Alternates
Spencer Hardy, MA, MT-BC
Tara Brinkman, MT-BC
Helen Dolas, MS, MT-BC
Kerry Leavell, MA, LPC, MT-BC
Annella Flores, MT-BC
Holy Joy Mead, MM, MT-BC
Christy Pansegrau, MT-BC
Ronni Paine, MT-BC

WRAMTAS Executive Board:
President: Livia Umeda
President-Elect: Cody Mills
Secretary: Ryan Fowler
Treasurer: Sarah Jarvis
Parliamentarian: Claire Reid
Media Relations Coordinator: Suzanne Gutierrez

Committee Representatives:
Academic Program Approval – Chris Korb, MM, MT-BC
Interprofessional Collaborative Resources Committee -
Association Internship Approval – Manal Toppozada, MA, MT-BC
Clinical Practice Networking Committee – Kathrine Lee, MT-BC
Continuing Education – Tara Brinkman, MT-BC
Diversity Equity and Inclusion – Beth Robinson, MT-BC
Workforce Development and Retention – Feilin Hsiao, PhD, MT-BC
Government Relations – in process
International Relations – Kazumi Yamaura, MT-BC
Judicial Review Board – Piper Laird, MM, MT-BC
Membership – Risa Isogawa, MT-BC
Professional Advocacy – Kalani Das, MT-BC
Reimbursement – in process
Research – Eric Waldon, PhD, MT-BC
Standards of Clinical Practice – Helen Dolas, MS, MT-BC
Student Affairs Advisory Board – in process
Technology Committee – Spencer Hardy, MA, MT-BC

We had a successful conference in Portland, Oregon at the end of March. This years conference we had two institutes; Neurologic Music Therapy and Sprouting Melodies. There were 301 conference registrations.

We are currently in the planning stages for our regional conference called “Lead the Wave” taking place in San Diego, CA, March 30-April 5, 2020 at the Hilton Mission Valley. This conference will have an emphasis on leadership.

Our midyear meeting will be taking place in San Diego at the Hilton Mission Valley May 31-June 2. This will be the first meeting of the new board.

The Western Region has a newly redesigned website that will better serve our membership. Wrampa.org

Advocacy:
California currently has title protection bill moving through the state legislature. The California Task force is working diligently to support the bill.
The Utah Task Force shared that they are working with departments to work towards Medicaid inclusion. The Washington Task Force shared that they have active licensure legislation going through the process and is currently in the house.
The Oregon Task Force shared that their next step is to get the school districts on board with music therapy services. The Arizona Task Force is starting to talk to legislators and advocating. They are currently evaluating the Medicaid waiver.

Respectfully Submitted,

Leanne M. Wade, PhD, MT-BC
President, WRAMTA
NATIONAL OFFICE REPORTS
To: AMTA Board of Directors  
From: Lee Grossman, AMTA Executive Director  
Re: Report to the AMTA Board  
Date: June 5, 2019  

This is a summary of my activities as Executive Director of AMTA. All of the ongoing projects, programs, contacts and initiatives are in process or have been transferred to the AMTA staff or designated Board members. Please feel free to contact me if you have questions.

It has been a unique honor and privilege for me to have been associated with AMTA. The Board has been very welcoming and helpful. The membership has been open and generous with their time and ideas. The AMTA staff are among the most dedicated people I have ever worked with. They are truly a close family and have made me feel welcomed and a part of the team since my first day. Their passion and care for the profession, for AMTA, and for our members has been inspirational to me. And I have enjoyed every moment and have found it all to be a rich and wonderful experience.

AMTA and the music therapy profession are at a crossroads. With a relatively small monetary investment and an emphasis on looking forward, I strongly believe that music therapy can become a significant part of healthcare and be among the most popular and respected forms of therapy. Based on my observations and experiences over the last few months, I believe that AMTA is moving in that direction. I have noticed great enthusiasm among members at regional conferences, students who state they are feeling empowered, positive feedback about our improved and increased social media presence, and a willingness to discuss the development of a strategic plan. There is also strong interest in re-evaluation of our governance, and an expressed need for thinking futuristically in our planning. With continued effort and an emphasis on moving forward through a change process, AMTA will be able to achieve still greater success.

The following are updates:  
From March 7 to April 7, I attended six of the seven AMTA Regional conferences. I was unable to attend the New England Region for logistical reasons. This experience was extremely valuable to me and I am grateful to all the music therapists I met and who shared their thoughts with me.

I conducted a “town hall meeting” at each of the regional meetings. Except for the Western Region (which was more of a focus group), these sessions were held during a general session so that the largest number of attendees would be available. Through a series of five video presentations that we posted over the AMTA’s social media, I promoted the town hall meetings and provided a recap of the conferences I had attended. The town hall meetings (except for MAR) were broadcast over Facebook Live and are archived on the various regional websites.

Each conference had its own highlight for me:
  - MAR’s was attending the Faculty Forum and meeting some of the past leaders of AAMT
  - Great Lake’s was hearing a very interesting talk on the culture of music therapy, attending the Passages meeting, and their using the hashtag afterwards, #wearethenow, and numerous impromptu conversations during which we discussed the “therapy” side of music therapy
  - Southwestern’s was participating in the government relations training, and the day at the Texas Capitol talking with legislators and their staff about music therapy, our proposed bill, and spending a day with music therapy undergraduate students
  - Western’s was the “focus group” town hall meeting and spending time with a few of the AMTA Board members
  - Southeastern’s highlight was the very fun town hall meeting, the 50th anniversary of the University of Georgia’s music therapy program, and participating in the government relations training for the region’s South Carolina Hill day
Midwestern’s was meeting with Blythe LaGasse and Laura Beer to discuss AMTA’s publications and
learning more about CBMT

Although each town hall meeting was unique, there were issues brought forward that were consistent in all the
sessions. These include:

- AMTA’s website needs to be updated and easier to navigate.
- Our communication must be more proactive and engaging, and designed to make our social media look
  more professional and up-to-date.
- Not enough is being done to reduce the obstacles for those wanting to enter the field, which include:
  addressing the low salaries, raising the awareness and credibility of the profession, bringing more diversity
to the field, and convincing MT-BCs to become members.
- Many people wanted to make membership payments more flexible, and enable membership to begin any
time during the year.
- A number of volunteers are feeling burned out by the additional work of running their regions and
  conferences.

The purpose of the town hall meetings was to hear from our music therapy community. At times it was difficult to
hear the criticism, but I personally learned how much the community cares about AMTA. Every person I
encountered wants AMTA to succeed, and I found that their comments and complaints were offered with the best
intentions of wanting AMTA and the field of music therapy to have greater impact.

These issues mentioned above are not unique to most professional associations and are generally reflective of an
organization’s antiquated and inefficient governance. My visits to the regional conferences validated this in that
there was a great emphasis on process, little time spent on strategic thinking and future planning, arduous decision-
making sessions, and revisiting issues that had been either settled or remained “sore points” throughout AMTA’s
history. Revisiting and adjusting an organization’s governance every 3-5 years is best practice in association
management. Having an efficient, effective and proactive governance should become a priority for AMTA. In
summary, though, the vast majority of the members I met through my travels and interactions emphasized that they
wanted AMTA to take the lead and initiate actions in the best interest of the members and the profession.

In mid-April and as a follow up to the regional conferences, I traveled to New York City for various meetings and
spent a day at Montclair State University. While there, I met with Tom and Lucy Ott, who are wonderfully generous
contributors to music therapy. We discussed ideas that they may have for the future of the field and I followed up
with areas that they are interested in. More than likely they will be attending the national conference in
Minneapolis. Brian Abrams and Michael Viegas were also at the meeting, and I was able to spend additional time
with both afterwards to learn about their Montclair State program and hear their thoughts on what can be done to
improve AMTA and the field. In the late afternoon, I had the pleasure of holding a focus group with the music
therapy students at Montclair State. This was very informative, and I appreciated everyone’s participation and
honesty. The students shared their experiences about how they were introduced to the field, commented on their
curriculum, shared their concerns about the future, and were open about their current perceptions of AMTA and
what they wish to see changed. Is was a very rewarding and positive experience.

The next day I visited the Nordoff-Robbins Center at New York University. I had a wonderful conversation with
Alan Turry, Barbara Hesser and Peter Jampel. I learned about their center and lab as well as additional history about
AAMT, the LCAT and NCCATA.

One of the highlights of the trip was meeting with Renée Fleming. We had a great talk about AMTA and its future
as well as issues she had with us in the past. She provided numerous referrals and contacts and invited me to her
upcoming presentations on Sound Health at the Kennedy Center and NIH.

The regional conferences and follow up meetings were educational since those whom I meet with understand the
value of music therapy and are excited about its possibilities. They expressed the need for a stronger
communications and social media presence that focuses on patient outcomes demonstrating the depth and breadth of
the conditions that music therapy treats. They also feel that change is necessary and AMTA needs to become a more
efficient, decisive and proactive organization. They also want to see research become an emphasis while highlighting the limited access that patients have to a board-certified music therapist. Access must be increased.

At the April AMTA Board meeting, the following priorities were introduced and affirmed by the AMTA Board. The seven priorities are:

- Strategic planning
- Website redesign
- Communications and PR
- IT infrastructure
- Administrative assistance
- Improved accounting systems
- Policies and procedures, review and development

All of these are doable and require a relatively small investment. The results should be a much improved AMTA that is able to move forward successfully. As of now, the AMTA Board has approved positions for a Communications Director and an Administrative Assistant to the staff, as well as accounting system updates through our current bookkeeping firm.

In addition to the reports that will be given at the mid-year June AMTA Board meeting, the following are active projects that will be followed through by the AMTA staff and designated AMTA Board members.

- Follow up with Renée Fleming and her Sound Health and other projects
- Further discussions with the NIH Director Dr. Francis Collins
- Establishing a music therapist at the NIH Clinical Center
- Involvement with the REACH program at the Kennedy Center
- Exploring funding opportunities with an outside organization that specializes in development for our sector
- Continuing to expand on the successes that were achieved this year with ASHA
- Following up with a philanthropic group who wants to establish a music therapy program at their research and clinical center
- Assisting a pharmaceutical manufacturer with its research development that involves music therapy

Many people and resources have contributed information regarding how the AMTA can improve as an association and nonprofit. In my experience, there are six emerging trends that an organization must excel in to be successful:

- Transformative
- Disruptive
- Sustainable
- High tech, high touch, high impact/content
- Fearless
- Leadership

Once an organization achieves these, it can become a social enterprise with a significant social presence guided and driven by powerful and strong governance. AMTA can achieve this. It is important that AMTA engages in a strategic planning process that is measurable, actionable, time limited and truly transformative.

As part of the strategic planning, it will be important to revisit and adjust AMTA’s governance and make it a strategic priority. There are best practices in association governance that, if followed, will produce governance that is flexible, efficient, effective and proactive. Some of these best practices are:

- Organizations are streamlining Boards/Governance structures to improve performance and impact.
- Boards are leading with the Duty of Foresight.
- Boards represent and provide a voice for all the organization’s stakeholders.
- Diversity of the Board is important to ensure that different perspectives are heard and considered.
• Organizations are moving away from having large delegate groups as part of its governance.
• Committees are limited to those which provide and oversee good governance, evaluate and monitor finances, and are a result of a contractual obligation of the organization. All other tasks are assigned to commissions, task forces and/or think tanks that serve for specific purposes and for a limited time.
• Board Development Committees are formed to solicit and recruit qualified Board candidates who are selected specifically to meet the prioritized needs of the organization at that time. The Board Development Committee also evaluates the Board and provides ongoing board training.
• Smaller boards act as a governing body or a more active and empowered Executive Committee.
• Seeking high-level best candidates for the work to be done vs. “having people taking up seats.”
• Move to make volunteer roles high impact, soliciting relevant expertise for specific tasks.
• Nonprofits and Associations are increasingly looking to the private sector for best practices in Board governance.
• Pace of change is requiring knowledgeable, nimble Boards that support faster decision-making processes.

(This “best practices” information was garnered through numerous resources and sources and has been put into practice by many organizations. Please refer to ASAE, Board Source, books such as Transformational Governance or What Makes High-Performing Boards by Gazley and Kissman, and Deloitte Center for Board Effectiveness, etc.)

For AMTA, this is a time to be bold and strive for greatness. I encourage you to commit to making AMTA transformational.

“Transforming” means that you strive for new levels of fearlessness, innovation, passion and creativity. When this process is in motion, the organization is fundamentally changing and moving the cause forward. Transformational change can only occur when there is a recognition that the existing set of ideas that create order and stability no longer work to advance your organization or cause.

Are you satisfied with the place where the music therapy field and AMTA are now?

To be transformational means not to accept the way things are now and focus on finding better means to serve our community. To be transformational means challenging the conventional wisdom and the status quo and sometimes even the evidence to ensure that impact is real, impact is scalable, and that impact is accessible to all.

Our music therapy community demands this, and our music therapy community and the people we serve deserve it.

The questions are: If it is not we who will move AMTA to greater significance, then who? And if it is not now that we do this, then when?
In the recent seven months since the November, 2018 annual report, as part-time special projects consultant to AMTA, I’ve provided support at an average level of .59 Full Time Equivalent (FTE) with 654.5 consulting hours plus 67.5 pro bono hours valued at $3,037.50 (using a reduced rate). Relative to last year around this time, my consulting effort is higher but not in excess of the budgeted scope of effort for this period. I’ve engaged in multiple special projects and ongoing work as listed, below. As part of the National Office team, I’ve also contributed to cross covering tasks given the reduced staffing situation. As the Executive Director wraps up work, I shall report to Jane Creagan. Action items and briefing updates follow thereafter. In response to the AMTA Board and outgoing Executive Director’s request, this report is presented in a more concise and shorter format.

I. **Ongoing Work**
   - Journals and Publications
     - MTP and JMT Updates
       - Orienting/onboarding EICs
       - Editorial Boards
     - Journals production
     - Oxford University Press Publishing Partner
     - Book publishing business management
     - Publication ethics
   - Research
     - Strategic Priority on Research
     - Research Committee
     - Research General Support and with Journalists
     - NIH and Federal Research Activity
   - Military and Veterans
     - NEA Creative Forces
     - VA Evidence Synthesis Program review

II. **Other Special Projects and ad hoc Activity**
   - Social Media and Online Professional Activity
   - Disaster Response and Liaison with Andrea Dalton, Regional President Representative
   - AMTA Wilson Trust Music Therapy Project
   - Government Relations and Advocacy Support
   - 2019 Conference Planning
   - Annual Report
   - Medical Music Therapy Think Tank
   - Printed Informational Brochure on MT: An Adapted White Paper Format

**Travel and Special Events for AMTA:** Over the past seven months, I participated in three business trips on behalf of AMTA.

- In November, 2018, I attended the Oxford University Press (OUP) USA Journals seminar for 1.5 days of meetings and presentations. I attended with Drs. Robb and Beer. I spoke as part of a panel of speakers on the benefits of

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1 Pro bono hours generally reflect travel time, disaster services support, some state government relations activity, and serving as an AMTA representative at some smaller meetings.
journals for society membership. My attendance was funded by OUP as I served on the 2018 meeting planning committee.

- In November, 2018, I attended the AMTA annual conference serving in multiple capacities for conference operations, special events, and panelist/speaker.
- In late February, 2019, Dr. Bradt and I participated as invited participants at a two-day research planning meeting hosted by the Creative Forces program held at the Americans for the Arts. My participation at this meeting was funded by Creative Forces.

<table>
<thead>
<tr>
<th>Action Items</th>
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<tbody>
<tr>
<td>Several action items over the recent seven months requiring AMTA Board attention were routed to the Executive Director and President and were handled at the monthly AMTA Board meeting conference calls. Action items, action items in preparation, and completed action items are noted below.</td>
</tr>
<tr>
<td><strong>Action Items</strong></td>
</tr>
<tr>
<td>1. A recommendation to expand development of a publication series of handbooks on practical issues in music therapy research. This would build upon the initial publication by McFerran &amp; Silverman (2018) as the first in a series over time.</td>
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<tr>
<td>2. A recommendation to endorse adding/recruiting two individuals to serve in an advisory capacity regarding implementation activity for MTR2025</td>
</tr>
<tr>
<td><strong>Current Action Items In Preparation</strong></td>
</tr>
<tr>
<td>4. A recommendation to consider the feasibility, pros, and cons of a membership category (or subcategory) specifically for non-credentialed musicians active in clinical settings or arts in health programs. This may include bedside professional musicians and other music practitioners interested in membership with AMTA.</td>
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<tr>
<td>5. A recommendation to conduct a member survey to determine the extent to which practicing clinicians qualify as a covered entity (or Business Associate) under federal privacy and security regulations and understand the regulatory implications in clinical practice and including marketing activity.</td>
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<tr>
<td><strong>Completed Action Items</strong></td>
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<tr>
<td>6. Approval to proceed with Hybrid Open Access option for both AMTA journals</td>
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<tr>
<td>7. Endorsement of Editorial Board nominees for both AMTA journals</td>
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I. Ongoing Work– Meeting the mission of AMTA through education and awareness of music therapy scholarly work. Safeguarding AMTA and its membership through ethical publishing practices.

✦ Journals and Publications

Music Therapy Perspectives (MTP) and Journal of Music Therapy (JMT) Updates: As Business Manager for the journals I serve as a resource to the editors, monitor the budget, troubleshoot production or other concerns, and communicate continuing education information on scholarly publishing and publication ethics from Oxford University Press (OUP). I also support liaison with OUP contacts and facilitate issue resolution and support with the Editors-in-Chief (EICs), Laura Beer and Blythe LaGasse. Orienting and onboarding of the incoming EICs proceeded smoothly at year end and at hand-off from the outgoing EICs. Processing and approvals for nominees to the Editorial Board for both journals were coordinated and completed in late 2018 for MTP and in late April, 2019 for JMT. See the EIC report details welcoming new members to the Editorial Boards.

The transition plan to add associate editors to both journals proceeded smoothly and the expanded editorial teams represent a fantastic and active editorial team. Ronna Kaplan and Melody Schwantes joined the editorial team of MTP in late October, 2018.

Managing Editor. The managing editor functions are administrative and involve a coordinating function in cooperation with the editorial team and working with the EIC. Noncontroversial incoming manuscript screening for adherence to the Instructions to Authors (ITA) are assumed by me in a part-time managing editor function under the direction of the Editor. Working calls are held weekly to review the manuscript pipeline and the EIC approves all screening reviews prior to action. Because there has been a significant uptick in the manuscripts submitted and revised/resubmitted to MTP, I have been in regular communication with Laura Beer to offer support and monitor the workload. At this time I am not suggesting any budget recommendations; however, in cooperation with the Laura and with Jane Creagan’s endorsement, I recommended reallocation of up to two hours per week of my dedicated time for journal activity to support the EIC of MTP and generate requested tracking reports within the journals’ software system.

Journals’ Production and OUP Publishing Partner

AMTA’s peer-reviewed journals enjoy active readership and continue on a growth projection with respect to readership and attention indicators. The Oxford Press publishers’ report details this activity for each journal as an addendum to the Board book. I facilitate periodic production and technical calls as well as troubleshoot and track systems or customer questions. I’ve taken on more duties related to support for the ScholarOne system since 4th quarter 2018 because the support position for the USA journals at OUP has been vacant.

As general business manager for the journals, I handle periodic administrative items and support the EICs and Associate Editors on any business matters. I attended and participated in OUP’s two-day seminar for Editors and Societies along with Sheri Robb and Laura Beer in November, 2018. In 2018, I served on the seminar planning committee and participated in a panel presentation on the benefits of journals to societies with the Editor of the Journal of Paediatric and Child Health and the Associate Director of Publishing for the American Academy of Religion.

AMTA Book Publishing Business Management. This past year I helped coordinate the screening, review, prepublication agreements, and publishing for two donated manuscripts submitted to AMTA. One of these books, co-authored by Kat McFerran and Michael Silverman and titled, A Guide to Designing Research Questions for Beginning Music Therapy Researchers was launched at the 2018 annual conference. The launch featured a general session aimed at faculty and new researchers on the use of the guide in the classroom. A book signing in the AMTA Village took place after the Opening Celebration. The vision is for this book to be used as the first in a series of highly accessible and readable topics in music therapy research for new/developing researchers. I am seeking Board endorsement/approval for a series in introductory MT research. Inquiries and requests from interested authors for book proposals may be directed to AMTA national office. A publication proposal form created by Michael Silverman is in use and available from AMTA, upon request.

Publications’ Ethics AMTA’s journals, as a benefit of the OUP partnership, hold a membership with COPE or the Committee on Publication Ethics (publicationethics.org). Membership affords access to an online library of resources on publication ethics for our editorial team and the association membership. While the Editors frequently call upon these resources, I am happy to provide information to AMTA members, upon request. Since the last report to the Board, I participated in two online webinars on topics in publication ethics, including case discussions. This is an extremely valuable activity tied to the assurance of high quality and ethical journal content. Finally, the 2018 annual conference featured a panel session on publication ethics with representation from both journals’ editorial teams and
was hosted by Sheri Robb. I contributed a panelist segment on intellectual property and copyright in journal publishing.

❖ Research

Strategic Priority on Research, MTR2025. Due to retirements and position/job duty changes, the advisory team for MTR2025 assisting in the implementation of objectives is reduced by four people. I am seeking Board endorsement/approval to actively recruit two music therapy scholars interested in advising on implementation of MTR2025 as part of a small team. This would involve no more than a call on a quarterly basis.

The November annual conference included an extensive suite of research-based sessions and an enhanced poster session. Posters were organized to align with MTR2025 recommendations and topics. This same approach will be adopted for the 2019 conference and I am exploring the possibility of virtually awarding the MTR2025 logo to AMTA podcasts and eCourses that meet one or more objectives tied to MTR2025 recommendations. I regularly provide briefings on MTR2025 to internal and external parties, including a briefing to Tom Ott in January, 2019. See Appendix A for a selection of reported research in progress aligned with priority topics and/or recommendations. I also provided orientations to the publication process of MT research to members and to a new journal club in the Great Lakes Region hosted by music therapist, Christina Wood. Copies of MTR2025 symposium proceedings remain available for major events in government relations such as Arts Advocacy Day, Hill Days, NEA’s research efforts, legislator and administrator visits, and conferences. Board, Assembly, and general members of AMTA are encouraged to use the proceedings for/with their policy, teaching, and advocacy work.

Please take a moment to tell AMTA how elements of MTR2025 recommendations are included in your research, professional development plans, clinical practice, journal clubs, CMTE activity, and/or teaching syllabi.

Email brief notifications to: MTRresearch2025@musictherapy.org

Research Committee. I serve as the staff liaison to the research committee, working with the Chair, Cindy Colwell, for any items that require coordination outside the committee. (See C. Colwell’s committee report.) The Research Poster Session uses an online tool, which is efficient and easy for authors. The 58 poster sessions at the 2018 conference fell into seven categories reflecting MTR2025 recommendations.

Research – General Support and with Journalists. At least weekly, member, staff, and external requests for research information, referrals, or consulting arrive at my desk. Most of the member and external requests are referred from the office staff, government relations, artist spokespersons, or Kim Bell who handles the info@musictherapy.org emails. There is usually an uptick in requests that correspond to academic calendars. I provide quick literature search updates as a standard consulting activity for the association (database access fees are self-funded as a professional courtesy and not an AMTA budgeted line item). While duties are distributed for PR and communications with journalists to help cover that open position, I frequently support requests for research information or its translation for public consumption. I am actively writing, speaking with journalists, providing research comment, and responding to requests for information from trade journals, newspapers, and online subject-specific outlets such as from the American Tinnitus Association trade journal and Bottom Line Personal, an online wellness publication. I coordinate activity with national office staff and communicate all contacts with Jennifer McAfee.

NIH and Federal Research Activity I respond to requests for information in support of federal activity at the request of Government Relations staff, Rebecca Preddie or Judy Simpson, for Arts Advocacy Day; Federal Register comments tied to research; federal committee and network research requests such as disability services; Veterans and military research (See below for brief update on NEA Creative Forces and VA); and NIH requests for information. As an outgrowth of the Sound Health initiatives at the NIH and Kennedy Center, NIH’s three related funding announcements were promoted online and via AMTA’s communication channels to members. I assisted with related requests for information and referrals to research contacts. To avoid any perceived conflict, I declined invitations to participate in one proposal. Multiple proposals were submitted by research teams that included, or were led by, music therapy scholars. Applications are under review at this time.
Military and Veterans

NEA Creative Forces

In February, I participated in a research planning meeting and multiple online conference calls for the Creative Forces Team. The program assembled a technical advisory panel in addition to the research planning meeting that I attended with Joke Bradt. The aim of the activity was twofold. First the program leads asked the group to map and document opportunities and gaps in knowledge for music therapy research focusing on adults with injuries and illness commonly seen in service members and veterans (e.g., PTSD and complex trauma). Second, the NEA leads sought input for program evaluation. My role was to represent AMTA, encourage alignment with MTR2025, recall recommendations on program evaluation and scope of evaluation offered previously during the start-up phase of NEA funded music therapy services at Walter Reed/NICoE, and provide research from the existing literature. A draft report of the findings from this effort is under preparation by Creative Forces. I have regular contact with the Creative Forces research and management leads, Donna Betts and Sara Kass.

Veterans Affairs and VA Evidence Synthesis Program

I support AMTA requests for information regarding work with Veterans and service members. I also support referrals within and to MTs working in VA facilities. In cooperation with David Ott, National Program Director, Recreation Therapy Service for the Veterans Health Administration Office of Rehabilitation and Prosthetic Services at the VA, communications and coordination for improved access to music therapy services is on the rise. Music therapists are now reclassified in their jobs under Hybrid 38. Sherill Cross, music therapist at the VA in Waco, TX has been serving as a de facto liaison for MTs to AMTA in this process. This liaison process is important since advocacy on behalf of MT-BCs within the VA system requires an adapted process as compared to state task force teams. Opportunities for representation of the profession and advisory input from music therapy scholars to the VA is improving and contacts with the VA’s Office of Cultural Transformation remain good thanks to long time VA employee, Donna Faraone. Rebecca Preddie and I carefully follow these developments and are in regular communication. Finally, I served as a reviewer (along with other invited reviewers) for a draft research evidence map prepared by the VA Evidence Synthesis Program (ESP) for the conduct of research evidence systematic reviews on nominated topics. Donna Faraone nominated a review focusing in areas of research from the creative arts therapies. I provided extensive comments and recommendations to help improve the initial draft document.

II. Other Special Projects and ad hoc Activity- Meeting the mission of AMTA through advancing access to quality music therapy services. Safeguarding AMTA and its membership through safe, ethical, and legal practices.

Social Media and Online Professional Activity

Suggested edits and updates to the guidance statement on social media were circulating to the Technology committee and Ethics co-chairs last fall, 2018. The updated guidance statement was placed on hold so that the new Code of Ethics could be prioritized first and then the updated guidance statement could be cross-validated with the Code. The updates to the social media guidance statement appear to be congruent with the Code. Anecdotally, there appears to be improvement in the protection of clients’ privacy and handling the disclosure of information related to open requests for referrals online.

Should images of clients/patients be posted in social media and, if so, when is it appropriate and permissible? This question is met with stark and divergent opinions among members. While I have had direct contact with an array of clinicians who post images of clients online and who state they obtain client/guardian written permissions as part of their promotion/marketing activity or celebration of client achievements at special events featured in social media channels, it appears other clinicians do not always understand or adhere to consistent practices to protect the privacy, confidentiality, or identity of clients. Furthermore, it is unclear the extent to which clinicians may or may not be covered entities or business associates as defined under HIPAA regulations for privacy and security and subject to those regulations. I am in the process of preparing a recommendation to conduct a member survey to determine a) the extent to which practicing clinicians qualify as a covered entity (or Business Associate) under federal privacy and security regulations and b) understand the regulatory implications in clinical practice and including marketing/promotional activity online. This action item is on hold pending logistical review and ED (or an advisory Board member) recommendation as to whether this survey has merit and, if so, whether it should be conducted inside or outside my role as an AMTA consultant.
Disaster Response and Coordination with Andrea Dalton, Regional President Representative

My role has been advisory in nature now that the action level to respond to events is with the regional leadership. The main focus I offer is on prevention and management of secondary and vicarious stress among clinicians. It is hoped that this work helps to safeguard the workforce and reduce burnout. I participated in a CMTE at the 2018 annual conference with facilitators involved in disaster recovery from multiple regions and including: Jennifer Townsend (TX), Ron Borczon (CA), Becky Wellman (NV), and Jen Sokira (CT). I also participated in a small team videoconference call at the request of Daphne Rickson following the mass shooting at the mosque in Christchurch. The call served as support, psychoeducation, and referral to resources for the music therapist serving that community. It is gratifying to know music therapy professionals coordinate and collaborate globally. The WFMT was also notified and active in this important effort.

AMTA Wilson Trust Music Therapy Project (WTMTP)

The WTMTP is a legacy gift from the Eleanor and Raymond Wilson Charitable Trust. AMTA secured the award to advance access to quality music therapy services to those in need in the Puget Sound Region of Washington State. I continue to manage the business aspects of the WTMTP and consult on guidance and direction with the intrepid and reliable advisory team consisting of Jodi Winnwalker, Ronna Kaplan, and Piper Laird. The Executive Director is a de facto member of advisory team. Patti Catalano serves as Regional Project Manager, working locally and maintaining contacts with service providers/agencies, music therapists, and Seattle Pacific University (SPU). We anticipate final spend down, final awards, and close out of the Wilson Trust to take place this year and dependent upon the last proposals and grant awards. This has been a tremendously valuable program boosting music therapy services in the region. I think it merits consideration of a short media piece to highlight the program model for historical and archival reference should there remain a small pool of funds to support such an effort at or near the final spend down and close out of the fund.

Government Relations and Advocacy Support

Over the nine months, I provided written comment and research summaries or references on behalf of AMTA for requests on a variety of topics. I provided general support and suggestions to the Minnesota Task Force during that state’s legislative session and I serve as an occasional team member for facilitating Task Force calls. As referenced earlier, I serve in an adapted and research information interface role in exploring the timing and strategy for advocacy for federal MT employees in VA facilities. In situations where lobbyist activity in opposition to most forms of state recognition may possibly cross over to other states active in music therapy recognition and licensure, I notify the national advisory team. Judy Simpson, Dena Register, Kimberly Sena Moore, and Maria Fay, to coordinate a response and strategy for success. I participate and/or coordinate calls that intersect research, policy, and advocacy, working with Judy Simpson and Rebecca Preddie. I periodically monitor with Dena Register data to identify workforce trends among states with recognition (licensure, registry, state certification, title protection).

2019 Conference Planning

In addition to participation at the Board meetings, Regional Presidents’ meeting, and Research Committee meeting during annual conference, I serve in a support role for several large conference sessions. I serve as facilitator and production lead for the memorial (Time of Remembrance). I also participate in multiple meetings of the journal teams with Oxford University Press representatives and support coordination of the Oxford publications booth in the Exhibit Hall. I assist with the research poster session.

I’ve been active in planning for the 2019 annual conference under the guidance of Cindy Smith and Kristen O’Grady and in coordination with the local committee chairs. Since I live near this year’s site, I attended part of the site visit to support and contribute to the process. My focus, thus far, has been on proposal writing for sponsorship/funding for a CMTE and special events. Finally, for fair weather colleagues: Minneapolis can experience snow in November although monthly average snowfall amounts tend to be <10 inches. Despite this possibility, it is logistically possible to stay in covered or protected areas from airport arrival all the way to the hotel -- so take heart, bring a coat and good shoes, but no need to fret.

Annual Report

I drafted the content for the 2018 Annual Report and prepared the summary of financials. Angie Elkins conducted audit/ review with me on the financials summary. Similar to the previous seven years, the report is formatted as an online brochure, in summary style, and with graphics and images layout. The document is under preparation in...
coordination with graphic designer, Tawna Grasty. We delayed final work on this due to unanticipated office and association priorities.

❖ Medical Music Therapy Think Tank
President Weldon Stephens asked me to help facilitate a think tank on the topic of issues in medical music therapy. Factors driving the formation of an ad hoc think tank group include (but are not limited to):

- An ongoing and growing number of noncredentialled musicians interested in offering services in hospitals;
- requests from arts in health instructors in Florida and elsewhere seeking supervised practica sites with music therapists;
- no professional policy guidance on the above situation;
- an increasing number of MT-BCs practicing in hospitals nationwide; and,
- anecdotal observations of variation in organizational models and practice patterns.

The initial group consisted of myself, Seneca Block (University Hospitals Connor Integrative Health Network), Lori Gooding (as Board representative), Marial Baird (Houston Methodist), and David Knott (Seattle Children’s Hospital). In the course of regional meetings by the outgoing Executive Director, additional individuals were welcomed to the group to include Jennifer Townsend (Houston Methodist) and Debbie Bates (Cleveland Clinic).

The directive from the President was wide open and with the instruction to simply explore the issues and, if possible, make some recommendations to the Board on subtopics in need of priority attention. Over three-monthly online videoconferences the group engaged in substantive discussion and exploration of issues and needs. The essence of the group discussions and think tank content was documented in three ways using concept or mind mapping, a SWOT analysis, and a Word document to outline areas of potential action/activity. A brief presentation on the results of the group work will be provided at the Midyear Board meeting to highlight the “group think” in summary and suggest potential next steps. The work of the group clearly point to a need for specialty networking to push professional subtopics in medical MT upwards from the acute care practice setting to the association. The group also tended to observe and note practice variation on a variety of organizational and administrative issues. Supplemental draft working documents are in Appendix B.

❖ Printed Informational Brochure on MT: An Adapted White Paper Format
The board passed a motion in response to Judy Simpson’s government relations report to the Board in November, 2018 on the subject of producing a white paper suitable for external audiences for the purposes of advocacy, education, and awareness. I was asked to help facilitate preparation of this document and, in cooperation with the national state advocacy and government relations team, I gathered requirements and specifications. The requirements actually call for an adapted white paper that is much more concise and makes use of graphic displays of complex concepts to educate and describe the profession. The agreed upon format is envisioned as an 11 by 14 fold-over creating four usable pages for content. It is designed to permit swapping in/out one or two page inserts to permit flexible informational/fact sheets for targeted audiences or subtopics. Many audiences such as busy legislators and administrators may not read a formal white paper. The proposed format might help with this concern.

The draft content of the product includes:

- Definition of MT and mission of AMTA
- Infographic on key demographics of MT-BCs
- Graphic summary of education, training and qualifications of MT-BCs
- Representational graphic arraying the growth and interface of music in society and formalized as a profession in the US
- A position statement on supervision of artists playing music in clinical practice settings for acute care and nonacute settings.

This last point, above, is an action item in preparation. Working with contacts in the Medical MT Think Tank, a draft position statement is in progress and will likely consist of several parts to provide guidance and a rationale for why/when MT-BCs are qualified to serve in a supervisory role and why/when noncredentialed individuals are not qualified for clinical supervision. A position statement on working with non-credentialed musicians in, and around, clinical settings and referencing music practitioners, professional musicians, and various and sundry other subsets of individuals who use music and the arts in health or special education is much needed. This product, therefore, has a dependency on this position statement if the statement is to be an integral part of the document. A related action item
in preparation deals with a recommendation to consider the feasibility, pros, and cons of a membership category (or subcategory) specifically for non-credentialed musicians active in clinical settings or arts in health programs. This may include bedside professional musicians and other music practitioners interested in membership with AMTA.

Innovate!
“*We are a party of innovation. We do not reject our traditions, but we are willing to adapt to changing circumstances, when change we must. We are willing to suffer the discomfort of change in order to achieve a better future.*”

Integrate!
*Wholeness is not achieved by cutting off a portion of one's being, but by integration of the contraries.*
- Carl Jung

Motivate!
*“Never put off till tomorrow what you can do the day after tomorrow.”*
- Mark Twain/Samuel Clemens

*“Do you want to know who you are? Don't ask. Action will delineate and define you.”*
- Thomas Jefferson
Appendix A - Else

Briefing to Tom and Lucy Ott on MTR2025

Selected Examples of Progress to Date Included in a Briefing Folder

Example Indicators of Progress 2016 to 2018

Raising Awareness About MTR2025 Initiative, Objectives, and Legacy Bulding for Future Generations
- Press and AMTA communications – website, newsletter, I-News
- Reports to the AMTA board and membership
- Student and member “Puzzler series” on research and awareness of MTR2025
- Guest lectures by Else
  - academic programs – e.g., Northridge, ASU, Utah, MU, Miami, Louisville
  - student meetings at annual conferences
  - virtual MT journal
- MT professionals employed in Veterans Health Administration

Example Indicators of Progress 2016 to 2018

Integration of MTR2025 into the AMTA Infrastructure and Among the Membership
- Advisory Team established following MTR2025 Summit
- Research Committee looped into MTR2025 recommendations
- Working clinicians’ small research grant award proposals now include reference/rationale to MTR2025
- Research poster session proposals must address MTR2025 objectives
- 2018: every MTR2025 objective was touched on by at least 1 research poster this year
- AMTA Journals: special focus articles in Music Therapy Perspectives on MTR2025
- A. F. Fultz proposals now include reference/rationale to relevant MTR2025 objective(s)

Example Indicators of Progress 2016 to 2018

Understanding Outcome Measures to Evaluate Progress and the Impact of MTR2025
- Advancing active research on underlying mechanisms for interventions
- Processes or activities surrounding MT programs and services
- Research and team science forums on various clinical and research topics
- Interaction with funders
- Interaction with policy and decision makers
- Future/planned: Mechanisms to support professional development and capacity building in research
Example Indicators of Progress 2016 to 2018

- Fostering Continuing Education and Scholarly Work Tied to MRR2025 Objectives
- Annual and Regional Conferences
- Various committees, task force involvement, and recommendations


Looking Forward to 2019 and Beyond

- Research in Progress (Examples)
- Bailey, F. Aphasia Recovery with Music Exposure (AMP) 2018 - 2021
- Bradf, J. Mechanism of Music Therapy to Palliate Pain in Patients with Advanced Cancer (2017-2020) (HNR R03NR166681)

Vision
- Increased number of funded postdocs
- Research clearinghouse
Appendix B - Else
Draft Working Documents Medical MT Think Tank (April, 2019)

Concept Map – A Broad Brush Scan of Medical MT Practice Trending Topics

SWOT

Medical Music Therapy – SWOT Analysis

**STRENGTHS (+)**

- Workforce employment rates in hospitals holding steady
- Robust set of Med. MT programs in the US
- Development of advanced practice and specialty units (e.g., NICU)
- Diversity of MT interventions
- Active lines of research including a few multi-site studies
- Org. variation – had $Med MT 50% part of Child Life, 50% other
- Cell abstinence services inter-departmentally

**WEAKNESSES (-)**

- Lack of dedicated current analysis of Med. MT practice patterns
- Common coding of MT services lacking in EHR and billing systems
- Sparse value for money analyses published (NICU strongest ex.)
- Not a stand-alone service – rely on inst. funding (overhead, grants, donor funds). Pressure to prove value — “value for money”
- Standardize terminology
- Task manual for educating Med MTs for new MTs – curriculum, content for common language
- MT-BOs organizational – in too many configurations and not well understood nationally

**OPPORTUNITIES (+)**

- Exhibiting at national level related exs – advocacy, medical MT module for admin/leadership stakeholders – grass roots conferences
- Look to strong programs on arts and medicine – Methodists (TN) and Kentucky as a guide standard. Setting competition – training of music volunteers – use of arts integration specialist at TK
- Engage in Integrative Health consortia groups – provide talking points, ask, position statements
- Engage in exhibit spaces for professional leadership
- Publish in related journals – e.g., NM

**THREATS (-)**

- Medically musicians easily confused w/ Med-BOs in hospitals and acute settings
- Integrative med can sometimes become a catch-all for poorly defined boundaries of practice
- Volunteer musicians – expectations, scope, role, guidance on practical areas boundaries (what and issues specifically?)
- Issues of misrepresentation, potential for harm
Section 1: Medical Music Therapy Group Vision & Goals

Vision:
To create a platform for leaders in medical music therapy (MMT) at programs across the United States to communicate, collaborate and strategize as a unified group and represented under the American Music Therapy Association (AMTA). With the growing need and increased visibility of MMT programs, as recognized by national accreditation bodies, the need for a unified system of MMT leaders is apparent. The envisioned group will address clinical, policy, and administrative issues faced by clinicians working within the medical arena. These issues may include program development, administrative strategy, and creating continuity for clinical care practices and program benchmarks in MMT.

Primary Goals:
● Create a platform within AMTA for MMT program leaders to actively network nationally and engage/communicate with AMTA leadership
● Aid, grow and sustain replicable/valid MMT programs nationally ● Pioneer and further develop clinical integration of MMT services ● Identify “Best Practice” service delivery models and set national benchmarks

Section 2: Medical Music Therapy Group: Operational Planning
Immediate action items:
1. Leaders and program identification
   a) Actively develop leadership roster
      i. Work through all existing AMTA networks
      ii. Utilize professional contacts
   b) Create comprehensive medical program list
      i. Medical centers – Update and expand Children’s Hospital Association database from Pediatric MT work group
      ii. Health centers
      iii. Wellness clinics
2. 2019 recruitment
   a) Organize WebEx conference call series to connect group
   b) Adopt professional networking tool for increased cohesion
3. Group development and uniting
   a) Implement meeting structure and further assessment
   b) Create group growth plans and development objectives for members
   c) Continue to develop and re-assess/review

Section 3: Medical Music Therapy Group: Tactical Planning
1. Consistent group development and leadership network
   a) AMTA meeting and digital networking
2. Development of suggested medical program benchmarks via leadership group
   a) Aid developing programs
   b) Promote existing programs
3. External involvement and representation
   a) E.g., Academic Consortium for Integrative Medicine and Health
   b) Additional identified medical organizations
Music Therapy Research 2025: Improving Quality and Access

Brief Update
December, 2018

This briefing highlights the impact and work since the 2015 research summit launching MTR2025 over the past 36 months. The implementation plan is systematically tackling recommendations by their objective grouping area (noted on slide #4). A variety of mechanisms and activities reflect the progress indicators that ensued following the 2015 research summit. Indicators include both organizational and structural changes among AMTA’s related research and policy committee work as well as through direct recommendations to researchers and clinicians. Most importantly, MTR2025 triggered a cultural shift among music therapy scholars regarding the benefits of team science and a thoughtful research agenda to lay the foundation for new, exciting, and high quality evidence-informed findings.
HIGHLIGHTS:

▪ Membership Numbers
  o Membership total—3,262 as of May 1, 2019
  o Small decrease overall (↓68 or 2%)
  o Increases in Professional (↑51) & Grad Student (↑8) categories (2.5% and 2.4% respectively)
  o Decrease Student member category (↓125 or 14.7%)

▪ Member Drives
  o New membership campaign in 2019: “Check In Challenge”
  o Member promotion videos – 8 new videos in 2018

▪ Products & Publications
  o 4 new books available in late 2018
  o AMTA conference program, registration, app, and events in development
  o New e-courses suggested for non-music therapists
  o Additional sources of CMTE credit as a benefit of membership considered

▪ Financial Systems
  o 990 Tax Forms Submitted
  o FYE 2019 audit to be planned
  o Transition to new accounting software in FYE 2020

▪ Information Systems
  o AMTA presence in social media continues to increase
  o Cyber Security and ongoing staff training
  o AMTA website exceeds 4.8 million visitors
  o 357,958 website users (or ≈35,000 per month) in 2018

▪ NMTR
  o 190 registrants as of May 1, 2019
  o NMTR soon sunsets—January 1, 2020
  o Historic Event – Completion of the Unification Agreement
Membership Numbers

AMTA Membership numbers—The total AMTA membership as of May 1, 2019 was 3,262. The following graph and table show the month-to-month growth of the membership thus far in 2019.

Comparing to May 1\textsuperscript{st} of last year, we have a small overall decrease in total members of 68 (2%). There is a small increase in Professional (51 members or 2.5%) and Graduate Student (8 members or 2.4%) member categories when compared to May 1\textsuperscript{st} last year. The overall decrease seems to be mainly related to Student members (125 or 14.7%). One can see the member categories for the past 5 years in the adjacent graph.

The following graph and chart show both membership totals and member category totals going back to AMTA’s inception. It is interesting to track changes in membership, many of which seem to correspond with changes in the overall U.S. economy over the past two decades.

Membership numbers fluctuate greatly from month to month, especially in the first half of the year, but thanks to the regional and annual conference member benefit discount incentives, we now continue to have people join AMTA well into the latter quarter of the year. Holding firm to member discount policies plays a large part in driving renewal efforts throughout the year. In some years, a large group of people join before April 30\textsuperscript{th}, for example, and in other years they might wait until after May 1\textsuperscript{st} due to the timing of their regional conference. So when considering the impact of dues cost on the total number of members, the best guide is to analyze year-end numbers. Note: Because so many member benefits are accessed by going online, no matter when in the year someone joins, they get all the member benefits for the entire calendar year.
year. It is for this reason we do not offer a prorated membership option for those joining later in the year. For example, individuals could join in August, pay a pro-rated membership which is only a small portion of the yearly membership due, yet still be able to access all of the member benefits for the entire year. The membership tracked by December 31st each year can be seen in the graph and chart below.

Overall membership numbers finished slightly behind the 2 previous years on December 31st, 2018 but the decrease in Graduate Student by the end of the 2018 year seems to explain this for the most part. Professional membership was similar to 2017 (only a decrease of 3 – less than 1%) and Student membership increased (by 14 or 1.3%). It is possible that many professional music therapists are staying longer in or returning to the Graduate Student category as they work on Master’s and Doctoral degrees and then go back to Professional member status when that is complete. Since Student and Graduate Student membership enrollment is self-initiated online, we do not require proof of full-time student or graduate student status in order to accept individuals into these membership categories.

It is notable that over the 21-year history of AMTA, Professional dues have only been raised 6 times (In 2000, 2001, 2005, 2008, 2011, and 2015.) Decreases in total membership numbers do not necessarily correspond with increases in professional dues cost and where they do, those numbers generally rebound within the following 1-2 years. Student and Graduate Student membership dues rates have increased even less frequently.

Professional Dues Rate—Annually

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<th>Professional</th>
<th>Associate</th>
<th>Student</th>
<th>Grad Student</th>
<th>Affiliate</th>
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While some of the dip in membership from May 2017 to May 2018 could be attributed to a reaction to the 2018 decision about the Master’s Level Entry process, there is not hard data to indicate that is fact and the dip is not more significant than the overall dip from year-end 2017 to 2018. In both comparisons, there was either a very similar Professional member number or an increase in Professional members. It is too early in 2019 to speculate whether the Executive Director transition might have bearing on membership numbers. The largest dips in membership tend to occur the year or two after a nationwide economic/financial event (e.g., 2008 recession is followed by low point in 2010). Conference location and attendance has a more
significant effect on membership numbers each year—especially for regional and student totals. A benefit of membership is a registration discount for the conference in the year in which the conference is held. Prior to 2011, members joining for only the following calendar year were offered the conference discount in the current year, even if they were not currently members, but we found that some joined every other year and then used the conference discount twice for a single year of membership (i.e., registering late one year and then early the next). This policy changed when we upgraded our website and member database, in part, because of software limitations (online membership systems are not designed to offer member benefits and discounts to non-members and provide no way to give a single member benefit to non-members using the system other than by hand which is an ineffective use of staff resources), but also because of this tendency to claim the conference benefit twice for a single year of paid membership, which was never the intention of the benefit. It may not be a direct correlation, but we have noticed more regular membership increases since this policy was enforced more stringently.

These are just a few association activities that might affect membership renewals. However, it should be kept in mind that many factors converge to impact the total number of members in a given year. They can include, but are not limited to, general well-being/comfort with the economy, proximity to annual conference, affordability of conference travel, regional/national conference member vs. non-member registration rates, changes in job or family, personal expenses and commitments, volunteer or leadership status, perceived value of AMTA’s member services, the need for and availability of continuing education credits, state recognition activities, simply forgetting to renew, etc. Those factors might be both general and personal—some we have control over and others we do not.

**Regional Members**—Regional member comparison over a 5-year period can be seen below.

A phenomenon we often is an increase in membership in the region where the national conference is held in the year of the conference. Some individuals do not join AMTA every year, but rather alternate or join only in years when they intend to attend the annual conference. Thus, we see a “bump” in regional numbers around years when conference was held in that region and easier to get to for many individuals. Non-member vs. member-discounted costs of regional conference registration also impact the number of members in a given region each year. A breakdown of regional membership percentages as of May 1st appears in the adjacent graph.

**Types of Membership**

Professional members continue to comprise the largest part of AMTA. Membership category percentages can be seen in the following graph.

**Professional Members**—The following graph and chart show the breakdown of credentials/designations as well as growth for the category of Professional membership as of May 1, 2018.

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**Membership Drives**

A long list of AMTA member benefits that help you & your music therapy practice can be found online at [https://www.musictherapy.org/members/benefits/](https://www.musictherapy.org/members/benefits/) (About Music Therapy & AMTA>Benefits of Membership in AMTA) and you can watch all our 8 new “Why Should I Join AMTA?” videos there as well.

**2019 Membership Promotion**—Our first membership invitation for 2019 was emailed in December of 2018 to nearly 18,000 individuals in the AMTA database. Monthly or bi-monthly follow-up invitations with additional and varied information were sent to those who had not yet joined. In January 2018, we sent a membership invitation to CBMT’s current MT-BC list for membership invitations (many thanks to CBMT
for providing a certificant list for this purpose!). This is significant because we are able to directly contact the larger list of 8000+ current MT-BCs, not just those who happen to be in our database, and we know we are sending to the entire pool of potential Professional members who are Board Certified.

**Check In Challenge Campaign**—At the 2018 AMTA conference, the Membership Committee developed a plan to feature current members in a weekly spotlight. The goal of this program is to highlight current members, give them encouragement and thanks for their commitment to being an AMTA member, and to share the reasons they join or renew with others. We have been able to create a social media post each Monday (#MembershipMonday) since the first week in January and plan to continue throughout the year. A larger goal of this effort is to foster networking—something that has over the years, consistently been one of the top 5 things members cite as an important reason they choose to join. With these posts, we hope for a more connected community of music therapists and students, encouraging them to know and acknowledge one another, and to check in with those who aren’t currently members or haven’t yet renewed. We hope you were able to see many of the posts and that they make you think a little more deeply about your own membership in AMTA and what it means to you. You can also follow #CheckInChallenge, #MembershipMonday and #WeAreAMTA on our Facebook, Twitter, and Instagram feeds for member benefits others have shared and please share these on your own social media with friends and colleagues to help these individuals be widely recognized.

**Why Should I Join AMTA videos**—We continue developing and promoting AMTA membership with the “Why Should I Join AMTA?” videos. The Membership Committee added 8 new videos recorded at the 2018 conference. We continue to develop and share these videos as this is the closest thing to a person-to-person communication we can manage on a large scale. These videos are featured on the AMTA website and in social media posts and are highlighted often. Thanks to these individuals for a varied and thoughtful list of ways AMTA membership benefits all music therapists in different areas of their professional lives.

If you are a Board or Assembly member and have not submitted a video, we invite your input for this project. Please consider recording a short video, talking about a member benefit or reason to support AMTA’s mission you feel is important on your computer, phone, or device. Send the raw file to Angie Elkins, who will be happy to edit it for inclusion in this project.

**Other Membership Promotion Efforts**—Membership promotional efforts were included in many forums and publications. A brief list of many of these efforts follows; however, this is not a comprehensive list as membership promotion is weaved into almost everything we do in the AMTA office. Whether it is conference promotion, state recognition, sharing reimbursement tips, government relations advocacy work, communications with current members, calls for assistance to the national office, etc., AMTA membership benefits are almost always mentioned in some way and non-members are reminded that this information results from the members who support AMTA’s mission with their dues. Thanks to member for their ongoing support.

- Monthly emailed invitations to non-renewing former members with diverse highlighted benefits.
- Membership in AMTA section of AMTA website updated with new content to direct people to membership specifics quickly and easily.
- Membership ads on Oxford website’s music therapy journal pages
- New content placed on home page every few weeks with 2019 renewal information
- #CheckInChallenge/#MembershipMonday content posted to social media.
- Check In Challenge content featured in *Music Therapy Matters Monthly* e-newsletter
- 8 new Why Should I Join AMTA? videos produced and posted on AMTA’s YouTube Channel.
- What Does AMTA Do for Me? infographic found in Membership section.
- Invitations for organizational members (Patron, Affiliate, Educational Affiliate members)
- Oxford University Press benefit: AMTA members get 25% off purchases on OUP publications.
• **#WeAreAMTA campaign** - Membership Committee’s hashtag continues to be widely used.

• **2019 Membership ads** submitted for regional conference programs.

• **Further advertising new and existing member benefits** placed on website including, but not limited to: podcasts, ASD resources, pop-up sales for current members, monthly newsletter issues, AMTA Tech Stop, the e-course *Disaster Response for Music Therapists* e-course (offered **FREE** to AMTA members and non-members alike along with 3 free CMTE credits upon conclusion), Music Therapy and ASD strategic priority updates, and member-only resources within the “Guidance for Music Listening Programs” section of the website (created in response to Music and Memory as well as other similar groups). All of these, advertised as a benefit of membership in AMTA and a resource members may enjoy if they join. A quick and easy way to identify the newest AMTA member benefits as well as those you may not be aware of, is by looking in the AMTA Member Toolkit.

\ Calling Campaigns — Membership Committee Representatives from AMTA regions have been asked by the Board to conduct a yearly membership drive where people are spoken to directly for membership promotion. So far in the year, 2 regions have requested calling lists for this purpose. During member calling drives, AMTA Membership Committee representatives speak with non-renewing members and ask why individuals have chosen not to renew this year. In those personal conversations they can:

• listen to and validate individuals’ concerns
• make contact with and remind individuals that they are known and important
• share information; (though it may have been published, not everyone remembers every item in the long list of member benefits and a helpful reminder in the moment it is needed is often more valuable and longer-lasting than referring to a posted list)
• share local information and network with other professionals in a geographic area
• share where, how, and to whom, they can communicate an association concern
• share how to contact a board member, national office member, assembly member, committee chair, or other person poised to be able to help
• educate individuals about member benefits they may not be aware of or may not be using
• educate individuals about the value of membership and its importance to the music therapy profession
• educate individuals about important changes in the music therapy profession
• educate individuals about AMTA’s advocacy for music therapy profession and its mission

These personal conversations tend to be the most helpful in understanding why people may not be joining AMTA because reasons for this are as varied and personal as the individuals themselves.

Overwhelmingly, the most common response to the question about why people don’t join AMTA in a given year is a financial one. What we most often hear from individual music therapists through formal and informal surveys conducted by the national office and membership committee is, “I want to join. I just can’t afford it right now.” Ability to pay dues, and not necessarily perceived value or dissatisfaction about the organization and its work, is the single-most reported reason people do not join AMTA. This has been reported from membership calling drives, dating back to 1998. Many music therapists share that they feel being a member of free, online communities may provide them the networking opportunities they desire, but that do not require payment. In some instances, individuals get member-only benefits and information AMTA develops and provides from well-meaning members who post them without permission on public sites or share them directly. The fact remains that many of the resources and information shared in these online communities—whether or not it is member-restricted on the AMTA website—are available because of the work done by AMTA members, volunteers, officials, and staff; and membership dues support that work. **Budgeting for membership in a professional society is a choice most professional individuals**
must make regardless of their field of study. Even when music therapists choose not to become members, they benefit from the work other members support with their membership dues.

Regardless of the reason, when performing membership drives, our position has always been to give members options for ways in which they can join (online payments, installments, scholarships, inactive or retired status, connection to regional membership assistance programs, regional contacts for questions, etc.) When it’s clear they cannot join, we remind them of the benefits they’re missing and that we hope to see them back among our AMTA family next year. AMTA’s work advances the entire profession. The ultimate goal of membership contacts is to make a positive professional connection regardless of whether the person pays their dues this year.

**Payment Plans**—In January of 2013, the ability to select an “installment plan” when paying online was instituted after many member and Board requests. (Since AMTA’s inception, we have always offered the option of setting up a payment plan for members who wish to join by calling the AMTA office and setting up a plan.) Professional Membership can be paid in either 4 or 6 installments online with a small fee added for each of the number of transactions requested which accommodates for, but does not fully cover, additional staff processing time and credit card fees incurred by multiple payments for a single purchase. This is only available online from January through March 31 on the advice of accountants to ensure membership is paid in full by conference registration deadlines and elections in the second half of the year in which an election will be held. **Members who do not complete the agreed-upon payments by the AMTA election are not eligible to vote in the election that year.**

**Overall, the cost in staff time and resources to manage those paying in installments through the online system is significant.** Even under the best of circumstances, an installment plan for membership dues is a labor intensive process, requiring many additional staff hours, which amounts, in many cases, to a greater cost than the service fee covers without the luxury of many more Professional members to show for it.

- 104 people took advantage of the installment option in 2013. 10 (10%) never completed the agreed-upon payments.
- In 2014, 127 individuals took advantage of the installment option. 15 (12%) never completed the agreed-upon payments.
- In 2015, 116 individuals took advantage of the installment option. 15 (13%) never completed the agreed-upon payments.

To comply with the latest accounting standards and expectations, we were obliged to write off as a loss, the first 3 years’ uncollected dues from this program as a part of our annual audit. We will be doing this on a regular basis from now on after 3 years of an outstanding invoice. **The total amount of the loss for uncollected dues from this program for the 3 years, 2013-2015, was $7537.70.**

- In 2016, 123 individuals took advantage of the installment option. 12 (10%) still owe on this agreement ($2,209.11 uncollected).
- In 2017, 122 individuals took advantage of the installment option. 12 (10%) still owe on this agreement ($2,266.28 uncollected).
- In 2018, 104 individuals took advantage of the installment option. 13 (13%) still owe on this agreement ($3,636.59 uncollected).
- Thus far in 2019, 95 individuals have initiated an installment plan for 2019 dues.
This amounts to over $15,000 in uncollected dues when membership benefits were provided over the life of the online program. Each year, between 10% and 15% of those making payments do not complete all the agreed-upon payments and because the installment plan is user-initiated, many who do not complete payments one year, go ahead and initiate another payment plan the following year. As a reminder, since a payment for membership is not for goods or services, we cannot legally collect on unpaid membership dues when an individual chooses not to complete all the agreed-upon payments. So even if we wanted to employ a collections agency for those who do not complete their agreement, we are not able to do that. Policy requires one to completely finish paying installments in a given year or not be eligible to pay in installments in future years, but this is difficult to police because of the Board’s original desire that people would not have to first ask to be a part of the installment plan. The only way to enforce this is to refund payment after it has been made, which is additionally labor intensive and problematic in financial reporting.

With regard to the effectiveness of installment plans in promoting new members, most of the individuals paying in installments have been members at some time in past years. It is not clear whether they would not have become members without the installment option and many say they would be a member either way; this just makes it easier. Others report that this is the only way they can afford membership due to current finances. We don’t necessarily see many first-time-ever AMTA members paying in installments. So it is not clear that the option of an installment plan for Professional Membership has really translated into more Professional Members. It is more likely that the option of an online installment plan for Professional Membership is a service that has probably increased good will, but not necessarily increased Professional Membership. At best, we hope this contributes to a culture of membership in which people are members consistently each year and find the way to join that works for them, not just to use member benefits or attend the conference less expensively, but to support AMTA and the music therapy profession as a consistent member. But it is important to remember that offers like this and discounts for professional membership to encourage more members often end up costing more in terms of resources than the membership dollars they bring in.

*Conference “Membership Drive”—*This year the 2019 conference again will numerous special additional courses for CMTE credit that are free as a benefit of membership. In 2018, we offered a total of 35 free CMTE credits to current AMTA members at the conference (and an additional free 3-credit e-course, making the total free CMTE credits that are available with membership 38). We tend to view the conference as the last “membership drive” of the year.

While the bulk of Professional Members join in the first two quarters of the year, the Student Member number, as a rule, continues to build throughout the entire year and a large portion of students who join in the third and fourth quarters of the year, do so in order to take advantage of the discounts for conference registration. The annual conference policy offers a discount for conference registration *in the year that the individual is a member* as a benefit of membership. Thus, only student members in 2019 may claim the member discount for the 2019 conference. As a reminder, there is also a non-member, full-time student rate that students may take advantage of even if they are not members which is still heavily discounted by over 50% off the regular registration cost. Members who choose to join for the 2020 calendar year will have their membership and membership benefits begin on January 1, 2020 and will be able to enjoy a discounted fee for the 2020 conference. We expect and depend on conference promotion as a useful tool in promoting Student and Graduate Student Membership especially and rely on this policy to meet year-end Student membership number expectations.

*Welcome to the Profession Packets—*This program is AMTA’s way of supporting new professionals by offering $200 in savings on membership, conference, and resource costs during their transition from student
to professional. Packets contain resources for the new professional, plus 4 coupons for discounts on the first 2 years of professional activities: 2 membership coupons (for 2 different years of membership), an annual conference coupon, and a coupon for a product from the AMTA Bookstore. This year we converted hard copy packets to electronic so we can more quickly send them out and students do not have to mail in the request form (found here: [http://www.musictherapy.org/careers/packets/](http://www.musictherapy.org/careers/packets/)). As there is a brand new class of graduating students each year that we do not necessarily get contact information for otherwise, we depend on this program to get us names and contact information for new students and professionals for future membership promotion.

**Member Appreciation “Pop-Up” Sales**—This program offers time-limited, member-only discounts off the (already discounted) member price of selected publications. Pop-up sales are announced to everyone on the AMTA website and through social media and instruct members how they can get the selected book(s) at the sale price and for how long. **We hope this program not only increases interest in publications and the AMTA website, but also adds to the long list of member benefits already enjoyed by current members.**

**Products and Publications**

**AMTA is Pleased to Have Published the Following in the Latter Half of 2018:**

- *Music Therapy: An Introduction to the Profession* is a resource for students and experienced music therapists alike and is designed as the text for most Introduction to Music Therapy courses at the university level. Editors: Andrew Knight, Blythe LaGasse, and Alicia Clair.
- *Early Theoretical Writings on Music Therapy: 1951-1960* A collaborative effort between AMTA and Barcelona Publishers. A collection of theoretical papers from the National Association for Music Therapy’s formative years. Introductions and commentaries provided by Ken Bruscia.
- *A Guide to Designing Research Questions for Beginning Music Therapy Researchers* ties directly to the MTR2025 research priority and has been written for music therapy students approaching their first research project. Authors: Katrina McFerran and Michael Silverman.
- *Music in Special Education 3rd Edition* A text to prepare effective future music educators and music therapists working in special education! Written by Mary Adamek, PhD, MT-BC and Alice-Ann Darrow, PhD, MT-BC.

**Music Therapy Matters Monthly**—is available as a benefit of membership in AMTA. The January 2019 issue was available online at musictherapy.org (under “Latest News”) for all to see; starting in February, this was restricted to current members. Because there is both an emailed version and an archived online version which can better accommodate photos and long articles, each month’s newsletter issue must be produced twice and edited/formatted for its specific delivery vehicle, which is more like producing 24 issues.
rather than 12 in terms of staff resources. Individuals joining AMTA late in the year who missed some of the direct-to-your-inbox emails, can access archived versions of each monthly issue on the AMTA website through a link in the Member Toolkit. This newsletter is one of the most effective ways to communicate important association activities and member benefits, but that can’t happen if people do not read them, so please encourage members you speak with to read the issues for important news about AMTA and the music therapy profession. We find many member requests or complaints we receive are benefits already offered or information already posted, but people simply aren’t aware they exist.

**AMTA Products and Donations**—AMTA products and publications are conveniently available for purchase online in the AMTA Bookstore. New products are added to the online store as they become available. **Current members of AMTA receive generous member discounts on each purchase.** New products are currently being considered to debut at the 2019 conference. Donations to all of AMTA’s funds as well as the two newest options: the **Andrea Farbman Government Relations Advocacy Fund** and a **Donation to AMTA in Honor of Al Bumanis**—can be made online in the AMTA Bookstore.

**AMTA E-courses**—There are now 12 e-courses available in the AMTA e-course catalog. **The AMTA E-course, “Disaster Response for Music Therapists: Core Principles of Psychological First Aid” continues to be available for free— not only to members of AMTA but also to non-members.** It is our hope that this information can be of use to 2nd- and 3rd- responders for those who have experienced trauma. **Current members of AMTA receive generous member discounts on every e-course purchase.** Each year, we try to make e-courses available for free as a member benefit. This allows us to both promote membership with free CMTE credits offered and to encourage members to educate themselves about specific areas that apply to AMTA’s mission and address a need, such as advocacy or disaster response, for example.

In order to be able to offer more e-courses for free as a member benefit, we develop new e-courses and for that to happen, we need presenters who are willing to offer content. The last new e-course developed was in 2018 and we did not have a new e-course ready to make available with 2019 membership in addition to the Disaster Response e-course. Cathy Knoll has been working toward developing at least 3 new e-courses since 2018, but some of that progress has been stalled by the presenters’ lack of input for content, which is needed before the e-course development can continue. She continues to work toward getting the necessary content so we can offer these new courses as soon as possible. One of the “in development” e-courses is a joint presentation between AMTA and CBMT on advocacy for the music therapy profession. We hope to encourage these presenters to complete their recording by July 30, so this e-course can be offered for free as a member benefit starting January 1, 2020. If there is not another appropriate new e-course developed this year, we suggest making the existing Advocacy e-course a free member benefit in 2020 as that course speaks directly to our mission and is currently underutilized. As you can see in the above graph, the most increased sales we see by year for e-courses are when there are new e-courses created and made available. New e-course announcements seem to bring renewed attention to the entire e-course program and we see increased sales of all e-courses when a new one is announced, which seems to be the most effective marketing tool we have employed in promoting the e-course program. In 2017, there were 3 new e-courses unveiled, while in 2018 there was only 1.

One e-course topic that has been suggested often by those wishing to purchase, is something involving mental health populations and settings, since that topic is not currently addressed in the e-course catalog. Since this is an oft-requested topic, it could be a good source of new income in the e-course program.
ACTION ITEM: Identify several individuals to create one or more new 5 hour e-course(s) (include topics related to mental health but others may be considered as well) whom Cathy Knoll can approach as possible new e-course presenters. Identify a time limit for completion of recording to avoid delays in e-course production.

Possibility of New E-courses aimed at Non-Music Therapists—The current e-course catalog is a great tool for educating people who are music therapists, however, the existing courses are definitely aimed at people with a music therapy degree or credential. E-courses are, in fact, open to anyone from the public to purchase and listen, however, when laypeople call the office and ask if there are any online courses they could take to learn more about music therapy, we hesitate to recommend they take the existing e-courses, because we do not want people without a music therapy degree or credential to take the course and come away with the notion that they are now qualified to practice some form of music therapy. However, e-courses could better serve AMTA as a revenue stream and we could better market them to non-music therapists as a potential new source of income if we developed some e-courses that are aimed specifically at non-music therapists wishing to learn more about music therapy, but who are not people interested in becoming a music therapist. A series like this was in the scope of the original vision of the e-course program but we have not had presenters identified to present on these types of topics. The courses could specifically contain information about the difference between using music for therapeutic benefit and at what point the intervention required rises to the level of hiring a qualified music therapist (and then include information on how to FIND a qualified music therapist!). So this potentially new series could also be mission-based, serving as a way to continue to define the difference between music for therapeutic benefit and music therapy as well as a new income stream. Some initial thoughts for possibilities of topics that might be appropriate for this subsection of the e-course program are:

- Using Music with Special Needs Students for Music Educators
- Using Music in the Classroom for School Teachers
- What is Music Therapy? Series
  - What is Music Therapy?: For Parents who are Seeking Services for their Children
  - What is Music Therapy?: for Those Seeking to Hire a Music Therapist
  - What is Music Therapy?: For Administrators Looking to Add a Music Therapy Program to their Facility
- Considering a Career in Music Therapy? Here’s How to Become a Music Therapist

These could be courses of any length – as few as 60 minutes – and not be pre-approved by CBMT for CMTE credits, so the level of staff effort in maintenance and development, as well as sending out certificates, would be greatly reduced once the initial development of the course was complete. In some cases, they could also contain a short online post-test for professionals from other fields seeking CEUs (but we would not offer pre-approved CEU credits for since there might be myriad requirements in different professions of which we are not aware). Since these would not be presented as pre-approved, CMTE credit-gaining courses, they wouldn’t carry the requirement of a yearly fee paid to CBMT for CMTE credits, biannual reporting to CBMT, tracking of evaluation responses, and sending attendance certificates, so they could be administrated with many fewer costs in terms of staff resources and be offered at a much lower price than the current e-course pricing structure (or even free if the need was identified as important enough to bypass the revenue gained), making them more attractive to the larger community who are interested in learning specifics about music therapy but who are not actually trained music therapists.
In order to add these courses to the e-course catalog, content is needed. E-course development works the smoothest when there is a single presenter (2 at the most) to work and record with e-course developer, Cathy Knoll, to keep the tracking of information and one-on-one work to a minimum.

**ACTION ITEM**: Identify individuals (and possible topics in addition to those above) to create several short e-courses aimed at non-music therapists to work with Cathy Knoll toward making those e-courses available in the AMTA online store. Identify a time limit for completion of recording to avoid delays in e-course production.

**Pre-Approved CMTE Credits for Reading Research Articles**—As a collaboration between the Membership Department, MTR2025, and in cooperation with the journal editors, Barb Else and I have been working toward developing a program for MT-BCs to earn pre-approved CMTE credits for reading research journal articles and completing a short post-test. This idea could be offered as a free membership benefit and be used for membership promotion. It also ties to MTR2025 and AMTA’s research priority in that it highlights and encourages members to read and ponder current research. We are in conversation with CBMT about how this might work and await upcoming revisions to the CBMT Recertification Manual to determine whether we can feasibly implement this in 2020. If so, it would be an extension of the e-course program as it would be administered in a similar way, but only for current members (non-member music therapists can already claim non-pre-approved CMTE credits for reading research articles). If we are able to bring this idea to fruition, there is potential for a significant level of effort involved for staff and journal editors/authors; therefore, the amount and frequency of these CMTE offering needs to be carefully considered as we move forward. We will continue to flesh out the details and report back.

**Conference Program and Marketing Materials**—We are currently working on the 2019 conference preliminary program/poster. A conference logo can be seen on the conference page at the AMTA website with the latest information available (click the “Attend a Conference” button). More information will be added to the conference page and additional marketing from the local arrangements committee will be found at: [http://amtnationalconference.com/](http://amtnationalconference.com/).

**Financial Systems**

With the retirement of AMTA’s long-time Executive Director last year and our long-time accountant the year before, we have had a challenging learning curve this year for financial tracking and services. In 2018, we secured the services of an excellent, highly qualified accountant, who worked with us to complete the annual audit. Because these services are from a firm, we do not have to worry as much about continuity of services if this person moves on; the services would be continued with another individual at the same firm. After the audit, we turned attention to the required 990 tax reporting. Because of new reporting requirements as well as new people on the team who didn’t necessarily have the long-term institutional memory, this process has been more time-intensive than in the past and required the input of most national office staff members as a larger collaborative effort. The 990 was completed and submitted May 15, 2019.

In the upcoming fiscal year, we plan to transfer over to a new piece of accounting software which has become the industry standard for more non-profits and should save us considerable time, streamlining procedures already in place. We recognize that while there might be a bit of an initial time investment to transition, the goal is to save staff and accountant time in the long term by more efficiently reporting monthly and especially when it comes time to complete next year’s tax return and audit. In addition, this will allow us even more regular, real-time backups of financial data as well as online access for staff (previously done only on a few standalone computers) – this makes our financial data more secure, which is a big benefit that doesn’t carry an identifiable monetary value.
Financial records are maintained by several persons to assure security and accuracy of records and provide checks and balances. All financial transactions are reviewed by at least 2 and sometimes 3 individuals. Cindy Smith and Angie Elkins perform regular maintenance of Accounts Receivable, Accounts Payable, respectively. Dianne Wawrzusin administrates AMTA accounts and other national office staff complete additional bookkeeping tasks as necessary. Our accountant, whose services are contracted from a firm unaffiliated with AMTA that is licensed and certified to practice in the state of Maryland, reviews all transactions monthly and publishes monthly statements and reports for the Executive Director, Treasurer, and Board of Directors.

AMTA retains a separate accounting firm for filing of required tax forms and the yearly financial audit. This firm's staff are members of the American Institute of CPAs and licensed to practice in the state of Maryland. The 17-18 fiscal year ended on June 30, 2018 and we conducted our annual comprehensive audit of all AMTA financial records in September. We continually update our Chart of Accounts to allow for detailed reporting of finances as well as keep current with software upgrades and updates. Once the audit report is finalized, AMTA’s financial information is provided to the public on the website under “What is AMTA ?>AMTA Summarized Financial Information” as well as in the Treasurer’s report.

Information Systems

Journal Websites at Oxford University Press—Journal of Music Therapy and Music Therapy Perspectives continue to be published by Oxford University Press (OUP) in partnership with AMTA. Each journal has its own website hosted in the Oxford environment where information about the journal, current issues, archived issues, information for authors, and more, can be accessed. We work closely with OUP staff to manage both the journals’ publication process as well as member access and address issues of concern as necessary. We often respond to members’ mailing issues – especially when mailing to some countries outside the U.S. where the postal service can be unreliable – and we serve as the liaison to OUP for individuals’ requests for lost/missing issues. We try to follow up and troubleshoot when issues are not received, which often takes considerable staff time and resources. For more information about AMTA journals and OUP, please see Barb Else’s report.

Cyber Security—In the event of a catastrophic cyber security event, we have instituted regular backups of network data via a cloud-based backup with an outside vendor (in addition to regular, internal backups inherent in the existing network). We also carry a Cyber Insurance add-on as a part of our regular insurance policy as this is now the standard minimum requirement for most businesses. National office staff participate in regular training for threats of current concern that all face through the use of email, websites, and other online activities. There are several useful cyber security training tools available to educate yourself and we recommend everyone on the Board who is not already currently participating in one through their own employer seek one out in order to educate and protect themselves.

AMTA Website—We make weekly, and often daily, improvements to an already large and information-laden website. We first consider the website as viewed by consumers – the people who “don’t know what they don’t know” – and we attempt to put information that is most valuable and pertinent to their needs in the most prominent locations. These are people who won’t click to delve deeper into the subject if something on the home page doesn’t spark their interest or address a need and they leave the page without learning more (note “Bounce Rate” below). Members and music therapists, who already understand and know about the music therapy profession, know to look for additional information on a specific topic or subject and will invest the time and 1 or 2 more clicks to go to that next page, while laypeople may not even know some topics exist and may leave the website without finding needed information. Therefore, use of the organized menu system is critical to get everyone—members, non-members, and consumers alike—to the information they are trying to find.
The Quick Links feature on the left rail of the home page helps to get people to frequently-used pages easily, but even the Quick Link list itself can even become long and overwhelming without careful evaluation. Careful organization, evaluation of placement, and assignment of priority to information is required. It’s important to remember that the website is organized for multiple groups of users and while text placed on the homepage might seem easiest to find for a particular committee or project, if all content were on the home page, it would become overwhelming to the eye would be harder to distinguish for everyone. The best home pages clearly and cleanly describe the purpose of the association and its mission, while offering a standard, logical navigation system to get to deeper information for those who desire it.

The website requires a great deal of time and attention just to maintain in its current state, not to mention continually adding, changing, and updating information. There are many behind-the-scenes tasks that happen each day, from making updates, to double checking and creating new content, and all need to be fully edited and vetted before posting.

Edits to the AMTA Website—With hundreds of pages on the website, it “takes a village” in order to keep up with updates, edits, additions, and deletions. Many thanks to AMTA staff members who have also taken on roles in updating and reviewing sections and pages of the website. Thanks also to sharp-eyed members who alert us when edits are necessary. When updates and edits are noticed or needed, from committee pages to posted documents, a brief email can be directed to Angie Elkins at elkins@musictherapy.org. Due to the large number of pages on the website and redundancies built in to help with quicker navigation, it is important that your request contain the URL of the page you are viewing when submitting an edit. Please include the exact changes, additions, and deletions that need to be made. The request will be reviewed by AMTA staff and addressed at the next available opportunity.

Committee Pages on the AMTA Website—Each AMTA committee has a committee page in the member area of the website. This is a benefit of membership of AMTA. Committees are able to post reports and information intended for AMTA members. In order to post new information, including committee reports and committee members, on committee pages, please send updates to Angie Elkins (either email or word document is acceptable – see above for specifics). Note if committee chairs wish to have their bi-annual Board Book Report posted on their page, they should submit that separately in the format desired for the website posting after approval by their Council Coordinator. We do not automatically post the committee report from the Board Books on these pages since there may be material included which is not intended for the entire membership; we prefer the Committee Chairs to make that decision. More information is found in the Handbook for Councils and Standing Committees.

Website Statistics Snapshot—The AMTA website has seen over 4.8 million sessions since its launch on July 20, 2011 with over 2.8 million unique visitors. Over 12 million page views have been counted. During the 2018 calendar year, the website saw 357,958 total users, or an average of 35,181 users per month.

From April 1-30, 2019, the most recent full month, the following data were counted:

- Users – 41,693
- New Users – 35,848
- Sessions – 59,996
- Number of Sessions per user – 1.44
- Page Views – 133,446
- Average Pages / Session – 2.22
- Average Session Duration – 2:31 minutes
- Bounce Rate – 59.06%
- New Visitors 74.9% (35,980)
- Returning Visitors 25.1% (12,055)

We can also see the top countries from where visitors connected during the month of April 2018 (other countries also have visitors, but do not appear in the top ten number of visits):
<table>
<thead>
<tr>
<th>Country</th>
<th>Sessions</th>
<th>% Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>33,963</td>
<td>81.61%</td>
</tr>
<tr>
<td>Canada</td>
<td>832</td>
<td>2.00%</td>
</tr>
<tr>
<td>U.K.</td>
<td>646</td>
<td>1.55%</td>
</tr>
<tr>
<td>India</td>
<td>633</td>
<td>1.52%</td>
</tr>
<tr>
<td>Australia</td>
<td>350</td>
<td>0.84%</td>
</tr>
<tr>
<td>Japan</td>
<td>312</td>
<td>0.75%</td>
</tr>
<tr>
<td>China</td>
<td>258</td>
<td>0.62%</td>
</tr>
<tr>
<td>Philippines</td>
<td>257</td>
<td>0.62%</td>
</tr>
<tr>
<td>Spain</td>
<td>229</td>
<td>0.55%</td>
</tr>
<tr>
<td>Singapore</td>
<td>211</td>
<td>0.51%</td>
</tr>
</tbody>
</table>

Note that our outreach to developing countries is also expanding through the Oxford Developing Countries Program that provides not-for-profit institutions in developing countries free or deeply discounted access to our journals and select online products. OUP participates in a number of free or heavily-reduced rate developing country access initiatives, including INASP, eIFL, and Research4Life, as well as our own Developing Countries Offer. This offer is available to established not-for-profit educational institutions from qualifying countries. Eligibility is based on the World Bank Rankings and the HDI (Human Development Index) alongside other metrics. Access is either free or deeply discounted. See Barb Else’s report on our OUP partnership for additional information.

The AMTA website has buttons on .html viewable pages, which allow viewers to “Print,” “Email,” and “Share.” “Print” formats the page appropriate for printing (the website page without the menus and background images) and is quite useful for printing pages—especially the official documents—as a citation for the url and date is placed on the document. The “Email” button allows users to send specific pages to directly to friends, while the “Share” button allows those pages to be shared through social media platforms such as Facebook, Twitter, Pinterest, Gmail, Google+, LinkedIn, and Tumblr.

**AMTA Social Media**—Communication and connection are the main goals of all social media platforms and the advantage for many is to be able to receive updates from many different sources with little effort. Social media is an incredibly powerful tool for communication however, social media can be a double-edged sword. Disadvantages of online groups include the need to monitor as public comments can often veer off-topic and off-mission, become too personally specific in a public forum, or even become inflammatory. Spammers can invade social media and e-lists for their own purposes and well-intended group members may even post messages perceived as spam by others. Many followers who would otherwise become members of AMTA may feel they have a connection to the community and decide that following AMTA or other groups on social media is sufficient networking, opting to forego membership dues and full membership benefits. It is difficult to determine how much to share on the AMTA social media pages and what format of information is appropriate to each venue for this reason. We are continually monitoring and reevaluating. However, for reaching large groups of people in a timely fashion, the importance of using social media efficaciously and appropriately cannot be understated.

Both music therapists and supporters of music therapy follow AMTA’s updates on Facebook, Twitter, and Instagram. AMTA staff uses these platforms to inform the public of numerous events and topics—especially timely ones: AMTA activities, internship openings, calls to action, publicity for music therapy and especially upcoming conference details.

- *Facebook* – The AMTA Facebook page now has 16,968 followers
• Twitter – AMTA’s Twitter feed currently has 4,391 followers
• Instagram – AMTA’s Instagram feed currently has 1,811 followers
• YouTube – AMTA’s YouTube channel is mainly a repository for videos used on the AMTA website along with video clips from conference, public resources, membership recruitment videos, etc. AMTA’s YouTube channel currently has 1,811 subscribers

As many followers of AMTA’s feeds on social media are not necessarily music therapists, it is an excellent way to promote music therapy and inform the public of music therapy’s benefits.

As with all technology, maintaining social media requires time, maintenance, and frequent adjustment. Instead of posting a message in one place, it must be posted in 4 or 5 different places, each time in a format consistent with the platform. The work of communicating a single message to members in all the forms they may use, is now many times more than the number of messages. Much staff time is devoted to ensuring that the flow of information continues, improves and is consistent. AMTA has never before communicated more often and more directly with members and the general public because of these efforts.

National Music Therapy Registry

The number of NMTR registrants continues to decline as planned upon its inception. As of May 1, 2019, there are 190 registrants. As music therapists who held designations become Board Certified and/or do not need the designation, retire, or move to other professions, they choose to let it expire. The graph and chart below show registry numbers since January 2019.

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The NMTR will soon sunset as per the 1998 Unification Agreement between AAMT and NAMT. This is an historic moment as it represents the completion of the Unification Agreement (signed in 1998) and the music therapy profession looking forward to the future.

To remind designants to make plans for this coming event on January 1, 2020, a newsletter was created in 2017 (and updated in 2018 and again in 2019) which continues to be included with every communication from the National Music Therapy Registry. Every person on the Registry has received multiple copies of this notice of the Registry’s upcoming sunset.

The breakdown of NMTR Registrants is shown in the adjacent chart:

As the Registry has always had a policy of allowing a 1-year grace period after a registrant’s expiration date, everyone currently listed on the Registry – even those who have expired - is well within that 1-year grace period and can remain on the Registry until the sunset whether they pay their fees in 2019 or not. It is unlikely we will see much more significant income from the NMTR before the end of the year and the sunset of the NMTR.

**Priorities for Remainder of 2019**

- Conference marketing and online registration, opening session production support, conference app, post-conference evaluation, etc.
- Many associated tasks with Executive Director transition
- 2019 Workforce Study analysis and publication
- Year-end financial tasks
- Begin 2020 membership promotion
- Work with Membership Committee to complete regionally-based member drives in 2019
- Manage and implement improvements/refinements in database for improved financial reporting
- Manage and implement improvements/refinements for website
- Continue to administer, maintain, and upgrade computer equipment, software and networks
- New e-course development, regular maintenance, and reporting
- *Music Therapy Matters, ENews, Facebook, Twitter, and Instagram* updates; assist additional staff with making updates
I am providing this summary of my work as Information Specialist and Social Media Coordinator for AMTA in anticipation of the upcoming AMTA Mid-Year Board Meeting. A summary of the types of emails and assistance given is also included. In the period November 1, 2018 – May 31, 2019, I have provided approximately 285 hours of consultative work responding to emails from music therapists, students, other professionals, and members of the community at large about music therapy. The total number of responses for the period November 1, 2018 – May 31, 2019 is 1,134. I continue to notice many emails from members requesting assistance with the AMTA website, primarily dealing with access to the Member Resources Area, the location of specific resources, or with retrieving passwords and payment of dues primarily during the beginning of the year, and with the onset of the school semesters (Fall and Spring). With the move to online Journal access, I’ve also seen an increase in emails for assistance from Members who are unclear about how to navigate the process from the AMTA Website through the Oxford Portal and for members who encounter difficulty with portal access. I continue to see interest from potential music therapy students, many of who inquire about equivalency and online program options. In addition, I continue to receive many emails each week from non-traditional potential students who are considering making a change in their careers or professionals looking for educational options leading toward the music therapy credential.

My work during this period has also involved responding to questions and conducting interviews for students, ranging from grade school through professional school typically from students writing papers on or researching music therapy. Questions have also come from students and professionals in Education, Child Life Nursing, Counseling, Occupational Therapy, Speech Therapy, Special Education, Music Education, and various agency representatives seeking referrals for services and those wishing to place job openings on the Job Hotline.

Most of the answers were in response to written questions submitted via email; however, two were conducted via phone and two were conducted via Skype at the request of the students to meet a specific requirement. While most of these requests originate in the United States, I’ve also assisted persons in Spain, Canada, England, New Zealand, Russia, India, and Australia.

During this time, I have also forwarded music therapy referral requests as needed, membership status questions and screen name/password requests to Cindy Smith, Jennifer McAfee and Angie Elkins for action. Most of these continue to involve members not understanding the login process for the website, creating duplicate profiles or being unsure of their membership status. I have also worked with Judy Simpson in an effort to appropriately respond to questions regarding reimbursement, funding, school-based music therapy services, and services for persons with Autism. I continue to provide approximately 42 hours of consultative work responding to requests regarding music therapy as a related service and handling IEP questions from music therapists, families, and educators, as well as questions regarding reimbursement and funding. Judy Simpson continues to be an invaluable resource in helping me with these inquiries. Barb Else continues to be a wonderful resource by providing research and literature reviews on many occasions to supplement the information I provide to many inquiries.

Social Media

In addition to my Information Specialist duties, I am now providing approximately 8-10 hours per month of consultant work as AMTA’s Social Media Coordinator to organize and manage social media postings on behalf of the association and monitor AMTA’s and music therapy’s presence on various social media platforms, groups and message boards. This part-time role includes guidance and logistics for social media
campaigns and regular postings on AMTA’s social media channels. I have provided approximately 56 hours to this project. Examples of my consultant work on this project include:

Postings to Facebook that in turn cross post to Twitter for AMTA’s involvement in legislative, advocacy and government relations committee representation at the National level. Alerting AMTA members via social media to the annual AMTA conference and pending important deadlines regarding proposal submission, registration and venue information. I am also coordinating posts with Angie Elkins and Barb Else so that items get posted to all of AMTAs Social Media Channels in a timely manner and that our efforts are not duplicated. I provided information regarding AMTAs involvement in projects and special events coordinating schedules for posts with multiple staff members.

- Planned posts targeted at our annual conference – reminders of approaching deadlines, registration, hotel, local information for planning.
- Posts to highlight the impact of music therapy as spotlighted in the media.
- Posts to feature the availability of new AMTA membership resources such as new AMTA Podcasts, and resources, Facebook Live Events, and cross posts from the AMTA Research Page.
- Providing information and answering questions regarding AMTA, the website, and AMTA resource availability as issues arise in various social media forums.
- Responding to messages from members and the general public that are posted to the AMTA Facebook page.

Sample Posts:
Other projects I assisted with during this reporting period include:

- Provide feedback to Barbara Else and Angie Elkins regarding AMTA website issues as they arise
- Monitor items posted in Social Media and provide feedback to AMTA Staff
- Assist AMTA Staff with various duties at National Conference
- Assist Barbara Else as needed with other disasters that impact AMTA members (tornados, flooding and air quality affecting various areas of the country.
- Offer feedback and ideas for Music Therapy Matters
- Continuously working with Tawna Grasty and Jennifer McAfee to identify areas that potentially need improvement for the AMTA Website

Sample Posts:

**MT-BC Referral Requests** – These requests have come from parents, grandparents, teachers, and other professionals who were seeking music therapy services for specific clients in a certain geographic location. Some examples of these emails include:

- My father in law is in the ICU at Washington Medical Hospital and tomorrow is his birthday. I am interested in hiring someone to go and play some music for him. Can you please let me know how to go about doing this?
- I am a Resident Services Coordinator for a low-income senior independent living community in Dayton Ohio. I am looking for someone to come in to provide music therapy for our seniors in a group setting. Do you have anyone available in the Dayton Ohio area?
- My 8-year-old daughter is left hemiplegic. She is learning how to play the recorder. She would like to participate in band or orchestra next year. Do you have any guidance on instruments she could play with her right hand only. Many have suggested the trumpet but I am wondering if there are other adaptive options.
- I read an article about the benefits of music therapy for Multiple Sclerosis. I am interested and would like to find a therapist in my area of Northern NJ.

**Potential Music Therapy Students** – These requests have come from high school students and college students seeking information about Music Therapy as a career. I continue to notice an increase in the number of emails from persons seeking information about music therapy as a potential second career along with inquiries regarding equivalency and online program options. Examples of these requests are as follows:
I am exploring music therapy as a future career path. In looking at potential colleges, I have found that some offer different degrees in music therapy. Is there one degree that is better than the other? Does the degree influence what setting I can practice in? Will it impact my earning potential?

I am a 68-year-old special education teacher. I realize that I have come upon music therapy rather late in my career, however I love music and still have some good years left. My question is this: Since I already have a degree in special education, can you tell me how much more education I would need to be qualified to offer music therapy to some of my students?

My dream is to become a music therapist. I’m currently getting my bachelor’s in psychology. Is it still possible to become a music therapist following this path?

I’ll be studying my Masters of Music therapy in New Zealand and I’m wondering if my degree will transfer and able to be used in America to become a Music Therapist.

Research – As stated above, much of my time has been devoted to questions and conducting interviews for students who ranged from grade school through graduate professional school as well as professionals from various healthcare settings who were writing papers on or researching music therapy. Some examples of the types of research questions that have been submitted thus far include:

- I am a chiropractor with my bachelor’s in music. I am interested in any research as to specific genres or elements of music (or tone) that have been shown to be beneficial to stress levels or the healing process. I am looking for new music to play in the office and in the treatment rooms.
- I am the co-director of the Stroke Recovery Program at the Medstar National Rehabilitation Hospital. A colleague and I recently attended an event displaying and discussing the benefits of music therapy and are incredibly intrigued and interested in attempting to start a music therapy program at our facility. We are putting together a proposal, and would love to have some research to include. Do you have any specific articles you could provide (or suggest) that indicate therapeutic benefit and outcomes of music therapy? Additionally, we’d be interested to know any other specifics that you would suggest we consider while attempting to move this effort forward.
- I’d love to pick your brain a little bit about this. Do you happen to have a playlist or any suggestions for music that would have the best chance for success in a "one size fits all" emergency room? Or do you think that the possibility of aggravating issues is too high to try? Any other thoughts or points in directions I should look into?
- I am in a doctoral program for Educational Leadership with an emphasis in Special Education. I am interested in researching music therapy for my dissertation. My topic is Leadership views of music therapy in building relationships and engagement with elementary special education students. I am having a difficult time finding a need/gap for this topic.

General Questions – These emails include other requests for information from MT-Bs and the general public.

- I’m emailing from Paraclete Recordings and I have an interest in Music Therapy. Is there someone who handles "curriculum" for Music Therapy or can I email sound samples to someone or a music curator? I would be interested in information about donating MP3’s for Music Therapy.
- I am a composer. My music has been used in a hospital for women going for mammograms to relax them. I have got positive feedback from my music. I believe my music is beneficial and could help people because it is relaxing. I’d like to know how I could start helping people with my music?
- I am a special education teacher. We had our music therapy program cut 3 years ago. I am trying to find grant money to get our therapist back. Can you help me find any groups that provide funds for music therapy?
- I am hoping you can point me in the right direction. We have music therapy staff at our state mental hospital (paid by federal, insurance and Oregon state funds) that would like to use streaming services on their mobile device for patient therapy in a group and individually. Below they listed the statement about being able to able to use it. We all want them to be able to use streaming services but want to make sure we are not break any laws or terms and conditions.
**Other Professional Organizations** - These emails are typically forwarded to the appropriate person at National Office. The emails in this category often overlap into the emails in the research and general questions sections.

- I just left a voicemail as well. I would really appreciate some referenced to music therapists that we can possibly contract with to see our hospice patients. Please see our office address below. Our patients are home based and we see them wherever they call home within a 25 to 35 mile radius from our office.
- I am a San Francisco-based artist, playwright, author and filmmaker living with a rare chronic illness for 11 years-a progressive muscle weakness disease called dermatomyositis. I greatly respect the amazing work you are doing to promote music therapists, and I would love for someone on your staff to be one of my expert speakers for a virtual summit on how to thrive with chronic illness and limited energy. Are you interested?
- I am the Activities Director at a Senior Community. We’ve had the pleasure providing Music Therapy on a weekly basis to our residents for the past six months. Unfortunately, our Music Therapist is relocating at the beginning of April, and I am looking for a replacement. Are you able to provide or recommend a Music Therapist?
- I am a Jungian analyst and a Music-centered Psychotherapist who has just written a book on Jung and Music and I would like to bring it to the attention of your AMTA membership. Any suggestions on how I might do that? Is there, perhaps, an AMTA journal editor that I could submit my book for a potential review?

**Member Services** - These requests include requests from MT-BCs to locate the password to the Member’s Only Section of the www.musictherapy.org website, assistance with website content/resources, address changes, membership status clarification and other items that need clarification from National Office Staff. Some examples of these requests include:

- I bought a membership and a book through your website. Through an oversight, I stopped payment. I apologize but please let me know how much I owe and send me information regarding where I can send the check.
- Is there a new AMTA organizational chart available? I am teaching a seminar about professional development in AMTA and would like to use an updated version with the committee changes.
- I'm a grad student in music therapy in Thailand. Is AMTA membership available for overseas students? Could this membership be used in AMTA Student Member Discounted Registration for AMTA 2019 Conference this November?
- I am contacting you in regards to the $70 Dues Discount from the Welcome to the Profession Packet. Do I mail the coupon with a check for the remaining $180 to AMTA?
This report highlights the work of the Professional Program Committees: Academic Program Approval Committee and Association Internship Approval Committee. I am also an ad hoc member of the Education and Training Advisory Board; the Competencies Review Task Force, the 21st Century Commission on Education and Clinical Training and the Faculty Forum Planning Committee, actively participating in the work of these groups. This report also includes information about the Annual Conference in Minneapolis, MN and priorities for 2019.

I. **Special Task Forces**
   - Competencies Review Task Force
   - Faculty Forum Planning Committee
   - 21st Century Commission on Education and Clinical Training

II. **Education and Training Advisory Board**
   - ETAB Membership
   - Update on current work

III. **Professional Programs-Education**
    - Committee Members
    - Re-Approval Renewals
    - Re-Approval Review Schedule
    - New Degree Program Applications
    - AMTA Degree Program Statistics
    - Academic Program Changes
    - Degree Program Development

IV. **Professional Programs-Clinical Training**
    - National Roster Internship Statistics
    - Committee Business

V. **National Music Therapy Registry**
    - Board of Directors Annual Meeting
    - Sunset of Registry

VI. **Annual Conference**
    - Sponsorship
    - Exhibits
    - Advertising

VII. **Priorities for 2019**
I. Special Task Forces

**Competency Review Task Force**
The focus of the Task Force has been to complete the comparison of the board domains to the professional and advanced competencies. They have created a spread sheet to capture where the competencies are represented in the domains. Their next steps will be to review the competencies in light of the domains, and make recommendations for revisions. For more details see the report from task force co-chair Kamile Geist.

**21st Century Commission on Education and Clinical Training**
The Commission held six Zoom calls since the beginning of the year. They have established a structure for the group in electing co-chairs Donna Polen and Jennifer Hicks, a schedule for members to take minutes during the meetings, etc. The group has engaged in focused discussions on topics of identity, education, clinical training, and musicianship, as well as contributed to a variety of ‘reflections’ documents, including one for each of the five points in their Charge, and one for each of the three points defining the 21st century music therapist (taken from the MLE Subcommittee Final Report, Part 1). The Commission has also been reviewing related historical documents (such as previous reports from ETAB on the topic of MLE) as well as current AMTA and CBMT guidance documents.

They are currently preparing the agenda for their retreat taking place at Southern Methodist University on July 21-24, 2019. For more details, please see the report of Commission co-chair Donna Polen.

**Faculty Forum Planning Committee**
*Tony Meadows* and *Tracy Richardson*, co-chairs of the faculty forum planning committee, have notified AMTA faculty that they have been working on two main items 1) Faculty forum meeting 2) A separate meeting for faculty interested in discussing the NASM core. The meeting for the NASM core is considered a facilitated discussion, and will be held on Thursday morning November 21st from 9:00am-12:00pm. More details will follow as the planning committee develops a structure for the meeting.

Session topics for this year’s faculty forum meeting on Friday November 22nd may include student mental health, teaching pedagogy, and syllabus design. The planning committee is still soliciting topics of interest from faculty.

II. Education and Training Advisory Board

**Membership**
ETAB Chair, Beth Schwartz, and at-large member Douglas Keith ended their terms in November 2018. ETAB members sent their recommendations for the two at large positions to the AMTA Board of Directors. The two positions were filled by Bill Matney, and Adenike Webb. ETAB elected Annette Whitehead-Pleaux to be the new Chair of ETAB during their meeting at the conference.

**Work**
ETAB is continuing with the current project of analyzing responses solicited from noted music therapy scholars worldwide as part of an in-depth and comprehensive study; surveying and synthesizing ideas on music therapy theory. Part of this study is to determine whether or not current music therapy core constructs show up in the visionary statements in preparation for publishing a document on “Music Therapy Body of Knowledge,” and possible identification of a core set of principles that are common to all areas, levels, and modes of music therapy practice as it relates to music therapy education and training. For more details, please see the report of ETAB Chair, Annette Whitehead-Pleaux.

III. Professional Programs-Education
There is continuing interest from colleges in establishing music therapy degree programs, as well as colleges interested in affiliations with AMTA-approved degree programs. I continue to be a resource
for degree program development and information. AMTA Program Directors continue to see enrollment grow in their programs.

Academic Program Approval Committee

➢ **Committee Members-Leadership Change**
The co-chairs of APAC are **Rebecca Engen, and Michael Zanders**. At the end of 2018, APAC Co-Chair **Betsey King** stepped down to return to an at large position on the Committee. **Marilyn Sandness** continues to serve the APAC in an advisory role as Chair Emerita. APAC welcomed four new members to the Committee. **Sophia Lee** and **Maureen Hearns** filled the two "At-Large" vacancies. **Melissa Heffner** is the new Southwest region representative, and **Nicole Jacobs** is the new Midwest region representative.

➢ **AMTA Academic Program Approval Renewal**
Sam Houston State University-Bachelor, Masters, and Equivalency plus Masters programs
Anna Maria College-Bachelor, and Equivalency programs

➢ **Re-Approval Review Schedule for 2019**
University of Miami Bachelor’s degree, Bachelor’s equivalency program, Master’s degree, and Master’s equivalency
Molloy College Bachelor’s degree, Master’s degree, and Master’s equivalency
Florida State University Bachelor’s degree, Bachelor’s equivalency program, Master’s degree, and Master’s equivalency

➢ **New Degree Programs Approved 2019**
Three (3) bachelors degrees and one (1) online master’s degree

**Bachelor’s Degrees**

**Mid-Atlantic Region**
Maryland
Washington Adventist University-BM, Equivalency
Currently searching for a Program Director

**New York**
Roberts Wesleyan College–BS
Megan Resig, MS, LCAT, MT-BC is the Program Director

**Great Lakes Region**
Ohio
Marietta College, BM
Raquel Ravaglioli, MA, MT-BC is the Program Director

**Southeast Region**
Master’s Degree-online
Loyola University, LA

*Note:* University of Tennessee at Chattanooga (BM Concentration in Music Therapy)
was approved in November 2018, and the school launched a search for a program director. In April 2019, UTC hired Katherine Goforth Elverd, MM, MT-BC as the Program Director, and officially launched the degree program. This program is listed in the AMTA School Directory.

➢ New Degree Program Applications in Review
Three (3) bachelors degrees and one (1) master’s degree program

Bachelors:

Great Lakes Region
Valparaiso University, IN

Mid-Atlantic Region
West Chester University of Pennsylvania

New England Region
University of Rhode Island

Masters:

Southwest Region
Southwest Oklahoma State University

➢ Education Statistics

<table>
<thead>
<tr>
<th>AMTA Approved Degree Programs</th>
<th>(From the period January 1-May 1 for each year)</th>
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<tbody>
<tr>
<td>2019</td>
<td>2018</td>
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<tr>
<td>Total Approved Programs</td>
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<td>Bachelor’s &amp; Master’s</td>
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<td>34</td>
<td>42</td>
</tr>
<tr>
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<td>Master’s only</td>
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<td>46</td>
<td>6</td>
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* Doctorate (10) * Doctorate (9)

* Please note that doctoral programs are included in the bachelor’s & master’s totals. Doctoral total includes doctoral studies.

Please note, Washington Adventist University is included in education statistics but it is not listed in the AMTA Schools Directory because it has not yet opened. A search is in progress for a program director.

➢ AMTA Faculty Retiring in 2019
Cheryl Dileo-Temple University
Montserrat Gimeno-SUNY New Paltz
Robert Groene-UMKC
Michelle Hairston, East Carolina University
AMTA Faculty Retiring in 2019, con’t.
Joni Milgram-Luterman-SUNY Fredonia
Chesley Mercado, Georgia College and State University
Mary Ellen Wylie-University of Evansville

➢ Faculty Changes

**Carroll University**
Elisabeth Rousseau resigned in May. A search is in progress for new faculty.

**East Carolina University**
Dr. Michelle Hairston retired in May. Adrienne Steiner and Virginia Driscoll will take over the program.

**Georgia College and State U.**
Chesley Mercado is retiring in May. Katie Whipple is Program Director, and Laura Peebles joined the music therapy faculty. A search is still in progress for a new Chair of the Creative Arts Therapies Dept.

**Loyola University**
Dr. Kathy Murphy resigned in May. Music Dept. Chair Meg Frazier will be the program contact temporarily while a search is conducted for a program director. Current faculty in the Loyola program will handle the course work and advising students.

**Nazareth College**
Dr. Betsey King took a leave of absence for the spring semester. Laurie Keough is directing the undergrad program.

**Sam Houston State University**
Dr. Amy Smith will join the faculty this fall.

**SUNY Fredonia**
Dr. Joni Milgram Luterman retired in May. Dr. Cho will be the new Program Director.

**SUNY New Paltz**
Dr. Montserrat Gimeno retired in May. Dr. Kathy Murphy is the new Program Director, and Dr. Heather Wagner will be full time faculty in the fall.

**Temple University**
Dr. Michael Zanders will join the music therapy faculty in the fall.

**Texas Women’s University**
Dr. Della Molloy Daugherty has joined the music therapy faculty.

**University of Missouri-KC**
Dr. Dawn Iwamasa has joined the music therapy faculty.

**West Virginia University**
Amy Rodgers Smith resigned. Ryan Carroll, MS, MT-BC will be a visiting professor this fall. A search is in progress for a new Program Director.
Faculty Searches
Carroll University, WI
Loyola University, LA
Georgia College and State University, GA
Washington Adventist University, MD (approved in 2019 but not yet open)
West Virginia University, WV

Requests for Degree Information/ Program Development
Since October of 2018, the following universities have requested music therapy degree information:

Great Lakes Region
Judson University, Elgin, IL

Southeast Region
Louisiana State University, New Orleans
Endowment to Establish Music Therapy Degree Program
In April, LSU alumni Cordell Haymon and Ava Leavell Haymon donated 1.2 Million dollars to LSU to establish an endowed chair in music therapy to establish a bachelor’s degree program. This is the third large donation to a college to establish a music therapy degree program. The others are Florida Gulf Coast University in Florida (one million dollars from Southwest Florida Children’s Charities), and Marietta College in Ohio (one million dollars from Donald and Leslie Straub Ritter).

East Tennessee State University
Austin Peay State University, Clarksville, TN
Yvonne Glass, MM, MT-BC is working with this school to develop a bachelor’s degree program. She is currently teaching an Introduction to Music Therapy course.

New England Region
Westfield State University, Westfield, MA
Responding to rising interest in music therapy from students. The university just approved a 2-year full time temporary position to develop program. It will convert to a tenure track line if the program gets approved.

Gordon College, Wenham, MA
Music Dept. Chair contacted me after initial consultations with Deforia Lane and faculty Lalene Kay and Deborah Layman. The College is planning to submit an application in 2020, to possibly open degree program in 2021.

Southwest Region
Texas Tech University, Lubbock, TX
Doing faculty search for fall 2019, Christine Neugebauer has been providing assistance in master’s degree.

Western Region
Biola University- La Mirada, CA
Leanne Wade has been providing assistance in the early stages of development of an undergraduate program

University of California at Berkley
Linfield College, McMinnville, OR
A music professor contacted me in March. An alumnus of the college is very interested in establishing a music therapy degree program. Her mother is planning to donate what she described as a “nice annual sum of money” for the research, development, and implementation of a music therapy degree program.
Dixie State University, St. George, Utah

The Director of Vocal Activities contacted me in April to ask about developing a music therapy degree program.

➢ University of Utah - Arts, Health and Wellbeing

In 2018 a faculty position in Arts, Health, and Wellbeing was advertised for a newly established “Arts-in-Health Innovation Lab.” The University interviewed candidates, but it is unknown if anyone was hired, as there is no announcement on the website.

A quick review of the website has a few items of note. Under “Our Work,” there is long list of projects including three music therapy studies at the Huntsman Cancer Institute: Music Therapy Group Drumming-Beth Hardy and Heather Fellows, Music Therapy Assisted Extubation-Noah Potvin, Beth Hardy, and Heather Fellows, and Music Therapy services at the Huntsman Cancer Institute: Wellness and Integrative Health Center. Under “Resources” the following organizations are listed:

- Americans for the Arts
- Arts Health Early Career Research Network
- Center for Arts in Medicine
- University of Florida
- National Endowment for the Arts
- National Initiative for Arts & Health in the Military
- National Organization for Arts in Health (NOAH)

Under “Latest News” there is an announcement about a study about pairing music with medication as a potential strategy for pain management using mice. All of the researchers are from U of Utah Health, Dept. of Medicinal Chemistry, Pharmacology and Toxicology. There is also an announcement about The Creative Age Arts and Healing Workshop sponsored by the Huntsman Cancer Institute, featuring presentation by creative arts therapies including music therapy. The topic is how the creative arts therapies can enhance a sense of wellness for cancer patients, caregivers, and staff. The music therapists’ area Laura Sharp Wilson, Heather Fellows, and Caitlyn Jasmin.

➢ Related Education Business

I routinely answer questions related to the re-approval process, degree program development, and music therapy as a career. I am in frequent contact with APAC co-chairs Rebecca Engen and Michael Zanders for a number of these questions, and, on occasion, with Marilyn Sandness, Chair Emerita.

APAC created a newsletter for faculty called “APAC Update.” The purpose is to strengthen communication between the Committee and faculty. A link to the first issue was included in the Spring memo to faculty.

➢ Appreciation

I want to thank APAC co-chairs Rebecca Engen and Mike Zanders for their assistance and support with writing official letters, answering faculty questions, and other business of the APAC. I also wish to thank Marilyn Sandness for her continued support in her role as Chair Emerita.

IV. Professional Programs-Clinical Training

➢ National Roster Internship Statistics

➢ Committee Activity

January 1, 2019 - May 1, 2019

New NR Internship Programs 5
Deactivated NR Internship Programs 1
Inactive Status 6
Committee Business
The review status for applications and exception requests from November 2018-May of 2019:
1. New National Roster Internship programs approved
2. Application denied
6. Applications in review
1. Exception Request Approved

University Affiliated Internship Programs
There is continued concern on the part of the AIAC and APAC regarding UA programs. Both Committees and I answer, what seems like an increasing number of questions about training requirements, supervision of interns, quality control from academic programs, and standards. The AIAC get the sense that there is a lack of consistency in program structure and a sense of confusion about the standards, so they are concerned about interns receiving proper training. The AIAC are requesting that the Board direct the Commission to seek input and assistance from both AIAC and APAC to develop one model of internship that reflects the 21st century needs of all (clients, interns, clinicians, and academicians.)

Appreciation
I would like to thank Eve Montague and Lauren DiMaio, for their assistance and support in writing letters and answering questions about internship situations. I would also like to thank the members of the AIAC for their continuing hard work and dedication to this committee.

V. National Music Therapy Registry
The Registry Board of Directors met in May via conference call. This call was facilitated by Executive Director Lee Grossman, and NMTR Deputy Director Jane Creagan. This call was the last meeting of the Registry Board of Directors before the Registry sunsets on January 1, 2020.

NMTR Board of Directors
President: Elaine Abbott, PhD, MT-BC
Secretary: Nancy Perkins, MA, CMT
Treasurer: Caryl Beth Thomas, MA, LMHC, ACMT

During their call in May of this year, the Board of Directors agreed that a final letter under their signature, go to all registrants in the fall to let them know that the Registry phone line will deactivate on January 1, 2020, and provide the AMTA phone number in case anyone has questions after the Sunset. The letter will also list the contact information for CBMT.
**Sunset of the Registry**

As the Sunset of the Registry draws near, (January 1, 2020), the focus of the Registry Staff (*Jane Creagan, Cindy Smith, and Angie Elkins*) and the Registry Board of Directors, has been to ensure that all registrants are informed and prepared if they are planning to continue professional practice. Beginning in 2017, a Registry bulletin was sent to all registrants with their maintenance invoices to remind them of the sun-set date, and to provide information on state recognition, and CBMT. In 2018, a revision was made to the Registry Bulletin to and the names and email addresses of the Registry Board of Directors.

**Registry Statistics**

As of May 1, the number of Music Therapists on the National Music Therapy Registry is **190**. The number of NMTR registrants continues to decline as planned upon its inception. As music therapists who held professional designations become Board Certified and/or do not need the designation, retire, or move to other professions, they choose to let it expire.

This is an historic moment for the profession. Should there be a marking of the moment in some way?

**VI. Annual Conference-Minneapolis**

- **Sponsorship**
  Cindy Smith, Membership Associate and Conference Director and I developed the sponsorship brochure in December of 2018 and sent it out in January 2019. The brochure was sent to the local committee, AMTA Patron/Affiliate members, music product manufacturers, advertisers, past exhibitors, and regions. Soliciting sponsors has become a well-coordinated team effort between the local committee, Cindy, and me. Please see the report of Cindy Smith for more information on sponsors.

- **Conference Exhibits**
  The official decorator for the conference is Fern Convention Services. The large size of the exhibit hall last year allowed for an increase to 82 exhibit booths. We are working with a similar size this year, with the hall set for 88 exhibit booths.

  The exhibit hall will include the “University Boulevard” dedicated space for AMTA degree programs, the AMTA bookstore/village, and the AMTAS student Village. The Exhibit/Advertising Prospectus will be sent to all AMTA schools, Patron/Affiliate members, past exhibitors, and others interested in participating in the AMTA annual conference by the end of May.

- **Conference Advertising**
  This year the ad sizes for the conference program will remain at half and quarter pages in an effort to save space in the conference program and reduce printing costs. A small number of full-page ads are set aside as sponsor benefits and one full page color ad will be available on the inside program cover.

**VII. Priorities for 2019**

- **Professional Programs**
  Continue to update AMTA faculty and National Roster Internship Directors on pertinent information related to Education and Clinical Training.

  Collect data from AMTA-approved schools and National Roster Internship Programs

  Communicate with and provide support to AMTA Faculty and NR Internship Directors

  Work with the APAC and AIAC, processing committee business

  Manage the re-approval process for AMTA-approved schools

  Maintain the Directory of Schools and listing of National Roster Internship Programs
Respond to inquiries about developing music therapy degree programs and National Roster Internship Programs
Follow-up with colleges/universities in the degree development process

➢ Education and Training Advisory Board
  Complete Education and Training Advisory Board tasks and participate on conference calls.

➢ 21st Century Commission
  Complete Commission tasks and participate on conference calls

➢ Competencies Review Task Force
  Complete work as assigned by the task force and participate on conference calls.

➢ Faculty Forum Planning Committee
  Participate on conference calls, and help to plan logistics for meeting in Minneapolis.

➢ AMTA Annual Conference
  Produce Exhibit Prospectus
  Solicit exhibitors/advertisers/sponsors for 2019 Conference in Minneapolis, MN
This report is an update of the 2018 conference. This is followed with information about our upcoming conferences in 2019, 2020 and possibilities for 2021 and 2022. A discussion of the current state of affairs in the hospitality industry and partnerships.

2018 Conference Highlights:
- $1,321 Paid Attendees
- 299 comps (includes professionals and students)
- 1620 attendees
- We continued later starting times for regional meetings and concurrent sessions
- Celebrated (30 years) Andrea Farbman
- CEU – Paper certificates were handed out. We will continue to look for ways to streamline the process.
- Sponsorship – Cash $33,874.25 and In-Kind $15,000 (Total: $48,874)

The 2018 conference was a difficult one for the staff, however, the conference reviews by the attendees were very good. The sessions, art room, Latin dance and the Kechi concert received rave reviews. Thank you to Kristen and Wendy who worked with me through a very difficult time as we all mourned the loss of Al.

2019 Conference
This year’s conference is titled “Innovate, Integrate, Motivate”. It will be held at the Hyatt Regency Minneapolis, November 21st to November 24th. This is a larger hotel than we utilized previously for our 2003 conference in Minneapolis. It is located in the heart of downtown Minneapolis along Nicollet Mall and offers over 105,000 square feet of event space, including four large ballrooms, 34 meeting rooms, and flexible breakout space.

We have had one site visit this year to Minneapolis and plan to have a second one in September. We are having a CPR and First Aid session, Yoga, Latin Dance and the Art Room again. Instead of a Cabaret this year we are having a Trivia game night.

Sponsorship for 2019 is going well – we already have $17,200 (cash) and $11,000 (in-kind). Our sponsors so far - CARF, CBMT, The Suzanne Holmes Hodder Legacy Fund & League Aires, Department of Music and Arts Technology @IUPUI, AMTAS, Music Together Worldwide, Remo, Inc., West Music Company, Yamaha, Helms Briscoe, Each One Counts Foundation and the Mayo Clinic.

Kristen, Wendy and I continue to meet weekly to make this conference a success. See the VP and VP Elect reports for more details.

2020 Conference
We have a signed contract for 2020 with Harrah’s in Atlantic City. The conference dates are November 17th – November 22nd. We look forward to bringing the conference back to the Mid-Atlantic region after a 21-year hiatus. More information on this award-winning hotel can be found at http://www.digital.meetingstoday.com/meetingstoday/september_2017?pg=60#pg60

2021 – 2022 Conference Possibilities
I visited the Hyatt this past spring in Jacksonville, FL and I’m presently working on a contract with them. They were flooded about 2 years ago after a hurricane and have totally redone the bottom floor. They’ve
also added a steak restaurant in the hotel and are redoing the front of the hotel (outside). Restaurants have also been added behind the hotel. We were last in the Southeastern Region in 2014.

In 2018 I participated in a FAM in Albuquerque, NM. I am reviewing a contract now for 2021 or 2022. The American Art Therapy Association has had a few conferences in Albuquerque and they are about the same size as us. There are two hotels that would fit our conference-- the Hyatt and the Doubletree. We would also use the conference center for most of the meetings and sessions. They are offering a very good deal with incentives for the conference center. Southwest does fly to New Mexico. The hotels are located downtown within walking distance of the conference center and places to eat. It is a very good destination for those looking to make it a vacation and bring their families.

I have a site visit planned for June 11th and 12th in Grand Rapids Michigan to see if it is a good fit for us in the future.

**Hospitality Industry and Conferences:**

- Hotels are enforcing contract clauses that penalize buyers for not meeting room blocks and food and beverage minimums.
- Demand is still growing faster than supply, meaning less availability and more difficulty in finding suitable properties.
- Increases are also being seen in food and beverage minimums. All-space holds are rare now with hotels booking evening events with other clients.
- One new trend is that we have to constantly protect our space. We view this as an opportunity to get better and more space, but now more time is spent in the early phases of conference planning in defining the actual space we need and what we actually have. This impacts developing a schedule for placement of sessions. As mentioned before, the days of 24 hour holds on meeting space and the corresponding easier placement of sessions into meeting rooms are over.
- The conference team continues to deal with extra and increased charges from hotels, from electricity to Wi-Fi.

The news about the hotel industry presents financial challenges for AMTA and other associations looking to stay within a reasonable budget. We are taking a strategic approach to dealing with what can only be described as a difficult market to work in. This includes looking at cities where there are more new hotel rooms than the average 2% increase in hotel rooms that is expected in most markets. We also are exploring the benefits of multiyear deals, which may offer bargain rates and extra concessions. We negotiate fiercely and constantly to avoid additional charges, such as resort fees and fees for podiums and other expenses. Hotel rates in first tier cities, such as New York, Chicago, and Baltimore, are way too expensive for AMTA to consider for future conferences. With hotels reporting 85% transient or business stays, rates in these areas look to remain well over $250+ per night without taxes and fees or nearing $300+ per night with fees. Our research has focused on second tier cities that have reasonable accessibility to airline travel and that offer additional incentives and a high meeting room ratio.

**PARTNERSHIPS**

- We continue to work with our spokesperson, Renée Fleming
- Continuing collaboration with Alyssa Janney from Remo to promote music therapy
- We are also working with Lori Frazier, Yamaha’s keyboard consultant. Yamaha provides keyboards and acoustic guitars.
- Continued collaboration with Blue Star Connection organization.
- We are looking to have participants from NIH for our 2020 conference
Overview

❖ Daily utilization of FiscalNote platform to facilitate oversight of federal and state legislative and regulatory activity that impacts music therapy practice and access to services
❖ Direct advocacy efforts with federal and state legislators, federal and state agency officials, national and state healthcare and education organizations; and national and regional third-party payers regarding the provision of music therapy services
❖ Collaborate with CBMT on the implementation of the AMTA and CBMT State Recognition Operational Plan, assisting state task forces with national initiative
❖ Respond to time-sensitive requests from state and federal legislators and agency staff
❖ Network with policy staff and volunteers from other healthcare profession and education organizations
❖ Collaborate with Chairs of AMTA Committees on projects that impact policy and contribute to advocacy activities
❖ Provide public policy and reimbursement technical assistance, guidance, and support to clinicians, educators, students, healthcare and education facility administrators, consumers, and media
❖ Co-Chair Government Relations Committee and Reimbursement Committee
❖ Assist with development and editing of AMTA documents and communications
❖ Represent AMTA with accreditation organizations

National Advocacy

(Please refer to Rebecca Preddie’s report for a complete update on federal news)

• American Speech-Language-Hearing Association (ASHA): Meeting and subsequent email communication with ASHA CEO-Arleen Pietranton, State Advocacy Director-Janet Deppe, Director of Federal and Political Affairs-Brian Altman, Lee Grossman (AMTA) and Dena Register (CBMT) regarding state recognition legislative language; Review of ASHA concerns; Amendment language presented; Discussion of music therapy reimbursement practice; Language negotiation; Request for website changes to reflect accurate information; Continue to pursue compromise language for use in 2020 legislative sessions

• 2019 Arts Advocacy Day (AAD) sponsored by Americans the Arts: Represented AMTA as National Partner on Legislative Planning Committee; Served as Chair of Arts in Health and Arts and the Military Subcommittees; Led preparation of Arts in Health Issue Brief and Arts and the Military Issue Brief; Prepared AMTA letter to Congress included in AAD handbook; In collaboration with representatives from the American Art Therapy Association and the National Organization for Arts in Health, prepared and presented Arts in Health and Arts and the Military breakout sessions during Arts Advocacy Day

• National Hospice and Palliative Care Organization (NHPCO): AMTA and CBMT shared an exhibit booth at the NHPCO National Leadership and Advocacy Conference in Washington, DC.

• Kennedy Center REACH: Communication with Kennedy Center staff regarding Sound Health presentations during REACH Opening Festival in September 2019; In collaboration with AMTA Senior Policy and Research Advisor, Barb Else, provided suggested list of potential music therapy speakers
State Advocacy

The AMTA and CBMT State Recognition Operational Plan has supported advocacy efforts in 47 states over the past 14 years. A total of 36 states have introduced some form of music therapy legislation. Over 300 music therapists have participated as Task Force members at the state and regional level. In 2019, 14 states have included recognition of music therapy in introduced legislation or bill drafts.

Successful collaboration continues with CBMT Regulatory Affairs Advisor, Dena Register and Regulatory Affairs Associate, Kimberly Sena Moore. Along with AMTA’s Senior Federal Policy and Programs Analyst, Rebecca Preddie and part-time Government Relations Specialist, Maria Fay, our “national team” is now known as “JuDenBerLiaCa”.

Advocacy-At-A-Glance 2019

- Fourteen states (CA, FL, IA, IL, MI, MN, MO, NJ, NY, PA, SC, TX, VA, WA) filed/filing legislation.
- Twenty states and two regions hosted Hill Days, advocacy trainings, or presented testimony at legislative hearings, involving over 300 music therapists, students, and music therapy advocates.
- The national team presented live and/or virtual advocacy trainings for eight states and two regions.
- Conducted 8th annual Social Media Advocacy Month - Take 10 for Music Therapy Advocacy.
- Update of task force document jump drive to be used at Hill Days and other advocacy events, with new AMTA Code of Ethics.
- Kimberly Sena Moore and Dena Register hosted an Advocacy Academy in Austin, TX in January, to train advocates in various parts of the state to connect with legislators in home districts. The Academy was followed by visits at the Texas State Capitol.
- Over 100 task force calls and communication with 41 states, with increased frequency of calls for states with active legislation or advocacy trainings/events.
- Continue to respond to opposition from the Speech-Language-Hearing Association (ASHA) in various states, but reference to national efforts to seek compromise language has been helpful in some states.
The first chart below provides highlights from states that have drafted, introduced, or advocated for active music therapy legislation in 2019. The second chart highlights states that have been active in addressing state regulatory activity in 2019. Although other states continue to meet and complete operational plan objectives, these charts focus on the intense activity involved in communicating with state officials, supporting legislation, and monitoring regulations that directly impact music therapy practice.

### 2019 Legislation

<table>
<thead>
<tr>
<th>STATE</th>
<th>BILL NUMBER</th>
<th>RECOGNITION</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALIFORNIA</td>
<td>AB 1540</td>
<td>Regulatory Definition</td>
<td>Passed Assembly; Referred to Senate Committee on Business, Professions and Economic Development; CBMT provides funding for lobbyist</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>SB 1518</td>
<td>Inclusion of MT as a treatment option for veterans</td>
<td>Provides funding for alternative treatments, including music therapy through the Department of Veterans’ Affairs; Passed House and Senate; CBMT provides funding for lobbyist</td>
</tr>
<tr>
<td></td>
<td>HB 501</td>
<td>Reimbursement Regulations</td>
<td>Coordination with WellCare Health Plans regarding expanded benefit that includes music therapy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inclusion in State Medicaid program</td>
<td></td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>SB 1198</td>
<td>License</td>
<td>Introduced; Not heard in Committee; Carryover to 2020</td>
</tr>
<tr>
<td>IOWA</td>
<td>HSB 60</td>
<td>Title Protection</td>
<td>Introduced; Passed House; Passed Senate Subcommittee; Carryover to 2020; CBMT provides funding for lobbyist</td>
</tr>
<tr>
<td></td>
<td>HF 419</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MINNESOTA</td>
<td>SF 330</td>
<td>License</td>
<td>Introduced; Not heard in Committee; Carryover to 2020</td>
</tr>
<tr>
<td>MISSOURI</td>
<td>HB 1037</td>
<td>License</td>
<td>Introduced; Not heard in Committee</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>A 2183</td>
<td>License</td>
<td>Passed Assembly 4/12/18; Not yet heard in Senate; Communicating with other creative arts therapists in state as Dance/Movement and Drama Therapy Licensure bill received conditional veto from Governor; Awaiting legislature vote on veto to determine plan of action</td>
</tr>
<tr>
<td></td>
<td>S 1687</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW YORK</td>
<td>S 3386</td>
<td>License</td>
<td>Introduced to license professional and clinical music therapists, using a tiered system. LPMT for those with a Bachelor’s degree and LCMT is for Master’s level or advanced level practitioners (includes provision for LCAT MTs with bachelor’s degree, bachelors level MT-BCs, and individuals on NMTR with more than 10 years of clinical experience); MAR provides funding for lobbyist</td>
</tr>
<tr>
<td></td>
<td>A 4272</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PENNSYLVANIA</td>
<td>HB 314</td>
<td>License</td>
<td>Introduced in House; Awaiting introduction in Senate</td>
</tr>
<tr>
<td>SOUTH CAROLINA</td>
<td>H 4150</td>
<td>License</td>
<td>Introduced; Not heard in Committee; Discussion of possible change to Registry; Carryover to 2020</td>
</tr>
<tr>
<td></td>
<td>S 472</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXAS</td>
<td>HB 787</td>
<td>Study Bill</td>
<td>Passed House 4/18/19; Not yet heard in Senate</td>
</tr>
<tr>
<td></td>
<td>SB 539</td>
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</tbody>
</table>
VIRGINIA

SB 1547 License Title Protection Study Bill

Licensure bill amended in Senate to 1-year title protection and study bill; Amended in House to study bill only; Signed by Governor 3/21/19; TF completed Sunrise Application; Preparing for public testimony

WASHINGTON

SB 5485 License

Passed Senate; Amended to state certification in House with unacceptable restrictions requested by State ASHA lobbyist; Pulled bill back to Senate Rules Committee for 2020; Working with House Committee Chair to reconsider language

Regulatory Language and Additional State Advocacy

<table>
<thead>
<tr>
<th>STATE</th>
<th>ISSUE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARKANSAS</td>
<td>Music therapy and the MT-BC are listed in the counseling regulations, indicating that in order to practice music therapy in the state, one must be a licensed counselor.</td>
<td>National team communicating with Counseling Board requesting clarification and changes to inaccurate regulatory language.</td>
</tr>
<tr>
<td>COLORADO</td>
<td>Continued efforts to seek state recognition</td>
<td>Completed third Sunrise Application; Multiple meetings and music therapy visits arranged with staff from state Department of Regulatory Agencies (DORA) reviewing the application</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>Follow-up on 2017 Licensure Bill Communication with Potential Boards</td>
<td>Continued communication with Board of Professional Counselors and Therapists’ Executive Director; Preparing application (similar to Sunrise Review) for consideration of placement under Board of Physicians’ Allied Health Practitioners</td>
</tr>
<tr>
<td>NEBRASKA</td>
<td>Removal of music therapist as service provider in special education regulations; Requiring teacher certification or state license to apply and be reimbursed</td>
<td>Communication with Government Relations Director for National Association of State Directors of Special Education (NASDSE), State Special Education Director, local district special education directors, and music therapists providing services; Considering a potential call-to-action to request assistance from state legislators</td>
</tr>
</tbody>
</table>

Planning Ahead

- Continue communication with national ASHA staff to negotiate compromise legislative language and website revisions.
- AMTA and CBMT to staff joint exhibit during National Conference of State Legislators (NCSL) in Nashville, TN, August 5-8, 2019.
- Explore outreach with the National Assembly of State Arts Agencies during National Leadership Institute in September 2019 (RI) as it relates to this groups’ Arts and Health Care Initiatives, coordinating with RI TF Chair.
- Explore AMTA and CBMT exhibit opportunity during Council of Administrators of Special Education (CASE) and National Association of State Directors of Special Education (NASDSE) Joint Conference in October 2019.
- Draft letter to educate music therapists about compliance with state regulatory requirements.
- Examine possibility of hosting a national Hill Day in DC.
- Anticipate possible request for legislative consultant support in Colorado and South Carolina.

Government Relations Committee (GRC)

Full Committee Overview included in Council Coordinator’s Report
Reimbursement Committee

Full Committee Overview included in Council Coordinator’s Report

Presentations/Meetings

Advocacy Webinar and Virginia Hill Day, Richmond, VA: Facilitated online advocacy training for clinicians and students in VA; Attended VA Hill Day; Visited with several state legislators to discuss state licensure bill; Provided guidance to participants

Washington Hill Day, Olympia, WA: Along with Dena Register, provided Hill Day training and support; Met with state occupational therapy lobbyist to resolve opposition concerns

Advocacy Webinar, Team Leader Training and New York Hill Day, Albany, NY: Along with Dena Register and Maria Fay, presented a webinar for all participants, a 3-hour advocacy training for team leaders, and support for Hill Day

Advocacy Training and Texas Hill Day, Austin, TX: Kimberly Sena Moore and Lee Grossman contributed to training and Hill Day events during SWR Spring Conference

Advocacy Training and South Carolina Hill Day, Columbia, SC: Along with Dena Register, presented 3-hour training and support for Hill Day in conjunction with SER Spring Conference; Met with key Legislative Committee leadership to discuss music therapy licensure bill

Advocacy Training and Florida Hill Day, Tallahassee, FL: Along with Dena Register, presented training and support for Hill Day; Met with bill sponsor and reviewed bill strategy

NCCATA Government Relations Virtual Meeting: Presented state recognition information to NCCATA members and GR representatives; Responded to questions about AMTA and CBMT’s collaborative initiative; Offered suggestions for future communication among the Creative Arts Therapies Associations regarding state advocacy projects

Advocacy Training and Wisconsin Hill Day, Madison, WI: Along with Dena Register, presented 3-hour training and Hill Day support; Discussed advocacy challenges in the state and process for creating a state task force

Support Services

In addition to managing AMTA government relations activity on the federal and state levels, a significant amount of time is dedicated to responding to member and general public calls and emails covering a wide range of practice issues. Individual requests from educators, clinicians, students, potential employers, related healthcare and education professionals, consumers, government officials, and media representatives include:

- Review of public relations opportunities and assistance with presentation preparation
- Regulatory language support for service access
- Reimbursement options, including procedures specific to work settings and client diagnoses
- Liability insurance requirements and providers
- Impact of federal and state agency actions on music therapy practice
- Recommendations for responding to cases of misrepresentation of the profession
- Opportunities for advocacy through exhibits at related conferences
- Self-employment business development resources
- Assistance accessing IEP-based and programmatic services in special education

Future Priorities

- Work with Rebecca Preddie, monitor and respond to federal and state legislation and regulations that impact music therapy practice
- Work with Maria Fay, AMTA’s Government Relations Specialist, Dena Register, CBMT’s Regulatory Affairs Advisor, and Kimberly Sena Moore, CBMT’s Regulatory Affairs Associate, to implement state recognition operational plan and complete the 2019 Planning Ahead activities listed above
• Implement digital advocacy campaigns using **VoterVoice** platform through **FiscalNote**
• Determine feasibility of national Music Therapy Hill Day in 2020, separate or in connection with national Arts Advocacy Day
• Update PR materials and TF resources for state and federal advocacy projects (i.e., maps, handouts, etc.)
• Facilitate reporting of regional advocacy income and expenses for annual AMTA 990
• Investigate alternative liability insurance options for music therapists
• Co-Chair the Reimbursement Committee and encourage involvement in outlined tasks
• Co-Chair the Government Relations Committee, assisting regional and state representatives with occupational regulation issues
• Assist with state advocacy and reimbursement continuing education presentations
• Collaborate with other AMTA Committees on projects related to advocacy
• Follow and network as needed with other arts groups (Americans for the Arts, National Standards Board for Therapeutic Musicians (NSBTM), National Organization for Arts in Health (NOAH), University of Florida Arts in Medicine Program, etc.)
• Represent AMTA with the Joint Commission and CARF
• Provide staffing assistance with association consultants and high-level projects
Overview

- Responsible for National Representation of AMTA, including meeting attendance for numerous Washington, DC-based coalitions; monitoring, recommending, coordinating, and implementing organizational Federal advocacy strategies
- Involved in raising Congressional and Federal Agency awareness of the efficacy of music therapy services.
- Educate AMTA members on advocacy issues of national significance while simultaneously engaging them in the advocacy process.
- Generate content and facilitate postings for advocacy sections of AMTA website.
- Serve as Co-Chair of AMTA Government Relations and Reimbursement Committees.
- Facilitate effective, AMTA-specific use of FiscalNote
- Responsible for the administration of the Arthur Flagler Fultz Fund and the Clinician Based Grant

National Representation

- FiscalNote: Communication with FiscalNote account managers, representatives, and other members of the implementation team to initiate AMTA user profile configuration; Participation in online trainings designed to inform users of FiscalNote software capabilities; attend VoterVoice trainings. VoterVoice allows FiscalNote users to create advocacy campaigns tailored to the needs of each state.

Coalitions

In addition to the coalition work outlined in this report, the AMTA Government Relations department is consistently evaluating new opportunities to collaborate. Coalition participation allows for organizations to work cooperatively and nurture existing relationships. Adjusting to ongoing staff and policy changes within the current administration sometimes correlates to a shift in advocacy strategy for coalitions, which may impact the relevancy of the work of a particular coalition as it relates to music therapy practice and the clients we serve. In addition to regular relevancy evaluation, there is also a cost/benefit analysis that is considered prior to making a decision to participate with particular coalitions.

- Consortium for Citizens with Disabilities (CCD)—Task Force Participation:
  - Health Task Force –
    - Updated “Principles for Health Care Reform from a Disability Perspective,” for use in ongoing advocacy efforts.
    - Continued advocacy around various facets of the Affordable Care Act (ACA) focused on protecting vulnerable populations, including statements focused on: the sale of individual health insurance coverage across state lines; importance of preserving essential health benefits; increased consumer transparency; patient navigator program standards, among other issues.
    - An ongoing issue for the Health Task Force continues to be supporting federal and state efforts to ensure that existing essential health benefits packages cover critical benefits for people with disabilities such as behavioral health services, habilitation and rehabilitation services, and durable medical equipment, prosthetics and orthotics.
  - Veterans Task Force –
    - Continues work to support and increase access to VA’s specialized health care services, including spinal cord injury/disease care, blinded care, poly-trauma care, and mental health care.
    - Support of the proposal to establish a Disabled Veteran Program within the U.S. Department of Labor’s (DOL) Veterans’ Employment and Training Service (VETS).
    - Support of the Real Emergency Access for Aging and Disability Inclusion (REAADI) in Disasters Act.

✓ Submitted letter of support for adequate appropriations for Fiscal Year 2020 funding for programs authorized by the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) and State Assistive Technology Programs.

- **Health Professions Network (HPN):** HPN is a national alliance representing health care professional associations interested in interdisciplinary communication, discussion, and collaboration. Its spring 2019 conference titled, “Industry Impact on Healthcare and the Workforce” was held April 3-5th, in Cincinnati, OH. AMTA currently serves as HPN Treasurer, Advocacy Committee Chair, and holds an elected position on the Board of Directors.

- **National Alliance for Specialized Instructional Support Personnel (NASISP):**
  ✓ This year marks the first time there has ever been a bicameral, bipartisan SISP Appreciation week resolution.
  ✓ Congressman Dave Loebsack (D-IA), introduced (H. Res. 298), recognizing April 1st-5th, 2019 as National Specialized Instructional Support Personnel Appreciation Week. Rep. Loebsack also issued a “Dear Colleague” letter to other representatives of Congress, resulting in multiple cosponsors. Senator Margaret Hassan (D-NH), was the sponsor of the SISP resolution in the Senate (S.Res. 181), which also acknowledged SISP Appreciation Week.
  ✓ Implemented a week-long Social Media campaign to raise AMTA member awareness during SISP week.
  ✓ Closely monitoring developments with the funding and support of Title IV funding. Title IV.A is authorized at $1.6 billion through FY 2021. SISP are currently designated as being able to access Title IV funds through the Student Support and Academic Enrichment (SSAE) grant program (Title IV A of ESSA).
  ✓ Completed collection and compilation of research from member organizations. NASISP research document is now revised and posted on the new NASISP website.
  ✓ New website launched March 2019.

- **IDEA Full Funding Coalition:** The IDEA Full Funding Coalition worked to garner bipartisan, bicameral (Senate and House) support for the IDEA Full Funding Act. AMTA signed on to the coalition support letter. Press release: https://www.vanhollen.senate.gov/news/press-releases/van-hollen-roberts-introduce-bipartisan-bicameral-legislation-to-fully-fund-special-education-

- **Disability and Rehabilitation Research Coalition (DRRC):**
  ✓ DRRC involved in FY2020 appropriations advocacy for National Institute of Health, Administration for Community Living, and the Center for Disease Control and Prevention.
  ✓ Continued advocacy and engagement with the NIH regarding implementation of the 21st Century Cures Act.

- **Nondefense Discretionary Coalition (NDD United):** Ongoing work to urge a balanced approach to deficit reduction and advocacy for no additional cuts to discretionary programs. Engaged in recent advocacy in support of proposal from House Budget Committee Chairman Rep. John Yarmuth (D-KY), that raises defense and nondefense discretionary (NDD) spending caps for FY 2020 and 2021, with the nondefense discretionary caps being raised by $88 billion to $631 billion for fiscal year 2020 (5.7 percent over 2019). AMTA is one of 3,200 organizations supporting this effort.

- **Georgetown University Center for Children and Families – Waiver Task Force:** Actively monitoring Medicaid waivers in all 50 states. Increased activity due to recent proposals for changes to Medicaid eligibility requirements.
  ✓ Recent letter to HHS Secretary Alex Azar raising concerns about the harm of work requirements for children and families, particularly in states that have not expanded Medicaid:
• **2019 Brain Injury Awareness Day:** AMTA once again exhibited at the 2019 Brain Injury Awareness Fair, a yearly event convened by the Congressional Brain Injury Task Force (Chair Rep. Bill Pascrell, D-NJ-09). The event is designed to raise awareness and educate Members of Congress about brain injury—including its incidence, prevalence, prevention and treatment.

• **2019 Inaugural Developmental Disability Awareness Month Resource Fair:** “Nothing About Us Without Us: Collaborating with Developmental Disabilities Advocates.” Staffed AMTA booth, displayed relevant association resources, and networked with attendees.

**AMTA Website – Policy/Reimbursement Section**

Recent redesign and update of the advocacy and reimbursement sections of the AMTA website. Introduction of new content; Monitor related news for potential posting; Assist with revisions; Generate current advocacy project announcements. Recent updates include:

- 2019 CPT® Codes (Fact Sheet)
- CPT® Code Modifiers (Fact Sheet)
- National Provider Identifier (Informational Flyer)
- Insurance Verification, Coding, and Benefits (Reimbursement Committee Webinar)
- HIPAA Basics – (Webinar)

**Acknowledging the current political climate in Washington, DC, AMTA has been actively advocating for the music therapy profession and the clients served through a variety of networks. Now more than ever, it is of the utmost importance to ensure that the music therapy profession has a “seat at the table” during policy discussions that impact healthcare and education issues.**

**Networking conducted through monthly, bi-monthly, or quarterly conference calls/meetings/webinars:**

- Health Professions and Nursing Education Coalition (HPNEC)
- National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSERS)
- Coalition to Preserve Rehabilitation (CPR)
- Habilitation Coalition (HAB)
- Friends of CDC's National Center on Birth Defects and Developmental Disabilities (NCBDDD)

**Monitor via Email – Newsletters/Magazines Online**

- Federal Register
- American Association of Intellectual and Developmental Disabilities
- Agency for Healthcare Research and Quality (AHRQ) Daily Digest
- Americans for the Arts
- Education Weekly
- American Association on Health and Disability
- National Center for Complementary and Integrative Health
- Independence Through the Enhancement of Medicare and Medicaid (ITEM) Coalition
- Congressional Quarterly
- Washington Weekly Wire
- American Health Line
- Roll Call
- The Hill
- Politico
- National Association of States United for Aging and Disabilities
- American Congress of Rehabilitation Medicine (ACRM)
- National Initiative for Arts and Health in the Military
**Government Relations Committee**

Full Committee Overview included in Council Coordinator’s Report

**Reimbursement Committee**

Full Committee Overview included in Council Coordinator’s Report

**Grants Coordinator**

AMTA is responsible for the administration of two grants:

- **Arthur Flagler Fultz Research Award**: Award guidelines and all applicable forms were reviewed and revised with input and consultation from Fultz Chair, Michele Forinash and AMTA Sr. Research Consultant, Barb Else. New guidelines posted in February 2019. This year marks the 20th Anniversary of the Fultz Award.

- **Clinician Based Grant**: Award granted in March 2019.

**Future Priorities**

- Continue to Educate AMTA members about advocacy opportunities in response to White House administration, federal agency, and Congressional activity.
- Co-Chair the Reimbursement Committee and encourage member involvement in outlined tasks.
- Co-Chair the Government Relations Committee, assisting regional representatives with state and federal advocacy.
- Update and Maintain Advocacy/Reimbursement Sections of AMTA Website.
- Continued integration of FiscalNote and VoterVoice software into the ongoing operations of AMTA’s Government Relations Department.
- Ongoing collaboration with the National Team regarding the intersection of the State Recognition Operational Plan and federal level advocacy.
- Explore official membership in Mental Health Liaison Group and Title-IV Coalition.
- Increase communication with state task forces about Medicaid Section 1115 waivers and opportunities to participate in information collections.
- Present concurrent session on AMTA Federal Advocacy during 2019 AMTA National Conference in Minneapolis, MN.
- Serve as the Health Professions Network organizational Treasurer, elected Board Member, and Chair of the HPN Advocacy Committee.
- Participate in various Washington, D.C. based coalitions.
Listed below are the scholarships currently being administered by the AMTA Scholarship Coordinator in the 2019 calendar year. This list represents a total of (17) possible awards granted at student and professional levels--

**Student Opportunities:**
- E Thayer Gaston Research Competition (1 award) *deadline pending*
- Edwina Eustis Dick Scholarship for Music Therapy Interns (2) *deadline passed/awards granted*
- Brian & Cathy Smith Memorial Fund (1) *deadline passed/not granted*
- Christine K Stevens Development Scholarship (2) *deadline passed/awards granted*
- AMTA Student Conference Scholar (2) *deadline pending*

**Professional Opportunities:**
- Anne Emery Kyllo Professional Scholarship (3) *deadline pending*
- Florence Tyson Scholarship (1) *deadline pending*
- AMTA Conference Scholar/Past Presidents’ Conference Scholar (5) *deadline pending*

Many thanks to **Suzanne Heppel**, Chair of the AMTA Scholarship Committee, for her help in assigning reviewers and coordinating scoring results. Many thanks, also, to **Andrea Dalton**, Regional President Representative, for her help in securing a robust pool of reviewers. I am extremely appreciative of the assistance of both of these experienced AMTA members, in helping me acclimate, as I assume the role of Scholarship Coordinator. Thank you also to my colleague, **Rebecca Preddie**, the former Scholarship Coordinator, for her continuous accessibility, support and guidance, as I learn my way through this process.
FINANCIAL STATEMENTS AND REPORTS
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1. Treasurer’s Report

2. April 30, 2019 Balance Sheet and Year-To-Date Statement

3. FY 2020 Budget Revenue & Expense Worksheets
1. Treasurer’s Report
Edward Kahler, II, PhD, MT-BC
June, 2019

Since the 2018 National Conference, we have had several changes within the AMTA. Dr. Alicia Clair stepped down as Treasurer as of December 31, 2018. I was appointed Treasurer by President Weldon-Stephens and approved by the Board of Directors in January 2019. In addition, as we all know, Lee Grossman assumed his new role as Executive Director in January 2019. Before I move on to the report, allow me to extend my sincere appreciation to Drs. Clair and Farbman for the excellent training I received during the 2018 calendar year. I also am thankful and humbled by the appointment by President Weldon-Stephens and the support I have received by the entire Board of Directors.

The AMTA budget process remains very fluid and dynamic. The numerous intricacies involved with managing the monthly revenues, expenses, and monitoring the overall status of the budget is time consuming and extensive. Mr. Grossman and I have had numerous phone calls over the last five months to discuss the budget, current revenue and expenditure trends, and the challenges he has had to get a firm grasp on the AMTA budgeting process. However, as we went through this process, Mr. Grossman has determined some changes within the AMTA budgeting operation that will allow the office staff and reports to be more efficient. Those changes will be shared in subsequent reports as they are presented to the BOD for approval.

Year-to-Date Status of FY 2019 as of 4/30/19

The FY 2019 Budget includes budgeted income of $1,874,000 and expenses of $1,956,500 with a deficit of ($82,500). It is difficult to accurately project the final end of year net income.

Please note: The expenses tied to Raffa will be taken from reserves and shown only in the balance sheet adjustment. At that time, there will be a decrease in reserves and an increase in the checkbook. The FY18 Audit confirmed that monies expended for Raffa services in the last fiscal year were indeed taken from reserve account.

Revenues

As of the April 2019 financial statements, the total revenues are $1,728,885. This is roughly 1.5% less in revenue than last year this time. I will address some of the major variances in revenues compared to last year.

Membership: It is important to note that revenue from membership dues is very similar to last year. Overall total membership numbers are down by 68 from last year this time. As of April, there is only a ($5,253) variance compared to last year. I received information from National Office in May 2019 that our overall membership numbers are down 2%, but we do have a 2.5% increase in professional membership. We need to keep in mind that we have not had a dues increase since 2015. Membership numbers as of May 1 compared to the same time last year:

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliate members</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Associate members</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Grad Student members</td>
<td>327</td>
<td>335</td>
</tr>
<tr>
<td>Honorary Life members</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Inactive members</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Life members</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Patron members</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Professional members</td>
<td>2017</td>
<td>2,068</td>
</tr>
<tr>
<td>Retired members</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>Student members</td>
<td>853</td>
<td>728</td>
</tr>
<tr>
<td>Total</td>
<td>3,330</td>
<td>3,262</td>
</tr>
</tbody>
</table>
Grants/Donations: There is a positive $38,068 variance in grants and donations from last year this time. There has been the addition of the new Farbman Fund this year. In addition, a $80,306 refund from the Dallas Hotel accounts for a majority of the $130,844.

Subscriptions – Income from OUP partnership for subscriptions and income for the Journal of Music Therapy and Music Therapy Perspectives continues to be positive. There is a current $20,884 increase from Subscriptions as was reported last year this time.

Conference/Institutes: There is a decrease in revenue in these two categories compared to last year. There is a ($88,690) variance from last year in Conference revenue and a ($7,690) variance in Institute revenue. For FY 19, we were $18,407 less for conference revenue than budgeted. It was projected last year that there would be a decline in Overall Conference Net Income by moving away from the middle of the country.

Expenses
The overall expenses are up roughly 12.5% compared to last year this time. The overall expenses as of the April 2019 financial statement is $1,813,553. Again, I will address some of the major variances in revenues compared to last year.

Payroll – The variance in this line from last year is an increase of $40,683. This includes the amount approved by the Board of Directors for Dr. Farbman’s departure and several raises for National Office staff. Although the variance is large, we still are $141,921 less our budget for this line item.


The Bruscia text Early Theoretical Writings on Music Therapy: 1951 – 1960 has been printed and is available. All proceeds will go to the AMTA Archive line item. The text has already produced revenue of $608 for the AMTA Archives.

Honoraria – This category is showing a $24,231 expenditure. It was in this category that AMTA placed Raffa expenses.

Travel and Lodging – The variance in this category compared to last year is an increase of $56,621. The total expenses to date for Travel and Lodging is $162,154 which is $42,154 over the budgeted amount. In addition to the normal expenses incurred in this line item, additional expenses include the approved face-to-face meeting of the Ethics Board retreat and the expenses incurred by the Transition Committee.

Financial Services – These fees continue to increase especially with the change in accountant and AMTA Executive Director (ED). There has been an increase in the amount of time needed for the ED to spend with the new accountant. The variance in this line item from last year is an increase of $10,492.

Legal – This line item reflects the amount of time needed to obtain the necessary legal advice. The variance from last year is an increase of $13,130.

As of April 30, with more than 3/4 or 75% of the fiscal year having transpired, AMTA has achieved 91.6% of our budgeted income and expended 92% of our expenses. Wilson Trust expenses of $41,375 are included as an expense on the budget, but will be reimbursed by the restricted fund during the audit.
Discussion of Draft FY 2020 Budget

• Overview: FY 2020 includes $1,888,500 in Revenue (0.78% or $14,500 increase over last year) and $1,950,000 in Expenses (0.3% less or $6,100 decrease over last year), resulting in a deficit of ($61,500) which is less than 3% of the total FY 20 budget. Below are the major line items under revenue and expenses.

• FY 2020 Budget Assumptions—Revenue Summary

1. MEMBERSHIP DUES: At the end of April 2019 we were $5,253 less in membership revenue from last year at that same time. In the same time frame, we were $72,126 short of the budgeted amount. As of May 2019, we are $3,126 less in membership revenue from last year. As of May 2019, we are $57,034 short of the FY 19 revenue budget. Although we ended FY 18, with $761,592 in total membership revenue, I recommend keeping the $760,000 as our budgeted revenue amount. We need to find some very specific ways to increase our revenue.

2. REGISTRATION: The decrease in this revenue source is supported because we are entering our last year of the NMTR.

3. GRANTS & DONATIONS: This decrease is supported because we are moving the conference hotel refund (Rebate) that has been placed here to a conference revenue line item. It is more reflective of what Grants and Donations produce.

4. PUBLICATIONS: This increase is supported because we expect the three new publications to do well with this first full year of availability.

5. CONFERENCE: This increase is supported by a modest increase in the overall revenue plus the movement of the conference hotel refund (Rebate) to a line item under Conference.

6. CMTEs & INSTITUTES: The marketing of conference CMTEs, Trainings, and Institutes has changed for the 2019 conference. All non-concurrent sessions are called “Add-on Intensive Courses” ranging from 3 to 31 CMTE credits. It is hoped with this new change will produce a slightly greater revenue.

7. SUBSCRIPTIONS: Although we are keeping this projected revenue, we anticipate this continue to increase.

8. ACADEMIC PROGRAMS: This increase in these revenues is supported by the increase in the number of academic programs being approved. We anticipate 87 schools paying the maintenance fee and approximately 3 to 4 new pragmas submitting a proposal.

• FY 2020 Budget Assumptions—Expenses

1. SALARIES: This amount is based on current staff salaries, projecting 10 months of a new Executive Director, and a 5% increase.

2. CONSULTANTS: This is a small increase in case of any additional hours submitted by our consultants. Their hours remain pretty stable from month to month.

3. PAYROLL TAXES & BENEFITS: This has increased to represent 27% of the salaries.

4. FINANCIAL SERVICES: This includes a small increase in this line item. It is anticipated an eventual saving from our accountant due to the implementation of QuickBooks.

5. POSTAGE, DELIVERY & PRINTING: This will remain the same as last year.

6. SPACE COSTS: This is reflected in the cost for rent and storage.

7. PRINTING AND DUPLICATING: This was dropped because there are no anticipated textbooks being printed.

8. TRAVEL & LODGING: This will remain the same as last year.
2. April 30, 2019 Balance Sheet and Year-To-Date Statement
American Music Therapy Assoc.  
Balance Sheet  
April 30, 2019

**ASSETS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount</th>
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<tr>
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<tr>
<td>1015000</td>
<td>M&amp;T Securities - Seattle</td>
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<td>M&amp;T Investments</td>
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<td><strong>Total Current Assets</strong></td>
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<td>1630000</td>
<td>Furniture &amp; Fixtures</td>
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<td>1655000</td>
<td>Accum Dep F&amp;E</td>
<td>(33,808.02)</td>
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<td>1640000</td>
<td>Office Equip</td>
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<tr>
<td>1645000</td>
<td>Accum Dep - Office Equip</td>
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<td>1650000</td>
<td>Leasehold Improvements</td>
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<td>1655000</td>
<td>Accum dep - Leasehold</td>
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<tr>
<td></td>
<td><strong>Total Property and Equipment</strong></td>
<td><strong>10,513.10</strong></td>
</tr>
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<table>
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<tr>
<td>1075000</td>
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<td>1710000</td>
<td>457b</td>
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<td><strong>Total Other Assets</strong></td>
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**Total Assets**

<table>
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<tr>
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<td><strong>Total Assets</strong></td>
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**LIABILITIES AND CAPITAL**

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<td>2050000</td>
<td>Deferred Dees</td>
<td>366,401.96</td>
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<tr>
<td>2080000</td>
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<td>Deferred Conference Revenue</td>
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<tr>
<td>2312000</td>
<td>Accrued pension</td>
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<td>2314000</td>
<td>Accrued Vacation</td>
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<td>2318000</td>
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<td><strong>Total Current Liabilities</strong></td>
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<table>
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<th>Amount</th>
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<tr>
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<td>Liability for 457b</td>
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<td><strong>Total Long-Term Liabilities</strong></td>
<td><strong>127,811.00</strong></td>
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**Total Liabilities**

<table>
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<th>Code</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>3120000</td>
<td>Research Grants</td>
<td>9,831.00</td>
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<td>3134000</td>
<td>Disaster Relief Fund</td>
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<td>3135000</td>
<td>Archives</td>
<td>8,201.40</td>
</tr>
<tr>
<td>3140000</td>
<td>Emily Baumann</td>
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**Unaudited - For Management Purposes Only**
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<th>Account Name</th>
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<td>3115000</td>
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<td>3160000</td>
<td>Ruth Robertson</td>
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<tr>
<td>3501000</td>
<td>Board Designated Funds</td>
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Net Income: (84,560.35)

Total Capital: 642,194.10

Total Liabilities & Capital: 1,210,830.99
## American Music Therapy Assoc.

### Statement of Activities - Compressed Last Year/This Year

For the Ten Months Ending April 30, 2019

<table>
<thead>
<tr>
<th></th>
<th>Last Year Actual</th>
<th>Last Year Budget</th>
<th>This Year Actual</th>
<th>This Year Budget</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership Dues</td>
<td>693,977</td>
<td>740,000</td>
<td>687,824</td>
<td>700,000</td>
<td>(5,253)</td>
</tr>
<tr>
<td>Registration</td>
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<td>(4,860)</td>
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<tr>
<td>Grants &amp; Donations</td>
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<td>60,000</td>
<td>130,844</td>
<td>85,000</td>
<td>38,808</td>
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<td>Special Projects</td>
<td>0</td>
<td>25,000</td>
<td>0</td>
<td>25,000</td>
<td>0</td>
</tr>
<tr>
<td>Sale of Publications</td>
<td>136,033</td>
<td>160,000</td>
<td>137,975</td>
<td>180,000</td>
<td>1,942</td>
</tr>
<tr>
<td>Conference</td>
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<td>511,000</td>
<td>497,593</td>
<td>516,000</td>
<td>(8,690)</td>
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<tr>
<td>E-Courses</td>
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<td>16,950</td>
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<td>CMIEs</td>
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<td>Licenses</td>
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<td>20,884</td>
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<td>1,141</td>
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<td>(383)</td>
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<td>0</td>
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<td>83,500</td>
<td>100,000</td>
<td>83,500</td>
<td>10,000</td>
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<td>Affiliation Dues</td>
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<td>1,722</td>
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<td>Misc. &amp; Returned Item</td>
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<td>0</td>
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<td>Interest Income</td>
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<td>15,000</td>
<td>33,951</td>
<td>40,000</td>
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<td>Wilson Seattle Project</td>
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<td>0</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>1,756,818</td>
<td>1,753,000</td>
<td>1,728,885</td>
<td>1,874,000</td>
<td>(7,933)</td>
</tr>
</tbody>
</table>

| **Expenses**        |                  |                  |                  |                  |          |
| Salaries            | 751,906          | 890,000          | 792,579          | 934,500          | 40,683   |
| Temporary Services  | 0                | 0                | 0                | 0                | 0        |
| Consultant Services | 133,434          | 140,000          | 144,795          | 145,000          | 11,361   |
| Honoraria           | 1,000            | 5,000            | 24,231           | 5,000            | 19,231   |
| Payroll Taxes & Benefit | 114,909      | 135,000          | 133,983          | 220,000          | (11,074) |
| Advertising Expense | 820              | 1,000            | 1,025            | 1,000            | 805      |
| Computer Expenses   | 23,062           | 35,000           | 31,831           | 40,000           | 9,769    |
| Equipment           | 33,685           | 35,000           | 36,313           | 35,000           | 2,282    |
| Financial Services  | 70,188           | 65,000           | 80,880           | 80,000           | 10,492   |
| Legal & Copyright   | 7,345            | 5,000            | 20,475           | 5,000            | 13,130   |
| Insurance           | 9,475            | 10,000           | 8,718            | 10,000           | (757)    |
| Postage & Delivery  | 18,388           | 30,000           | 17,338           | 35,000           | (1,662)  |
| Printing & Duplicating | 28,457         | 35,000           | 50,709           | 70,000           | 31,292   |
| Stationery          | 0                | 0                | 0                | 0                | 0        |
| Film Processing     | 0                | 0                | 0                | 0                | 0        |
| AMTA Products       | 6,158            | 11,000           | 3,922            | 11,000           | (2,236)  |
| Space Costs         | 114,589          | 125,000          | 76,488           | 100,000          | (28,101) |
| Supplies            | 15,334           | 15,000           | 24,567           | 15,000           | 9,833    |
| Dues, CBMT, Pubs & Telecommunications | 11,584        | 12,000           | 11,448           | 15,000           | (136)    |
| Travel & Lodging    | 105,553          | 110,000          | 162,154          | 120,000          | 36,621   |
| Venue & Meeting Cost | 8,881           | 5,000            | 6,312            | 5,000            | 1,311    |
| Dues                | 65,710           | 49,000           | 64,399           | 50,000           | (1,311)  |
| Exhibit Fees        | 17,077           | 8,000            | 12,640           | 12,000           | (4,437)  |
| Archives            | 0                | 0                | 1,258            | 0                | 1,258    |
| Miscellaneous       | 2,477            | 3,000            | 3,894            | 3,000            | 1,417    |
| Thank You & Awards  | 9,790            | 10,000           | 7,213            | 10,000           | (2,787)  |
| Intern Scholarships | 0                | 0                | 500              | 0                | 500      |
| Scholarships        | 32,947           | 23,000           | 26,004           | 23,000           | (6,943)  |
| Wilson Trust Project| 17,063           | 0                | 41,375           | 0                | 24,312   |
| **Total Expenses**  | 1,610,020        | 1,829,000        | 1,813,553        | 1,958,500        | 263,333  |

For Management Purposes Only
<table>
<thead>
<tr>
<th>Net Income</th>
<th>Last Year Actual</th>
<th>Last Year Budget</th>
<th>This Year Actual</th>
<th>This Year Budget</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 146,798</td>
<td>$ (76,000)</td>
<td>$ (84,668)</td>
<td>$ (82,500)</td>
<td>$ (231,466)</td>
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</table>
3. FY 2020 Budget Revenue & Expense Worksheets
REVENUE

Dr. Kahler, AMTA Treasurer, will distribute the **FY 2020 Budget Revenue & Expense Worksheets** to the Board of Directors onsite at the Mid-Year meeting. Please refer to the following section: [Reports Submitted At or After the 2019 Mid-Year Meeting](#), page 211.
EXPENSES

Dr. Kahler, AMTA Treasurer, will distribute the FY 2020 Budget Revenue & Expense Worksheets to the Board of Directors onsite at the Mid-Year meeting. Please refer to the following section: Reports Submitted At or After the 2019 Mid-Year Meeting, page 211.
DIRECTORY OF OFFICIALS
2019 MID-YEAR BOARD OF DIRECTORS’ MEETING
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**Ex-officio member without the right to vote
6/19
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---

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<table>
<thead>
<tr>
<th>Region</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midwestern Region (6)</td>
<td>Andrea Dalton, MA, MT-BC, CharCarol Fisher, MT-BC, Andrew Knight, PhD, MT-BC, Blythe LaGasse, PhD, MT-BC, Kirsten Meyer, MA, MT-BC, Rachelle Norman, MAMT, MT-BC</td>
</tr>
<tr>
<td>Southeastern Region (8)</td>
<td>Cheryl Benze, MME, MT-BC, Lori Gooding, PhD, MT-BC, Christine Leist, PhD, MT-BC, Cathy McKinney, PhD, MT-BC, Carmen Osburn, MA, MT-BC, Cheryl Stephenson, MMT, MT-BC, Andrea Cevasco-Trotter, PhD, MT-BC, Olivia Yinger, PhD, MT-BC</td>
</tr>
<tr>
<td>Southwestern Region (5)</td>
<td>Della Molloy-Daugherty, PhD, MT-BC, Ed Kahler, II, PhD, MT-BC, Mary Lawrence, MT-BC, Carolyn D. Moore, PhD, MT-BC, Christine Neugebauer, MS, LPC, MT-BC</td>
</tr>
<tr>
<td>Western Region (9)</td>
<td>Melita Belgrave, PhD, MT-BC, Ron Borczon, MM, MT-BC, Kymla Eubanks, MM, MT-BC, Kevin Hahn, MT-BC, Spencer Hardy, MT-BC, Piper Laird, MM, MT-BC, Leanne Wade, PhD, MT-BC, Eric G. Waldon, PhD, MT-BC, Becky Wellman, PhD, LPMT, MT-BC</td>
</tr>
</tbody>
</table>
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## AMTA COMMITTEE MEMBERS
### COUNCIL ON EDUCATION AND CLINICAL TRAINING
#### Eric G. Waldon, PhD, MT-BC, Council Coordinator

### Academic Program Approval Committee

<table>
<thead>
<tr>
<th>Region</th>
<th>Chair(s)</th>
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<tbody>
<tr>
<td>Great Lakes</td>
<td>Lalene Kay</td>
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<tr>
<td>Mid-Atlantic</td>
<td>Rebecca Engen (Co-Chair)</td>
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<tr>
<td>Midwestern</td>
<td>Marilyn Sandness (Chair Emerita)</td>
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<tr>
<td>New England</td>
<td>Suzanne Sorel</td>
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<td>Southeastern</td>
<td>Nicole Jacobs</td>
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<td>Carmen Osburn</td>
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<td>Michael Zanders (Co-Chair)</td>
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<tr>
<td>Western</td>
<td>Melisa Heffner</td>
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<td>At Large</td>
<td>Christine Korb</td>
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<td>Melita Belgrave</td>
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<td>Alejandra Ferrer</td>
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<td>At Large</td>
<td>Laura Brown</td>
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<td>At Large</td>
<td>Betsey King</td>
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<td>Sophia Lee</td>
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<td>At Large</td>
<td>Maureen Hearns</td>
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### Association Internship Approval Committee

<table>
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<tr>
<th>Region</th>
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<tbody>
<tr>
<td>Great Lakes</td>
<td>Kay Luedtke-Smith</td>
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<tr>
<td>Mid-Atlantic</td>
<td>Susan Glaspell</td>
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<tr>
<td>Midwestern</td>
<td>Kimberly Hawkins</td>
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<tr>
<td>New England</td>
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<tr>
<td>New England</td>
<td>Brian Jantz</td>
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<tr>
<td>Southeastern</td>
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<tr>
<td>Southwestern</td>
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<tr>
<td>Western</td>
<td>Della Molloy-Daugherty</td>
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<td>At Large</td>
<td>Manal Toppozada</td>
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### Continuing Education Committee

<table>
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<tr>
<th>Region</th>
<th>Chair(s)</th>
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<tbody>
<tr>
<td>Great Lakes</td>
<td>Bernadette Skodack</td>
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<tr>
<td>Mid-Atlantic</td>
<td>Kellee Coviak Hansen</td>
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<tr>
<td>Midwestern</td>
<td>Clare Arezina</td>
</tr>
<tr>
<td>New England</td>
<td>Rebekah Stewart</td>
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<tr>
<td>New England</td>
<td>Julie Andring (Co-Chair)</td>
</tr>
<tr>
<td>New England</td>
<td>Jean Nemeth (Co-Chair)</td>
</tr>
<tr>
<td>New England</td>
<td>Amanda Roepell</td>
</tr>
<tr>
<td>Southeastern</td>
<td>Natalie Generally Kirk</td>
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<tr>
<td>Southwestern</td>
<td>Jennifer Townsend</td>
</tr>
<tr>
<td>Western</td>
<td>Tara Brinkman</td>
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</tbody>
</table>
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- **New England**: Nicole O’Malley  
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- **Western**: TBD

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Southeastern Amanda Sehr
Southwestern TBD

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Southeastern Alejandra Ferrer
Southwestern Kamica King
Western Beth Robinson
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**New England**
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**Southeastern**
- TBD

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- Tiffany Laur

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- Risa Isogawa

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  - Jessica DeVillers

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**Midwestern**
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  - Maggie Connors

**Southeastern**
- Sharon Graham

**Southwestern**
- Rebecca McCoy

**Western**
- Kalani Das

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- Gabriela Ortiz
  - **Clair Ghetti (Chair)**

**Midwestern**
- Katie Just

**New England**
- TBD

**Southeastern**
- Elizabeth Eggerding

**Southwestern**
- Marial Biard

**Western**
- Kathrine Lee
REPORTS SUBMITTED AT OR AFTER THE 2019 MID-YEAR MEETING
ACTION ITEM: Request that the AMTA conference fee be waived for the NOAH chair or a representative of the NOAH Board in exchange for the AMTA President or a representative to attend the NOAH conference beginning in 2020.

At President Weldon-Stephens request I serve as the AMTA representative to NCCATA, participating in the NCCATA calls and annual conference.

NCCATA MISSION: To further the creative arts therapies through facilitation of collaborative advocacy, research and education.

VISION: To promote education, wellness, and healing through the creative arts and to increase access to quality creative arts therapies, in order to serve the public.

As an organizational member of NCCATA, AMTA continues to work closely with the 5 other creative arts therapies organizations to monitor and respond to concerns related to artists in healthcare and other issues impacting the creative arts therapies. The current officers are Chair Ronna Kaplan, MA, MT-BC; Chair Elect Nadya Trytan, MA, RDT/BCT, Treasurer Mark Beauregard, MA, LCAT, RDT, BCT, and in the new position of Communications Coordinator Jenni Rook, MT-BC, LCPC. The transition for Nadya to become chair will occur on July 1, 2019. The organizations will be inviting President Elects to join the fall conference call to assist with the transition of 5 of the 6 association presidents during 2019.

CALLS: I have participated in the NCCATA Board Zoom meetings held January 29; April 16; and June 5, 2019. The 4-16-19 call included Government Affairs Chairs or staff. Judy Simpson joined me on this call providing her expertise for AMTA. Discussion focused on issues arising in New Jersey where the Governor enacted a provisional veto on a collaborative license bill by NJ drama and dance movement therapists, requesting that that Drama, Dance and Art consider being under the same Licensing Board. An Art Therapy license was already in process and there has been push back about this possible change. This impacts the work of the NJSTF (see State Task Force updates). I have participated in several NJSTF calls to maintain communication so I can better facilitate transfer of information on the national level with both the drama/dance movement and art therapies.

AMERICANS FOR THE ARTS CONFERENCE: I supported NCCATA Chair Elect Trytan by attending the opening day of this conference. Over the weekend we met with Marete Wester and Carolyn Bartley of Creative Forces and Cristyn Johnson (in charge of for Blog Salon) of AftA. We also meet with the 5 attending NOAH Board members socially and to talk about progress on items discussed at the joint meeting. Note: The Artist in Health exam and credentialing is listed under the NOAH professionalization committee.

Chair Elect Trytan attended a session by Jill Sonke, University of Florida, Center for Arts in Medicine. Undergraduates can complete the first year of their masters during their senior year, then do an additional year to complete the master’s as a 5 year BA & MA program. As part of the Arts in Public Health program there will be a conference this fall.

ANNUAL MEETING: NCCATA held its annual meeting in Cleveland, OH February 22 & 23, 2019. Part of a day was spent with the board of the National Organization for Arts and Health (NOAH). Click here to review a jointly written report of the meeting. The minutes from the AMTA Board call of 2-26-19 reflect my report to the Board on this meeting.

Attendees: From NCCATA: Chris Strang (AATA), Amy Furman (AMTA) Charné Furcron (ADTA), Geri Chavis (NAPT), Ronna Kaplan (Chair), Jenni Rook (Communications), Laura Wood (NADTA), Ronna Kaplan (Chair), Jenni Rook (Communications), Mark Beauregard (Treasurer), Nadya Trytan (Chair-Elect/Secretary);
LETTERS OF SUPPORT were sent by the NCCATA signed by all 6 organizations. (I communicated with Weldon-Stephens, Benkovitz, Simpson, and Grossman prior to adding AMTA.) The letters support legislation in New York that would allow LCATs and other practitioners licensed under the Article 163 of the Education Law (mental health counsellors, marriage and family therapists, and therapists and psychoanalysts) to be reimbursed through Medicaid (S3421A/A648A) and private insurers (S6212/A670).

ACTION ITEM: The NOAH Board after several years of charging for any attendance has as agreed to offering a reciprocal complimentary registration to each of the creative arts therapies pending approval from the board of each organization beginning in 2020. Rationale: this represents the better relationship with current members of the NOAH Board to continue the discussion and dialogue around the continuum of services represented by the creative arts therapies and artists in health care.

ANNUAL CONFERENCE RECIPROCAL REGISTRATION BETWEEN NCCATA ORGANIZATIONS:
Per past agreement member associations are encouraged to send a Board member or a representative to conferences with the registration fee waived. A number of potential representatives reside in Minneapolis and will most likely attend some of the AMTA conference: Nayda Trytan: NCCATA, Chair-Elect, Past Pres NADTA, Paul Sevett: ADTA Pres Elect, Geri Chavis: NAPT Past President.

American Art Therapy Association (ATTA) Kansas City, Missouri, Oct. 30-Nov. 3, 2019
American Dance Therapy Association (ADTA) Miami, FL, Oct. 17-20, 2019
North American Drama Therapy Association (NADTA) Philadelphia, Pennsylvania, Nov. 7-10, 2019
American Music Therapy Association (AMTA) Minneapolis, Minnesota, Nov. 18-24, 2019
National Association for Poetry Therapy (NAPT) Albuquerque, New Mexico, April 2-5, 2020
American Society of Group Psychotherapy and Psychodrama (ASGP) Schaumburg, Ill. April 1-4, 2020

Creative Arts Therapies Week: was March 11-17, 2019. A number of posts are available on the NCCATA website. The date for 2020 has not yet been set.

Respectfully submitted,

Amy Furman, MM, MT-BC,
American Music Therapy Association
Past President, Representative to NCCATA
### American Music Therapy Assoc.
#### Balance Sheet
**May 31, 2019**

**ASSETS**

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>102100</td>
<td>M&amp;I Checking</td>
<td>$171,227.08</td>
</tr>
<tr>
<td>103500</td>
<td>M&amp;I Securities - Seattle</td>
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<tr>
<td>104200</td>
<td>Unapplied Pay Pal funds</td>
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<tr>
<td>104900</td>
<td>M&amp;A Investments</td>
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<tr>
<td>114000</td>
<td>AMTAS Account</td>
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<tr>
<td>120000</td>
<td>Accounts Receivable</td>
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<tr>
<td>123000</td>
<td>Down Receivables</td>
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</tr>
<tr>
<td>136000</td>
<td>Prepaid Expenses/Clearing</td>
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<tr>
<td>130200</td>
<td>Prepaid Conference Expenses</td>
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<tr>
<td>131100</td>
<td>Prepaid Insurance</td>
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<tr>
<td></td>
<td><strong>Total Current Assets</strong></td>
<td>$954,480.32</td>
</tr>
<tr>
<td></td>
<td><strong>Property and Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>143100</td>
<td>Furniture &amp; Fixtures</td>
<td>$33,808.02</td>
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<tr>
<td>163500</td>
<td>Accum Dep F&amp;P</td>
<td>$(33,808.02)</td>
</tr>
<tr>
<td>164000</td>
<td>Office Equip</td>
<td>$92,117.09</td>
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<tr>
<td>164100</td>
<td>Accum Dep - Office Equip</td>
<td>$(94,119.73)</td>
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<tr>
<td>165000</td>
<td>Leasehold Improvements</td>
<td>$32,595.91</td>
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<tr>
<td>165300</td>
<td>Accum dep - Leasehold</td>
<td>$(30,110.17)</td>
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<tr>
<td></td>
<td><strong>Total Property and Equipment</strong></td>
<td>$10,713.10</td>
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<tr>
<td></td>
<td><strong>Other Assets</strong></td>
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<tr>
<td>107000</td>
<td>Swiss Memorial Fund</td>
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<td>Deposits</td>
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<td>47B</td>
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<td></td>
<td><strong>Total Other Assets</strong></td>
<td>$160,900.44</td>
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<td></td>
<td><strong>Total Assets</strong></td>
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**LIABILITIES AND CAPITAL**

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<thead>
<tr>
<th>Account</th>
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<th>Balance</th>
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<td>201000</td>
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<td>Due to AMTAS</td>
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<td>Deferred Dues</td>
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<td>Deferred Conference Revenues</td>
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<td>Accrued vacation</td>
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<td>231400</td>
<td>Accrued Vacation</td>
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<td>Lease Obligations</td>
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<td><strong>Total Current Liabilities</strong></td>
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<td>Liability for 47B</td>
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<td></td>
<td><strong>Total Long-Term Liabilities</strong></td>
<td>$127,811.00</td>
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<td></td>
<td><strong>Total Liabilities</strong></td>
<td>$582,187.21</td>
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**Capital**

<table>
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<tr>
<th>Account</th>
<th>Description</th>
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<tr>
<td>312300</td>
<td>Research Grants</td>
<td>$9,013.00</td>
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<td>312400</td>
<td>Disaster Relief Fund</td>
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<td>313500</td>
<td>Archives</td>
<td>$8,201.40</td>
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<tr>
<td>314000</td>
<td>Emily Browne</td>
<td>$10,000.00</td>
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*Unaudited - For Management Purpose Only*
<table>
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<tr>
<th>Account</th>
<th>Amount</th>
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<tr>
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<td>Ruth Robertson</td>
<td>5,000.00</td>
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<td>Sauer Fund</td>
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<td>Benton</td>
<td>35,250.00</td>
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<td>Fulks Award</td>
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<td>Mayer Fund</td>
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<td>Tyron Fund</td>
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<td>Wilson Trust Fund</td>
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<td>Rydlo Fund</td>
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<td>Net Income</td>
<td>(102,847.55)</td>
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| Total Capital                   | 543,706.58 |
| Total Liabilities & Capital     | $ 1,125,899.86 |
## American Music Therapy Association
### Statement of Activities - Compressed Last Year/This Year
For the Eleven Months Ending May 31, 2019

<table>
<thead>
<tr>
<th></th>
<th>Last Year Actual</th>
<th>Last Year Budget</th>
<th>This Year Actual</th>
<th>This Year Budget</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership Dues</td>
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<td>740,000</td>
<td>702,966</td>
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<td>133,000</td>
<td>128,510</td>
<td>120,000</td>
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<td>Grants &amp; Donations</td>
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<td>90,000</td>
<td>123,782</td>
<td>85,000</td>
<td>36,689</td>
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<td>0</td>
<td>25,000</td>
<td>0</td>
<td>25,000</td>
<td>0</td>
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<tr>
<td>Sale of Publications</td>
<td>124,578</td>
<td>100,000</td>
<td>143,972</td>
<td>100,000</td>
<td>4,146</td>
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<td>Conference</td>
<td>456,283</td>
<td>511,000</td>
<td>496,383</td>
<td>516,000</td>
<td>-19,617</td>
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<td>E-Courses</td>
<td>15,995</td>
<td>0</td>
<td>20,405</td>
<td>0</td>
<td>4,410</td>
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<tr>
<td>CMTEs</td>
<td>37,193</td>
<td>25,000</td>
<td>34,910</td>
<td>35,000</td>
<td>-990</td>
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<tr>
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<td>30,000</td>
<td>15,402</td>
<td>25,000</td>
<td>-9,600</td>
</tr>
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<td>5,000</td>
<td>2,706</td>
<td>5,000</td>
<td>-2,194</td>
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<td>500</td>
<td>0</td>
<td>500</td>
<td>-35</td>
</tr>
<tr>
<td>Subscriptions</td>
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<td>54,710</td>
<td>60,000</td>
<td>20,884</td>
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<td>Scholarships</td>
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<td>2,494</td>
<td>3,000</td>
<td>1,198</td>
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<td>Advertising</td>
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<td>5,000</td>
<td>6,616</td>
<td>5,000</td>
<td>1,616</td>
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<td>Consulting Income</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Academic Program</td>
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<td>150,300</td>
<td>83,500</td>
<td>66,800</td>
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<td>0</td>
<td>317</td>
<td>0</td>
<td>97</td>
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<td>Affinity Royalties</td>
<td>0</td>
<td>717</td>
<td>0</td>
<td>5,000</td>
<td>0</td>
</tr>
<tr>
<td>Misc. &amp; Returned Items</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interest Income</td>
<td>15,987</td>
<td>15,000</td>
<td>13,816</td>
<td>40,000</td>
<td>(2,111)</td>
</tr>
<tr>
<td>Wilson/Seattle Project</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>1,789,190</strong></td>
<td><strong>1,753,000</strong></td>
<td><strong>1,735,619</strong></td>
<td><strong>1,874,000</strong></td>
<td><strong>(53,381)</strong></td>
</tr>
</tbody>
</table>

|                  |                  |                  |                  |                  |          |
| **Expenses**     |                  |                  |                  |                  |          |
| Salaries         | 823,053          | 890,000          | 859,963          | 934,500          | 38,532   |
| Temporary Services | 0               | 0                | 0                | 0                | 0        |
| Consulting Services | 140,842          | 140,000          | 150,081          | 145,000          | 9,249    |
| Materials        | 1,000            | 5,000            | 24,656           | 5,000            | 19,656   |
| Payroll Taxes & Benefits | 123,416      | 145,000          | 143,136          | 200,000          | 56,864   |
| Advertising Expense | 820             | 1,000            | 1,625            | 1,000            | 625      |
| Computer Expenses | 34,241           | 35,000           | 33,869           | 40,000           | 6,131    |
| Equipment        | 33,977           | 35,000           | 36,694           | 35,000           | 1,694    |
| Financial Services | 72,316           | 63,000           | 63,890           | 80,000           | 13,174   |
| Legal & Copyright | 9,417            | 5,000            | 20,813           | 5,000            | 15,403   |
| Insurance        | 9,473            | 10,000           | 8,704            | 10,000           | (1,296)  |
| Postage & Delivery | 30,483           | 30,000           | 17,790           | 35,000           | (7,210)  |
| Printing & Duplicating | 28,457        | 35,000           | 59,769           | 70,000           | 31,080   |
| Stationery       | 0               | 0                | 0                | 0                | 0        |
| Film Processing  | 0               | 0                | 0                | 0                | 0        |
| AMTA Products    | 7,087            | 11,000           | 5,802            | 11,000           | (5,165)  |
| Supplies         | 114,873          | 125,000          | 87,928           | 100,000          | (22,072) |
| Dues, CSMT, Pubs & Technologies | 16,006      | 15,000           | 24,403           | 15,000           | 9,403    |
| Travel & Lodging | 111,634          | 110,000          | 167,216          | 120,000          | 55,582   |
| Venue & Meeting Cost | 6,681           | 5,000            | 9,312            | 5,000            | 4,312    |
| Dues             | 45,710           | 49,000           | 64,399           | 50,000           | (5,311)  |
| Exhibit Fees     | 2,077            | 8,000            | 12,640           | 12,000           | (4,360)  |
| Archives         | 0               | 1,218            | 0                | 1,218            | 0        |
| Miscellaneous    | 2,045            | 3,000            | 3,094            | 3,000            | 94       |
| Thank You & Awards | 9,179            | 10,000           | 7,213            | 10,000           | (2,787)  |
| Intern Scholarships | 0               | 0                | 0                | 0                | 0        |
| Fellowships      | 12,497           | 23,000           | 27,043           | 23,000           | 4,043    |
| Wilson/Seattle Project | 17,063        | 0                | 41,275           | 0                | 24,212   |
| **Total Expenses** | **1,714,559**   | **1,829,000**    | **1,918,811**    | **1,956,500**    | **204,492** |

For Management Purposes Only
<table>
<thead>
<tr>
<th>Net Income</th>
<th>Last Year Actual</th>
<th>Last Year Budget</th>
<th>This Year Actual</th>
<th>This Year Budget</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$74,431</td>
<td>$76,000</td>
<td>(183,132)</td>
<td>(32,500)</td>
<td>(257,783)</td>
</tr>
</tbody>
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For Management Purposes Only
<table>
<thead>
<tr>
<th>Revenues</th>
<th>FY 19 Budget</th>
<th>FY 19 Actual Apr-19</th>
<th>FY 20 Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues</td>
<td>$760,000</td>
<td>$687,824</td>
<td>$760,000</td>
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<td>Registration</td>
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<td>$1,000</td>
</tr>
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<td>Grants and Donations</td>
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<td>$60,000</td>
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<tr>
<td>Special Projects</td>
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<td>$0</td>
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<tr>
<td>Sale of Publications</td>
<td>$180,000</td>
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<td>$180,000</td>
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<td>$600,000</td>
</tr>
<tr>
<td>E-courses</td>
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<td>Institutes</td>
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<td>$15,402</td>
<td>$25,000</td>
</tr>
<tr>
<td>AMTA Products</td>
<td>$5,000</td>
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<tr>
<td>Consulting Income</td>
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<td>$0</td>
</tr>
<tr>
<td>Academic program</td>
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<tr>
<td>Royalties</td>
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<tr>
<td>Affinity royalties</td>
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<td>$3,000</td>
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<td>Misc. and returned items</td>
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<tr>
<td>Interest income</td>
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<tr>
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<tr>
<td>Total Revenues</td>
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<td>$1,740,900</td>
<td>$1,888,500</td>
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6/23/2019
<table>
<thead>
<tr>
<th>Expenses</th>
<th>FY 19 Budget</th>
<th>FY 19 Budget</th>
<th>FY 19 Actual</th>
<th>FY 20 Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apr-19</td>
<td>Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
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<td>$792,579</td>
<td>$906,400</td>
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<td>Temporary salaries</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Consultant services</td>
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<td>Honoraria</td>
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<td>$24,231</td>
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<tr>
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<tr>
<td>Advertising expense</td>
<td>$1,000</td>
<td>$1,625</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>Computer expense</td>
<td>$40,000</td>
<td>$32,831</td>
<td>$35,000</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>$35,000</td>
<td>$36,313</td>
<td>$35,000</td>
<td></td>
</tr>
<tr>
<td>Financial services</td>
<td>$80,000</td>
<td>$80,880</td>
<td>$85,000</td>
<td></td>
</tr>
<tr>
<td>Legal and copyright</td>
<td>$5,000</td>
<td>$20,475</td>
<td>$10,000</td>
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<tr>
<td>Insurance</td>
<td>$10,000</td>
<td>$8,718</td>
<td>$9,000</td>
<td></td>
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<tr>
<td>Postage and delivery</td>
<td>$35,000</td>
<td>$17,358</td>
<td>$20,000</td>
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<tr>
<td>Printing and duplicating</td>
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<td>$59,709</td>
<td>$35,000</td>
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<tr>
<td>Stationary</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Film processing</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>AMTA products</td>
<td>$11,000</td>
<td>$3,922</td>
<td>$7,000</td>
<td></td>
</tr>
<tr>
<td>Space costs</td>
<td>$100,000</td>
<td>$76,488</td>
<td>$100,000</td>
<td></td>
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<tr>
<td>Supplies</td>
<td>$15,000</td>
<td>$24,567</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>Dues, CBMT, Pubs</td>
<td>$15,000</td>
<td>$11,448</td>
<td>$12,000</td>
<td></td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$12,000</td>
<td>$12,882</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>Travel and Lodging</td>
<td>$120,000</td>
<td>$162,154</td>
<td>$120,000</td>
<td></td>
</tr>
<tr>
<td>Venue and meeting cost</td>
<td>$5,000</td>
<td>$9,312</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>Dues</td>
<td>$50,000</td>
<td>$64,399</td>
<td>$65,000</td>
<td></td>
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<tr>
<td>Exhibit fees</td>
<td>$12,000</td>
<td>$12,640</td>
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<td>Archives</td>
<td>$0</td>
<td>$1,258</td>
<td>$0</td>
<td></td>
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<tr>
<td>Miscellaneous</td>
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<td>$3,894</td>
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<td></td>
</tr>
<tr>
<td>Thank Yous and awards</td>
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<td>$7,213</td>
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<tr>
<td>Intern Scholarships</td>
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<td>$500</td>
<td>$0</td>
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<tr>
<td>Scholarships</td>
<td>$23,000</td>
<td>$26,004</td>
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<tr>
<td>Wilson Trust project</td>
<td>$0</td>
<td>$41,375</td>
<td>$0</td>
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</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$1,956,500</strong></td>
<td><strong>$1,813,553</strong></td>
<td><strong>$1,930,400</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Income (Revenue)</strong></td>
<td><strong>$1,874,000</strong></td>
<td><strong>$1,740,939</strong></td>
<td><strong>$1,888,500</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$1,956,500</strong></td>
<td><strong>$1,813,553</strong></td>
<td><strong>$1,930,400</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Income- Expenses</strong></td>
<td><strong>($82,500)</strong></td>
<td><strong>($72,614)</strong></td>
<td><strong>($41,900)</strong></td>
<td></td>
</tr>
</tbody>
</table>

(for management purposes only)
EXECUTIVE SUMMARY

Each year OUP analyses JMT and MTP’s past performance on various metrics and, in conjunction with the goals of the editorial offices and the overall goal of expanding the journals’ readership and reach, we develop a Marketing Plan that outlines strategic forecasts for the year and plans to implement them. This report provides an overview of where *Journal of Music Therapy* and *Music Therapy Perspectives* are currently situated within this strategy.

We are very happy with our current level of growth and the developments achieved in collaboration between the AMTA, the editorial boards, and OUP in the five-plus years of our partnership. We are seeing the initial stages of rapid growth start to turn into some areas, replaced by slower, sustained growth around specific projects and goals that continue to drive the journals forward. At a glance, a few of the highlights from 2018 and 2019 to date include:

<table>
<thead>
<tr>
<th><strong>Circulation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation numbers for both journals remain strong, although consortia numbers are starting to decrease at a less rapid rate. In line with industry-wide trends, we see customers increasingly opting for online and consortia-based access over print. AMTA is introducing OA options for its authors, positioning the journals to be adaptable to the changing models of publishing:</td>
</tr>
<tr>
<td>2018 ‘Traditional’ institutional customers: 162 (JMT)/69 (MTP)</td>
</tr>
<tr>
<td>2018 Consortia customers: 2,169 (JMT)/2,015 (MTP), 2.4%/0.6% increases over 2017 totals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Online Usage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>While 2018 usage increased on 2017’s already sharp rates in online readership, we are seeing a plateau in the early 2019 months, which is unsurprising, but which we will continue to monitor as the event it is sustained or further declines:</td>
</tr>
<tr>
<td>2018 Visitors/article views: 72,551 (JMT)/45,930 (MTP), 4%/28% increases over 2017</td>
</tr>
<tr>
<td>2018 Avg. monthly article views (Jan-April 2018): 16,706 (JMT)/8,554 (MTP)</td>
</tr>
<tr>
<td>2019 Avg. monthly article views (Jan-April 2019): 15,117 (JMT)/6,792 (MTP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Citation and Impact Factor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>JMT’s</em> Impact Factor increased to 1.694 in 2017. <em>MTP</em> was accepted into the ascent ESCI database in 2017, a strong analytical tool and first step towards being considered for an Impact Factor in the future.</td>
</tr>
<tr>
<td><em>JMT 2017 Impact Factor: 1.694</em></td>
</tr>
<tr>
<td><em>JMT ranking, ‘Rehabilitation’ category: 28/69 (up from 46/70 in 2016)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Marketing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>JMT</em> and <em>MTP</em> articles have appeared four times on the OUPblog since January 2018, and have been collected into two virtual issues to further drive online readership. One <em>MTP</em> article received a press release, gaining exposure through news outlets:</td>
</tr>
<tr>
<td>Current E-alert registrants: 1,246 (JMT)/627 (MTP), a 30%/20% increase from this time last year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Production</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>JMT</em> in 2018 saw an overall improvement in issue timeliness, with on-time online publication and print delays of 0-30 days. <em>MTP</em> was delayed approximately a week due to late manuscript submission for two articles, and a week during issue editorial review. However, the average acceptance-to-publication time has reduced from 14 months and is under our 6-10 week target:</td>
</tr>
<tr>
<td>2018 Avg. publication time: 5.8 weeks (JMT)/5.9 weeks (MTP) from receipt to A/A publication</td>
</tr>
<tr>
<td>Avg. (reported) author satisfaction no author left feedback in Q4 2018 or YTD 2019</td>
</tr>
</tbody>
</table>

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**Circulation**

JMT and MTP have continued to see steady paid circulation growth throughout the past five years. In line with overall industry-wide trends, we have seen a decrease in traditional subscriptions, but this has been more than made up for in reach and in revenue with the growth of consortia sales, which continues to increase. From 2017 to 2018, JMT saw a 1.9% increase in paid sites with access, and MTP saw a 0.8% increase in paid sites with access, up from 0.6% and 1.7%, respectively, from 2016 to 2017.

When taking into account non-paid or heavily discounted sites with access, circulation has increased drastically, due to a constantly-expanding developing countries initiative. For the sake of clarity, developing countries sites have been removed from the chart below, but are visible in the tables beneath.

![Graph showing circulation growth from 2015 to 2018](image)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print Only</td>
<td>205</td>
<td>151</td>
<td>123</td>
<td>101</td>
<td>87</td>
<td>56</td>
<td>70</td>
</tr>
<tr>
<td>Online Only</td>
<td>35</td>
<td>44</td>
<td>63</td>
<td>61</td>
<td>64</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>Print &amp; Online</td>
<td>4</td>
<td>14</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Total Full Rate Institutional</td>
<td>234</td>
<td>209</td>
<td>197</td>
<td>169</td>
<td>162</td>
<td>157</td>
<td>155</td>
</tr>
<tr>
<td><strong>Consortia Sites</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrated Subscriptions</td>
<td>121</td>
<td>133</td>
<td>150</td>
<td>156</td>
<td>157</td>
<td>157</td>
<td>159</td>
</tr>
<tr>
<td>Primary Consortia Sites</td>
<td>1,704</td>
<td>1,789</td>
<td>1,927</td>
<td>1,940</td>
<td>2,012</td>
<td>1,865</td>
<td>1,544</td>
</tr>
<tr>
<td>Total Sites with Consortia Access</td>
<td>1,825</td>
<td>1,922</td>
<td>2,077</td>
<td>2,119</td>
<td>2,169</td>
<td>2,022</td>
<td>2,003</td>
</tr>
<tr>
<td><strong>Developing Countries</strong></td>
<td>234</td>
<td>1,019</td>
<td>5,500†</td>
<td>5,500†</td>
<td>8,000‡</td>
<td>8,000‡</td>
<td>8,000‡</td>
</tr>
</tbody>
</table>

*As of May 6, 2018
**As of May 7, 2019
†2016 introduced a change in the Developing Countries model; see the corresponding section below
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print Only</td>
<td>68</td>
<td>43</td>
<td>40</td>
<td>29</td>
<td>25</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Online Only</td>
<td>9</td>
<td>22</td>
<td>26</td>
<td>32</td>
<td>36</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Print &amp; Online</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total Full Rate Institutional</td>
<td>78</td>
<td>71</td>
<td>72</td>
<td>66</td>
<td>69</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>Consortium Sites</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrated Subscriptions</td>
<td>33</td>
<td>37</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Primary Consortium Sites</td>
<td>1,747</td>
<td>1,805</td>
<td>1,919</td>
<td>1,959</td>
<td>1,971</td>
<td>1,848</td>
<td>1,851</td>
</tr>
<tr>
<td>Total Sites with Consortium Access</td>
<td>1,780</td>
<td>1,842</td>
<td>1,961</td>
<td>2,002</td>
<td>2,015</td>
<td>1,992</td>
<td>1,894</td>
</tr>
<tr>
<td>Developing Countries</td>
<td>234</td>
<td>1,619</td>
<td>5,500†</td>
<td>5,500†</td>
<td>5,000†</td>
<td>8,000†</td>
<td>8,000†</td>
</tr>
</tbody>
</table>

*As of May 6, 2016
**As of May 7, 2019
†2016 introduced a change in the Developing Countries model; see the corresponding section below.

It should be noted that circulation numbers continue to be in flux throughout the calendar year due to ongoing sales and renewals taking hold over to the following year, so when looking at mid-year statistics, numbers can on occasion actually appear higher than they will at the end of the year. With renewals and follow-on added, end-of-year numbers are the most fully accurate.

Abstracting & Indexing Databases

Both JMT and MTP are included in a number of Abstracting & Indexing services — online resources that compile abstracts and links to articles across a wide number of journals and index all content for easy searching. This further extends the discoverability of the journals to the broad academic community, and helps ensure JMT and MTP content is used at the forefront of research. While prior to the partnership with OUP the journals were included in ProQuest, PubMed, and EBSCO, as of May 2018 both journals are now included in the following hosts’ databases.

- Backn
- CNKI
- CNPNRC
- EBSCO
- Elsevier
- Google Scholar
- Informs Global
- Meta
- CQCL
- OCLC
- Ovid (Outlook)
- Pubmed
- ProQuest
- ProCIVO
- TDNet
- Wanfang Data
- Yewoo

Each host or service uses various indexing databases to present the included journals. It is difficult to reliably list each database a given journal is included in, but some notable databases that index JMT and MTP include CINAHL, PsycFIRST, Pubmed, SCOPUS, and Dietrich’s.
Developing Countries

OUP is committed to ensuring that non-profit research institutions in developing nations have access to critical research. We participate in a number of free or heavily-reduced rate developing country access initiatives, including INASP, EIFL, and Research4Life, as well as our own Developing Countries Offer.

In 2015, OUP conducted an annual review of our developing country initiatives. As a result of this exercise OUP now offers its entire journal collection to participating institutions, currently reaching over 5,000 sites in over 100 countries, broadening and diversifying the potential readership of JMT and MTP dramatically. We promote the offer through a variety of geo-targeted channels, including native language promotions and partnerships with regional and global initiatives. Due to this, JMT and MTP are both available for online access across these 5,000+ sites; however, as this is not an “opt-in” service, there may be sites that have access that do not actually use the journals.

Analysis and Projections

One of the most notable factors affecting the journals’ circulation is the increasing popularity and size of the open access movement. While the push towards open access is strongest in Europe, it is steadily gaining momentum in the US and across the world as well. Many funding bodies and governments are increasingly evaluating options and methods of supporting open access amongst their research and scholarship bases, most prominently by engaging in open access mandates, whereby affiliated researchers are required to publish articles as open access by some parameter that the funding body dictates. The necessary funding to publish open access (article processing charges, or APCs) are then supplied to researchers often as part of grant money from the funder, or in the form of Read and Publish deals. Read and Publish deals are arrangements between a consortium of institutions and a publisher, whereby the consortium purchases access to a collection of subscription journals, but also sets aside a pool of funds for their authors to draw upon for APCs with that publisher. In this way, both current subscription models and open access models of publishing are supported.

The AMTA has agreed to move forward with introducing the option for authors to publish their articles as open access and thereby comply with open access mandates the authors may be beholden to. The specifics of pricing are currently being agreed upon, but in future reports we will include data on longitudinal OA uptake for both journals.

While the journals are seeing increasing interest in OA from prospective authors, we anticipate that open access will have very modest immediate impact on the journals. Rather, it is an important step in allowing the journals to be adaptable at worldwide publishing and financial timelines begin to move further towards OA, and to be accommodating to those authors who are required to publish OA now.
AMTA Journals Online

Industry reports show that 85% of librarians consider usage statistics/cost per view to be the number one factor in choosing whether or not to renew a subscription to a journal. OUP thus makes it easy to access our online journals and track online usage as a central part of our Marketing and Sales program. While we have seen steady year-on-year growth since the OUP-AMTA relationship began in 2014, the first quarter of 2019 has shown usage plateau some. After impressive continued annual growth, this is not inherently bad, but something we will continue to monitor.

Online Usage

JMT - Usage with Content Engagement

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Visits with Content Engagement</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>21,591</td>
<td>-</td>
</tr>
<tr>
<td>2015</td>
<td>39,878</td>
<td>90%</td>
</tr>
<tr>
<td>2016</td>
<td>44,269</td>
<td>11%</td>
</tr>
<tr>
<td>2017</td>
<td>69,649</td>
<td>57%</td>
</tr>
<tr>
<td>2018</td>
<td>71,551</td>
<td>4%</td>
</tr>
<tr>
<td>May 1, 2018</td>
<td>20,274</td>
<td>-</td>
</tr>
<tr>
<td>May 1, 2019</td>
<td>24,085</td>
<td>-11%</td>
</tr>
</tbody>
</table>

MTP - Usage with Content Engagement

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Visits with Content Engagement</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>13,570</td>
<td>-</td>
</tr>
<tr>
<td>2015</td>
<td>27,011</td>
<td>91%</td>
</tr>
<tr>
<td>2016</td>
<td>26,005</td>
<td>11%</td>
</tr>
<tr>
<td>2017</td>
<td>30,291</td>
<td>33%</td>
</tr>
<tr>
<td>2018</td>
<td>41,530</td>
<td>22%</td>
</tr>
<tr>
<td>May 1, 2018</td>
<td>14,569</td>
<td>-</td>
</tr>
<tr>
<td>May 1, 2019</td>
<td>13,034</td>
<td>-4%</td>
</tr>
</tbody>
</table>
Oxford Academic Platform

In 2017 the journals moved to a new online host, the Oxford Academic platform. Benefits of this move include a customizable design, enhanced integration of multimedia content, thematic indexing of all journal content for ease of research, and enhanced discoverability of journal content.

In order to make better use of the new features, the new platform directs users to the HTML version of articles. Users who would prefer to access the PDF have to first navigate through the HTML page. Traditional metrics count this as a view of the PDF and HTML article. As a result, OUP devised a new metric that counts the number of user sessions (“visits”) in which they accessed an article, as opposed to individual views of a page. These visits, which are shown on page 6, increased significantly from 2016 to 2019, demonstrating real usage growth during the platform transition period.

Altmetric

Altmetric (www.altmetric.com) is an article-level metric that differs from the traditional metrics based on citations and online usage. An ‘Altmetric Score’ is calculated for each journal article, and if the score is non-zero a ‘donut’ icon is displayed on the article’s web page.

The Altmetric Score is a measure of the amount of attention an article has received online, in social media, and from news sites, from early 2012 to date. It is not a good measure of article quality, nor is a form of librarians for purchasing or canceling decisions, but the information can be of interest in showing the impact of journal articles for analytical purposes, which can help in raising the overall profile of a journal. It can further have causal implications on usage if an article gets circulated in mainstream media or widely reposted on social media, it may bring increased online readership to the journal. We observe that the articles with the highest Altmetric Scores are those with findings that are humorous or of general public interest. This score is the number that appears in the center of the Altmetric donut. The color of the donut indicates the source of the attention, as can be seen in the image on the next page.
The Colors of the Donut

Each mention that an article receives in one of the included sources contributes a positive amount to the Altmetric Score. Each contribution is weighted according to the attributes of the source, so that a Facebook post is not weighted as heavily as a mention in the New York Times.

The following are the articles in each journal that have received the highest total Altmetric Score, since Altmetric started measuring in early 2012. Each row can be clicked for further information on the score’s calculation for each article via the Altmetric website.

### ARTICLES with HIGHEST ALTMETRIC SCORES - JMT

<table>
<thead>
<tr>
<th>Score</th>
<th>Title</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>104</td>
<td>The Effect of Personality Traits and Musical Task on Self-Esteem</td>
<td>9/20/2008</td>
</tr>
<tr>
<td>80</td>
<td>Music Therapy as Procedural Support for Young Children Undergoing Immunizations: A Randomized Controlled Study</td>
<td>5/17/2016</td>
</tr>
<tr>
<td>46</td>
<td>Relaxing Music Prevents Stress-Induced Increases in Subjective Anxiety, Systolic Blood Pressure, and Heart Rate in Healthy Adults</td>
<td>12/1/2001</td>
</tr>
</tbody>
</table>
### Articles with Highest Altmetric Scores - MTP

<table>
<thead>
<tr>
<th>Score</th>
<th>Title</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>Music Therapy Treatment of Active Duty Military: An Overview of Intensive Group and Longitudinal Care Programs</td>
<td>3/20/2018</td>
</tr>
<tr>
<td>21</td>
<td>Parallel and Divergence Between Neuroscience and Humanism: Considerations for the Music Therapist</td>
<td>6/16/2015</td>
</tr>
<tr>
<td>17</td>
<td>A Systematic Review of Outcome Measures in Music Therapy</td>
<td>11/11/2017</td>
</tr>
<tr>
<td>15</td>
<td>Group Therapeutic Singwriting and Dementia: Exploring the Perspectives of Participants Through Interpretation</td>
<td>9/1/2017</td>
</tr>
</tbody>
</table>

### Analysis and Projections

While early 2019 usage is slightly below 2018 levels, it continues to be well above the levels of prior years and is not shocking after previous year-on-year growth in usage for nearly every month since the partnership between OUP and the AMTA began. Nonetheless, we will continue to monitor the usage rates and in the event of sustained decline, take a deeper analytic dive into the causes.

We continue to see increased usage of HTML articles over PDF on the Oxford Academic platform, thereby allowing the use of features unavailable on the PDF version such as citation linking and downloading, audio/video accompaniment, and ease of sharing articles with colleagues and the public online. Multimedia capabilities especially have been a focus for JMT and MTP. 2018 saw the launch of a podcast series for MTP and a series of video summaries of articles for JMT, both of which are sleekly displayed on the website and are easily shared further on social media. These projects allow users new ways to engage with material and offer new paths for engagement with the articles themselves.

We also continue to develop new ways to integrate multimedia onto the platform, and are recently introducing streamlined supplemental abstracts, whereby graphical, audio, video, or translated text abstracts can be included in various tabs in addition to a traditional text abstract, should the journals want to utilize them.
**Impact Factor**

JMT's Impact Factor rose from 1.000 in 2016 to 1.694 in 2017, making it 28/69 in ISI’s Rehabilitation category.

Regular fluctuation of the Impact Factor is common. Especially in quarterly publications, in which there are many fewer articles per year than monthly or bi-monthly publications, a single highly-cited article can greatly influence the Impact Factor for an two-year citation window, leading to ebb and flow of rankings. Additionally, because JMT articles are applicable for much longer than two years, and continue to receive many citations far after their Impact Factor citation window closes, Impact Factor does not paint a fully accurate picture for this journal. The 5-year Impact Factor, shown for comparison in the chart below, is more reliable in this sense; however, as evident, it still is subject to similar ebb and flows due to the amount of content included.

The 2018 Impact Factor will be available later this summer, and we will update you with that information as soon as it becomes available to us.

![Impact Factor Trends 2008-2017](image)

**2017 Impact Factor Calculation**

Impact Factor is calculated taking the number of citations received in the IF year to articles published in the preceding two years, and dividing that number by the total number of applicable items from those two years. Applicable items are generally articles and reviews pieces, but the final determination of applicable "denominator items" is left to the Impact Factor calculation board. A demonstration of the 2017 Impact Factor calculation is below.

\[
\begin{align*}
\text{Citations in 2017} & \quad \text{Citable content in 2017} \\
\text{to items published in 2015: 26} & \quad \text{Articles published in 2016: 17} \\
\text{61 Citations} & \div \text{36 Articles} = 1.694
\end{align*}
\]
In comparison, the 2016 Impact Factor is below.

<table>
<thead>
<tr>
<th>Citations in 2016</th>
<th>Citable content in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>to items published in 2015: 20</td>
<td>Articles published in 2015: 19</td>
</tr>
<tr>
<td>to items published in 2014-16</td>
<td>Articles published in 2014-17</td>
</tr>
<tr>
<td>36 Citations</td>
<td>36 Articles</td>
</tr>
</tbody>
</table>

\[ \frac{36 \text{ Citations}}{36 \text{ Articles}} = 1.00 \]

**Music Therapy Perspectives in ESCI**

In 2017 *MTP* was accepted for indexing in the Emerging Sources Citation Index. Currently, articles published in 2017 and 2018 are indexed in the ESCI, and a listing of cited articles appears in the appendices at the end of this report.

The ESCI is a relatively new index in Web of Science, which increases discoverability and measures citations, but does not calculate an Impact Factor. With Web of Science's current, year-long backlog of applicants for an Impact Factor, inclusion within the ESCI provides a strong first step into this process, while still providing scores to useful analysts and introducing no negative effects.

**Analysis and Projections**

While citations are an important measure of a journal's impact on the field, the Impact Factor only views citations given two years (or five years in the case of the 5-year Impact Factor) after an article's publication as relevant to its score, which is not a sensible evaluation for most fields outside of medicine or biostience. However, it has cultural cachet within many institutions and thus plays a part in a journal's overall standing, making the Impact Factor an unfortunately important benchmark.

Several events can lead to an Impact Factor increase or drop. Decreasing the number of published articles in a given year can decrease the denominator of the Impact Factor fraction, or publishing a single highly cited article can raise a journal's Impact Factor for the two years it is considered, resulting in a drop the following year. In the case of *MTP's* increase in 2016, both of these factors influenced the change. In 2015 there was much less content published than in 2015—326 pages in the 2013 volume compared to 532 in the 2015 volume. When, with the 2016 Impact Factor, the 2013 volume left the IF window and the 2015 volume entered it, this increased the number of articles counted, thus raising the denominator, potentially lowering the 2016 Impact Factor. However, because a number of those 2015 articles were highly cited in 2016, the increase in total citations coming from these articles more than compensated for the increased denominator, and led to the overall IF increase. In 2017, the Impact Factor included the same number of articles, but we saw a strong rise in the number of citations. We will continue to promote articles through article collections and individual article promotions in an effort to raise visibility and further increase the chance for citations.

Because *MTP* is now included in ESCI, we can use that tool to approximate what its Impact Factor would be for 2017 if the journal were eligible. Based on these approximations, we estimate *MTP* would have a 2017 IF of 0.974. This information can be useful when moving forward and making a case for *MTP* to be included in the Impact Factor in the future.
MARKETING

Marketing campaigns are strategically planned and executed in order to advance the key objectives of raising usage and increasing the journal profile in various areas. This section outlines a summary of marketing activities for JMT and JMT پ from January 2018 through May 2019.

Core Marketing Objectives

Objective 1: Driving Usage

- **Goal**: Increase JMT's and JMT پ's total full-text article views by 10% by the end of 2018
- **Goal**: Support the growth of JMT's and JMT پ's total email alert registrants
- **Goal**: Implement cross-promotional campaigns, where applicable, with other medical and psychology journals to support an expanded reach

Objective 2: Increasing Profile

- **Goal**: Support the joint journals' social media on the Twitter and Facebook platforms
- **Goal**: Support “Perspective on Perspectives” podcast and JMT Takes J video series
- **Goal**: Increase high-value interactions at conferences

Objective 1: Driving Usage

**Content Promotion**

Key tactics for increasing the journals’ full-text usage include thematic article collections, virtual issues, social media, and blog posts. Promoting article collections using a variety of marketing outlets serves to grow the online usage of JMT and JMT پ's content by increasing included articles’ dissemination to wider audiences.

**Top 8 Most Impactful Virtual Issue**

A virtual issue was created in November 2018 to coincide with the 2018 AMTA Annual Meeting. “Most Impactful” was defined by number of reads and Altmetric scores. The JMT and JMT پ articles included in the virtual issue were made freely available through February 2019.

The articles received a combined 8,777 full-text views from November 2018 – February 2019. Articles included and individual results can be found in the Marketing appendix (pg 28.)

The graph to the left reflects the significance the collection campaign had on increasing article-level usage. Each article included in the collection experienced heightened usage at the start of the campaign in November, and following promotions in January.
**Integrative Health Virtual Issue**

A virtual issue was created in April 2019 to promote articles from JMT and MTJ. The articles included in the virtual issue will be freely available through October 2019.

The articles received a combined 446 full-text views when the virtual issue launched in April compared to 159 full-text views in March. Promotions for the virtual issue will continue through October.

![Graph](image)

The graph to the left reflects the significance the collection campaign has had on increasing article-level usage thus far. The collection is still ongoing and results of the campaign will be given in a future report.

**Cross-Promotional Campaigns**

**Memorial Day Collection**

In May 2018, one MTP article, *Music Therapy Treatment of Active Duty Military: An Overview of Intensive Outpatient and Longitudinal Care Programs*, and one JMT article, *Music for the Injured Soldier: A Contribution of American Women’s Military Bands During World War II* and Paula Lind Ayers, *Tango: Physicians* for Troops with Shell Shock during World War I, were featured in a Memorial Day collection along with other select medicine and health journals from OUP. The collection’s landing page was visited 606 times.

**Mental Health Collection**

One JMT article, *Experiences of Patients With Parkinson’s Disease Engaged in Group Therapeutic Singing*, and two MTP articles, *Music Therapy Practices and Processes with Foster-Care Youth: Formulating an Approach to Clinical Work* and *On the Neural Mechanisms of Music Therapy in Mental Health Care: Literature Review and Clinical Implications,* were featured in an OUP cross-journal collection on mental health. Promotions for the collection ran from July to December 2018.

**Article-specific Promotion**

- The MTP article *Music Therapy Treatment of Active Duty Military: An Overview of Intensive Outpatient and Longitudinal Care Programs* received a [press release](https://example.com) from OUP’s Publicity team. The article was further promoted via the Oxford Journals Twitter and the Oxford Psychology Facebook and Twitter accounts:
  - The Facebook post received 10 likes and five shares, and reached 1,182 viewers; the hotlink received a total of 33 click-throughs to the article.
  - After publishing in March 2018, the article received 509 full-text views in the first two weeks, and currently has an Altmetric score of 130, by far the highest of any MTP article.
- The JMT article *The Effect of Music Relaxation on Sleep Quality and Emotional Measures in People Living with Schizophrenia* was promoted via the Oxford Psychology and Oxford Journals...
During the week of promotion, the article received an 82% increase in usage with 60 PDF views compared to 33 the week prior.

- The MTP article *The Role of Music Therapy and Ritual Drama in Transformation During Imminent Death* was included in an interactive infographic for Modern Palliative Care organized by OUP's Online Products team. During the week the infographic went live, the article received 19 full-text views compared to 5 the week prior.

- In December 2018, the MTP article *Music Therapy Treatment of Active Duty Military: An Overview of Intensive Outpatient and Longitudinal Care Programs* was included in an Explore PTSD resources page on the Oxford Clinical Psychology website. During the week the page went live, the article received 96 full-text views compared to 76 the week prior.

- In February 2019, the JMT article *Home-based Music Therapies with Individuals who have Dementia and their Family Caregivers* was included in an interactive infographic for the Dementia, Alzheimer's, and Memory Fact Sheet on the Oxford Medicine Online website. During the week the infographic went live, the article received 15 full-text views compared to 9 the week prior.

**OUPblog**

The OUPblog is one of the most widely read academic blogs in the world, with more than 6,500 subscribers and 100,000 visitors per month. Four blog posts based on AMTA content and by AMTA authors have been featured on the OUPblog in 2011 and 2019 thus far. Each blog post includes a link to the associated full-text AMTA article or article collection.

<table>
<thead>
<tr>
<th>Post Date</th>
<th>Authors</th>
<th>Post Title</th>
<th>Views*</th>
<th>Time on Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2011</td>
<td>Catherine Bein, Catherine Boggess, and Patrick R. Grinolds</td>
<td>Acknowledging identity, privilege, and oppression in music therapy</td>
<td>1,116</td>
<td>4:01</td>
</tr>
<tr>
<td>Aug 2013</td>
<td>Kimberly Jean Moore</td>
<td>The potential preventive promise of music</td>
<td>426</td>
<td>3:13</td>
</tr>
<tr>
<td>Oct 2011</td>
<td>Orii Maderman and Felicity Anne Baker</td>
<td>Do you think music is beneficial for people with dementia?</td>
<td>1,556</td>
<td>3:53</td>
</tr>
<tr>
<td>March 2019</td>
<td>James Hall and Janet C. Graffius</td>
<td>Warning: music therapy comes with risks</td>
<td>4,766</td>
<td>5:02</td>
</tr>
</tbody>
</table>

*As of May 2019

**Email Alert Promotion**

E-alerts encourage regular readership of a journal, and are a vital tool in helping us achieve our aims of increasing engagement and usage. Due to this fact, increasing the number of e-alert registrants is a key objective for us and we consistently encourage sign-ups at conferences, with online advertisements, and within other promotions that we conduct throughout the year. The tables below show the number of registrants signed up to receive e-alerts from the AMTA journals.
Objective 2: Increasing Profile

Journal-level Social Media Platforms

Social Media Marketing Collaboration

Both journals' Twitter accounts and joint Facebook account are intended to spur further engagement and cross-communication between each journal, OUF's social media accounts, and the AMTA platform. OUF is actively supporting these efforts with our own marketing and social media presence. Moving forward, support to strengthen these channels will remain a continual facet of OUF's marketing strategy as number of followers and level of engagement with social media posts continue to increase, the more general consumer, academic, librarian, and researchers the content will reach. Current and future strategies to support the journals' channels include maintaining continuity of content across channels, crafting advertising campaigns to drive traffic and followers to the new accounts, and sending direct email notifications to journal-salert subscribers notifying them of the new channels. The journals' accounts will also be continually included in conference materials and other promotion from OUF.

To support the growth of each journal's social media presence on Twitter, as well as the journals' joint Facebook account, we created online advertising directing viewers to the respective channels. These ads currently run as banner advertisements on all JMT and MTF webpages. They have received 650,914 impressions and 215 clicks since July 2018.

JMT Take 3 (video series)

Launched in late 2017, JMT Take 3 is a video series where music scholars share the top three highlights from their JMT articles. This initiative is highlighted on the JMT website, via website advertisements, and conference collateral. A list of existing videos and their usage can be found in the Marketing appendix (page 27).

Perspective on Perspectives (podcast)

Launched in late 2017, Perspectives on Perspectives is a podcast featuring interviews with music therapy researchers and clinicians about their publications in MTF. This initiative is highlighted on the JMT website, via website advertisements, and conference collateral. A list of the existing podcast episodes and their usage can be found in the Marketing appendix (page 26).
Printed Publicity

- A full-page program advertisement for JMT and MTP was created for AMTA 2018.
- JMT and MTP were included in the 'Music Therapy' section of an advertisement for OUP's Global Music Catalogue.
- JMT and MTP were included in an advertisement for OUP's Psychology Catalogue in both 2018 and 2019.
- A full-page program advertisement for JMT and MTP, as well as an insert for delegate tote tags, were created for the 3rd Annual Integrated Creative Arts Therapy Conference.

Conferences

We have promoted the journals at relevant conferences throughout 2018 and the beginning of 2019. Conference presence is either in the form of an OUP branded booth/stand, or in some cases via a shared publisher's display. Sample copies of the journal are displayed, along with promotional materials. A full list of conferences that JMT and MTP were promoted at can be found in the Marketing appendix (page 27).

A booth backdrop, table top, slip, journal copies and e-alert registration cards were sent to the AMTA 2018 conference for display at the OUP booth.

To directly promote circulation growth, ongoing librarian outreach has continued throughout 2018, which includes promoting at global conferences – such as ALA, UKSG and CILASS – and highlights in librarian e-newsletters distributed to all existing institutional customers.

In June 2018, OUP provided a sponsorship on the journals’ behalf to the 3rd Annual Integrated Creative Arts Therapy Conference. The full-page advertisement featured information about both journals. The delegate tote bag insert featured information about JMT: Take 5 and Perspective on Perspectives, as well as instructions on how to sign up for e-alerts.
Production

Speed Through Production

Through mid-May 2019, both JMT and MTP slightly reduced acceptance-to-publication times compared to prior years. JMT’s 2019 average is 5.8 weeks, and MTP’s average is 5.9 weeks, both below our 6-10 week target.

Issue Publication Schedule

JMT in 2018 saw an overall improvement in issue timelines, with on-time online publication and print delays of 0-3 days. 2019 issues to date have been printed on time online and in print. MTP 36(2) was delayed approximately a week due to late manuscript query responses for two articles and a week during issue editorial review. 37(2) published late following delays receiving the issue line-up, pagination, and editorial review. The production and editorial office has reviewed the issue processes to clarify the procedure, and will continue to pursue queries as they arise. Production has also reviewed pagination around the time that the 36(2) issue team to ensure timely pagination going forward.

Journal of Music Therapy

<table>
<thead>
<tr>
<th>Volume/Issue</th>
<th>Scheduled Online</th>
<th>Actual Online</th>
<th>Scheduled Print</th>
<th>Actual Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>36/3</td>
<td>10-Sep-19</td>
<td>5-Sep-19</td>
<td>15-Sep-19</td>
<td>20-Sep-19</td>
</tr>
<tr>
<td>36/4</td>
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<td>15-Dec-19</td>
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</table>

<table>
<thead>
<tr>
<th>Volume/Issue</th>
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<th>Scheduled Print</th>
<th>Actual Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>37/1</td>
<td>9-Apr-19</td>
<td>9-Apr-19</td>
<td>15-Apr-19</td>
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</table>

<table>
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<th>Actual Online</th>
<th>Scheduled Print</th>
<th>Actual Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>38/1</td>
<td>15-Apr-19</td>
<td>15-Apr-19</td>
<td>15-Apr-19</td>
<td>2-Mar-19</td>
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<td>38/2</td>
<td>11-Oct-19</td>
<td>21-Apr-19</td>
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</table>

Music Therapy Perspectives

2018

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<tr>
<th>Volume/Issue</th>
<th>Scheduled Online</th>
<th>Actual Online</th>
<th>Scheduled Print</th>
<th>Actual Print</th>
</tr>
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<tbody>
<tr>
<td>36/3</td>
<td>10-Sep-19</td>
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<td>15-Sep-19</td>
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<td>36/4</td>
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<tr>
<th>Volume/Issue</th>
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<tr>
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<td>9-Apr-19</td>
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<tr>
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<tbody>
<tr>
<td>38/1</td>
<td>15-Apr-19</td>
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<td>15-Apr-19</td>
<td>2-Mar-19</td>
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<td>38/2</td>
<td>11-Oct-19</td>
<td>21-Apr-19</td>
<td>21-Apr-19</td>
<td></td>
</tr>
</tbody>
</table>
Quality – Author Surveys

OUP surveys its authors after the final article has been published online. We ask authors to rate us on quality, service, speed, and communication on a 5-point scale, and also to leave comments regarding their experience during the publication process in order for us to continually improve our services. Average ratings and author comments are listed below. This data has not changed since the last report in 2018, as no author left feedback in Q3 2018 or YTD 2019.

**Journal of Music Therapy**

<table>
<thead>
<tr>
<th>Year</th>
<th>Respondents</th>
<th>Avg. Quality</th>
<th>Avg. Service</th>
<th>Avg. Speed</th>
<th>Avg. Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
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<td>5.0</td>
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<td>5.0</td>
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<td>3.6</td>
<td>4.3</td>
<td>4.6</td>
<td>3.6</td>
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**Music Therapy Perspectives**

<table>
<thead>
<tr>
<th>Year</th>
<th>Respondents</th>
<th>Avg. Quality</th>
<th>Avg. Service</th>
<th>Avg. Speed</th>
<th>Avg. Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2018</td>
<td>1</td>
<td>4.5</td>
<td>5.0</td>
<td>5.0</td>
<td>4.0</td>
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</table>

Page Budgets

**Journal of Music Therapy**

<table>
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<th>Volume/Issue</th>
<th>Actual pages</th>
<th>Page Budget</th>
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</thead>
<tbody>
<tr>
<td>55/1</td>
<td>131</td>
<td>140</td>
</tr>
<tr>
<td>55/2</td>
<td>122</td>
<td>140</td>
</tr>
<tr>
<td>55/3</td>
<td>127</td>
<td>140</td>
</tr>
<tr>
<td>55/4</td>
<td>106</td>
<td>140</td>
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<td>Total</td>
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<td>360</td>
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<table>
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<th>Volume/Issue</th>
<th>Actual pages</th>
<th>Page Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>56/1</td>
<td>121</td>
<td>140</td>
</tr>
<tr>
<td>56/2</td>
<td>99</td>
<td>140</td>
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<tr>
<td>56/3</td>
<td>-</td>
<td>140</td>
</tr>
<tr>
<td>56/4</td>
<td>-</td>
<td>140</td>
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<tr>
<td>Total</td>
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**Music Therapy Perspectives**

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<th>Page Budget</th>
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<td>36/1</td>
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<td>100</td>
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<tr>
<td>36/2</td>
<td>147*</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>282</td>
<td>200</td>
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*MTP scheduled to produce 95 extra pages per issue for 35/2, and 34/1-2, in order to help clear a backlog of articles.
APPENDICES

Circulation

**Circulation by Region - JMT**

**Circulation by Region - MTF**
## Usage

### JMT – Top Articles Viewed in 2019 (Jan 1 – Apr 30)

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Lead Author</th>
<th>Information</th>
<th>HTML</th>
<th>FDF</th>
<th>Total</th>
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<tbody>
<tr>
<td>1</td>
<td>The Effects of Music Therapy Intervention on Agitation Behaviors of Alzheimer’s Disease Patients*</td>
<td>Melissa Brocious</td>
<td>(1996), Vol. 33, Iss. 1, 2-18</td>
<td>122</td>
<td>451</td>
<td>1,253</td>
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<tr>
<td>2</td>
<td>Relaxing Music, Stress-Induced Increases in Salivary, Arterial Blood Pressure, and Heart Rate in Healthy MALE and FEMALE</td>
<td>Wendy E. J. Knight</td>
<td>(2001), Vol. 36, Iss. 4, 254-272</td>
<td>606</td>
<td>551</td>
<td>957</td>
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<tr>
<td>4</td>
<td>The Impact of Music Therapy on Language Functioning in Down's</td>
<td>Melissa Brocious</td>
<td>(2000), Vol. 37, Iss. 3, 189-195</td>
<td>352</td>
<td>299</td>
<td>651</td>
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<tr>
<td>7</td>
<td>A Pilot Study Exploring the Use of an Online Pre-Composed Repertoire of Music Experiences for Students Coping with Stress and Anxiety</td>
<td>Jennifer Foote</td>
<td>(2019), Vol. 55, Iss. 4, 38-407</td>
<td>416</td>
<td>151</td>
<td>567</td>
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<tr>
<td>9</td>
<td>A Survey of Music Therapy Methods or Adolescent Inpatient Mental Health Units</td>
<td>Kaylie Johnson</td>
<td>(2008), Vol. 35, Iss. 4, 463-488</td>
<td>386</td>
<td>146</td>
<td>532</td>
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</tbody>
</table>

### JMT – Top Articles Viewed in 2018

<table>
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<tr>
<th>#</th>
<th>Title</th>
<th>Lead Author</th>
<th>Information</th>
<th>HTML</th>
<th>FDF</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The Effects of Music Therapy Intervention on Agitation Behaviors of Alzheimer’s Disease Patients*</td>
<td>Melissa Brocious</td>
<td>(1999), Vol. 36, Iss. 1, 2-15</td>
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<td>Relaxing Music, Stress-Induced Increases in Salivary, Arterial Blood Pressure, and Heart Rate in Healthy MALE and FEMALE</td>
<td>Wendy E. J. Knight</td>
<td>(2001), Vol. 36, Iss. 4, 254-272</td>
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<td>Effect of a Music Therapy Group Intervention on Enhancing Social Skills in Children with Autism</td>
<td>A. Blythe</td>
<td>(2014), Vol. 51, Iss. 3, 250-275</td>
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<td>The Effect of Music on Pain: A Meta-Analysis</td>
<td>Leo, III</td>
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<td>The Impact of Music Therapy on Language Functioning in Down's</td>
<td>Melissa Brocious</td>
<td>(2000), Vol. 37, Iss. 3, 189-195</td>
<td>1,913</td>
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<td>6</td>
<td>Perspectives on Group Music Therapy: A Qualitative Analysis of Music Therapists’ Reaction to Radically Inclusive Practices</td>
<td>Catherine E. Higgins</td>
<td>(2017), Vol. 54, Iss. 4, 375-404</td>
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<td>The Impact of Music on Dementia, Arised Due to Stress: A Meta-Analysis</td>
<td>Gort L. Polenier</td>
<td>(2004), Vol. 41, Iss. 3, 192-214</td>
<td>1,256</td>
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<td>8</td>
<td>Experiences of Persons With Parkinson's Disease Engaged in Group Therapeutic Singing</td>
<td>Elizabeth L. Singers/She</td>
<td>(2017), Vol. 54, Iss. 4, 405-431</td>
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### MTP - Top Articles Viewed in 2019 (Jan 1 – Apr 30)

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<td>Music Therapy Treatment of Active Duty Military: An Overview of Intensive Outpatient and Longitudinal Care Programs</td>
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<td>Development of a Special Education Music Therapy Assessment Protocol</td>
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<td>(2004), Vol. 18, Iss. 1, 19-68</td>
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<td>Come Together Music Therapy and Synch Language Pathology: Students’ Perspectives on Collaborating During an Inclusive Camp for Children with ASD</td>
<td>Laura S. Brown</td>
<td>(2018), Vol. 36, Iss. 1, 17-26</td>
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<td>The Potential of Music Experiences in Music Therapy</td>
<td>James Hillier</td>
<td>(2018), Vol. 36, Iss. 1, 29-86</td>
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<td>Improving Vocal Resonance Techniques in Music Therapy with Young Adults</td>
<td>Alexander Here</td>
<td>(2019), Vol. 37, Iss. 1, 55-64</td>
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<td>Lesbian, Gay Bicosexual, Transgender, and Questioning: Best Practices in Music Therapy</td>
<td>Annette Whitehead-Plauss</td>
<td>(2012), Vol. 30, Iss. 2, 158-166</td>
<td>758</td>
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<td>Music for Speech and Language Development in Early Childhood Populations</td>
<td>Andrew Knight</td>
<td>(2017), Vol. 35, Iss. 2, 124-130</td>
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### JMT Impact Factor

#### Top Articles Contributing to the 2017 Impact Factor

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<td>Common Characteristics of Interventions in Music Therapy for Children with Autism Spectrum Disorder: Developmental Treatment Guidelines</td>
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<td>The Effects of Music on Pain: A Meta-Analysis</td>
<td>Lee, Jin Hyung</td>
<td>Vol. 53, Iss. 4</td>
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<td>A Systematic Review of Music-Based Interventions for Pediatric Support</td>
<td>Younger, Olivia</td>
<td>Vol. 52, Iss. 1</td>
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<td>Relative Auditory Cuing in Motor Rehabilitation for Stroke Patients: Systematic Review and Meta-Analysis</td>
<td>Yoo, Gia Eul</td>
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<td>Expanding Perspective on Music Therapy for Symptom Management in Cancer Care</td>
<td>Pelosi, Noah</td>
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<td>Meeting Art with Art: Arts-Based Multidisciplinary Research Reflectivity in Research with Mental Health Service Users</td>
<td>McCaffrey, Tania</td>
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<td>Coping-oriented Dialogue through Patients' Informed Use: A Mental Music Therapy Protocol and Randomized Pilot Study for Hospitalized Organ Transplant Patients</td>
<td>Hogan, Tyler James</td>
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<td>Feasibility of a Total Interventionsal Music Therapy for Children with Autism Spectrum Disorder</td>
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<td>Reducing music prevents stress-related increases in subjective anxiety, systolic blood pressure, and heart rate in healthy males and females</td>
<td>Knight, WE</td>
<td>(2001), Vol. 38, Iss. 4</td>
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<td>Musically adapted totaling stories to modify behavior in students with autism: Four case studies</td>
<td>Browell, MD</td>
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<td>Music in intervention for children and adolescents with autism: A meta-analysis</td>
<td>Whipple, I</td>
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<td>The impact of music therapy on language functioning in dementia</td>
<td>Breton, M</td>
<td>(2000), Vol. 37, Iss. 3</td>
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<td>11 music therapy as effective intervention for dementia: A meta-analytic review of literature</td>
<td>Koger, SM</td>
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<td>The effect of reminiscence music therapy session on changes in depressive symptoms in elderly persons with dementia</td>
<td>Ashida, S</td>
<td>(2000), Vol. 37, Iss. 3</td>
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<td>Rhythmic auditory stimulation in gait training for patients with traumatic brain injury</td>
<td>Hurt, CP</td>
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<td>Use of preferred music to reduce emotional distress and symptom activity during radiation therapy</td>
<td>Clark, Michael</td>
<td>(2000), Vol. 43, Iss. 5</td>
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<td>Mitchell, Laura A.</td>
<td>(2000), Vol. 43, Iss. 4</td>
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<td>Robb, SL</td>
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<td>Edgerton, CL</td>
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<td>Music therapy with Alzheimer’s patients and their family caregivers: A pilot project</td>
<td>Breton, M</td>
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<td>The Effect of Composing on Knowledge of Core Concepts and Working Alliance in Psychiatric Patients: A Randomized Clinical Effectiveness Study</td>
<td>Silverman, Michael I.</td>
<td>(2011), Vol. 48, Iss. 1</td>
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<td>Effect of virtual reality graded exposure on anxiety levels of performing musicians: A case study</td>
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<td>A comparison of coping rating and free analysis techniques to make emotional change in a single session with people who are chemically dependent</td>
<td>Jones, JD</td>
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<td>Toward Understanding Music Therapy as a Recovery-Oriented Practice within Mental Health Care: A Meta-Synthesis of Users’ Experiences</td>
<td>Sitts, Hans Peter</td>
<td>(2015), Vol. 50, Iss. 4</td>
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<td>The Effects of Music Listening on Insomniac Crying in Premature Infants</td>
<td>Keery, Douglas R.</td>
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<td>The effect of music amplification on the relaxation response</td>
<td>Szklenik, MJ</td>
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<td>Psychiatric patients’ perception of music therapy and other psychosocial educational programs</td>
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<td>A Systematic Review of Music-Based Interventions for Psychological Support</td>
<td>Yinger, Olivia Svensson</td>
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<td>Rhythmic Auditory Cuing in Motor Rehabilitation for Stroke Patients: Systematic Review and Meta-Analysis</td>
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<td>Aijen, Kenneth</td>
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<td><em>A Conceptual Methodology to Define the Therapeutic Function of Music</em></td>
<td>Hanson, Abramson, Dena, Emily</td>
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<td><em>Music &amp; Art: A Tool for the Development of Art-Based Research (ABR)</em></td>
<td>Ving, Michael</td>
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<td>Hadley, Susan</td>
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<td><em>Prescriptive Music Therapy for Pediatric Ambulatory Surgery Patients: A Retrospective Case Series</em></td>
<td>Groding, Lori E.</td>
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**Perspective on Perspectives Podcasts**

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<td>An Interview with Kimberly Lloyd</td>
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<td>April 2018</td>
<td>Dr. Doug Keith</td>
<td>How do music therapy students learn from cultural immersion?</td>
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<td>A way forward for music therapy in military treatment settings</td>
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*As of May 2019
### JMT Take 3 Videos

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<td>Dr. Peter Kern</td>
<td>Worldwide Music Therapy: Clinical Training Trends</td>
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<td>March 2018</td>
<td>Dr. Amy Clements-Corti</td>
<td>Singing and Vocal Interventions in Palliative and Cancer Care</td>
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<td>April 2018</td>
<td>Dr. Grace Thompson</td>
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<td>May 2018</td>
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<td>JMT Take 3: Dr. Helen Swemmer</td>
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<td>JMT Take 3: Dr. Ted Goddard</td>
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<td>May 2019</td>
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<td>May 2019</td>
<td>Dr. Felicity Baker</td>
<td>JMT Take 3: Felicity Baker (2019)</td>
<td>77</td>
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</tbody>
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*As of May 2019

### Conferences Promoted from Jan 2018 - May 2019

<table>
<thead>
<tr>
<th>Conference</th>
<th>City</th>
<th>Country</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society For Social Work And Research</td>
<td>Washington</td>
<td>United States</td>
<td>10-Jan-2018</td>
</tr>
<tr>
<td>National Association Of School Psychologists</td>
<td>Chicago</td>
<td>United States</td>
<td>13-Feb-2018</td>
</tr>
<tr>
<td>American Board Of Rehabilitation Psychology</td>
<td>Dallas</td>
<td>United States</td>
<td>22-Feb-2018</td>
</tr>
<tr>
<td>School Social Work Association Of America</td>
<td>Columbus</td>
<td>United States</td>
<td>14-Mar-2018</td>
</tr>
<tr>
<td>American Counseling Association</td>
<td>Atlanta</td>
<td>United States</td>
<td>26-April-2018</td>
</tr>
<tr>
<td>Pediatric Academic Society</td>
<td>Toronto</td>
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<tr>
<td>Canadian Pediatric Society</td>
<td>Quebec</td>
<td>Canada</td>
<td>20-May-2018</td>
</tr>
<tr>
<td>National Association Of Social Workers</td>
<td>Washington</td>
<td>United States</td>
<td>20-Jun-2018</td>
</tr>
<tr>
<td>American Psychological Association</td>
<td>San Francisco</td>
<td>United States</td>
<td>9-Aug-2018</td>
</tr>
<tr>
<td>Gerontological Society Of America</td>
<td>Boston</td>
<td>United States</td>
<td>14-Oct-2018</td>
</tr>
<tr>
<td>American Music Therapy Association</td>
<td>Dallas</td>
<td>United States</td>
<td>15-Nov-2018</td>
</tr>
<tr>
<td>Association for Behaviorial and Cognitive Therapists</td>
<td>Washington</td>
<td>United States</td>
<td>15-Nov-2018</td>
</tr>
<tr>
<td>Society For Social Work And Research</td>
<td>San Francisco</td>
<td>United States</td>
<td>16-Jan-2019</td>
</tr>
<tr>
<td>American Board Of Rehabilitation Psychology</td>
<td>Orlando</td>
<td>United States</td>
<td>7-Feb-2019</td>
</tr>
<tr>
<td>National Association Of School Psychologists</td>
<td>Atlanta</td>
<td>United States</td>
<td>26-Feb-2019</td>
</tr>
<tr>
<td>Society For Research In Child Development</td>
<td>Baltimore</td>
<td>United States</td>
<td>21-Mar-2019</td>
</tr>
<tr>
<td>School Social Work Association Of America</td>
<td>Orlando</td>
<td>United States</td>
<td>3-Apr-2019</td>
</tr>
<tr>
<td>Midwestern Psychological Association</td>
<td>Chicago</td>
<td>United States</td>
<td>11-Apr-2019</td>
</tr>
</tbody>
</table>
Since the time that the Competency Review Task Force (CRTF) submitted our mid-year 2019 report to the AMTA Board of Directors, the task force moved ahead of schedule and completed the 2nd charge given to us at the 2017 AMTA national conference by the AMTA Board of Directors (BOD). The following is a report of our findings.

BOD Charge 2: Review the CBMT Board Certification Domains and compare that document to the AMTA professional competencies.

Background: In the spring of 2018, the CRTF conducted a cursory comparison of the Board Certification Domains (BCDs) and the AMTA Professional Competencies. We realized it was very difficult to compare the documents because it was not clear from the language within the documents as to the intent of their uses. After much discussion and consultation with Joy Schneck at CBMT, our understanding of the intent of the documents is the following. We’ve included some information below regarding the Advanced Competencies as well.

Intent of Documents: The competency documents are intended to represent what a music therapy professional should know whether practicing at a professional or at an advanced level. The BCDs represent tasks that a music therapist should be able to perform in clinical practice based on the knowledge they have learned from an approved entry-level Music Therapy program.

2019 CRTF Activities:

Conference Call 1: January 29, 2019
- The task force met to discuss next steps and review information gathered for the charges. It was decided that, in order to submit information related to the comparison of the BCDs to the Competencies, the work completed in 2018 needed to be revisited, re-organized and summarized with more depth.
- In order for responses to be consistent and to make the data easier to analyze and summarize, the task force agreed to re-enter the data in a Google Form.

Conference Call 2: March 20, 2019
- The task force reviewed the google form and set goals for completing the form in May.
- Dates were selected for completing the form and another meeting was set to review the data.

Conference Call 3: May 21, 2019
- Reviewed the data of the completed forms.
- Discussed findings. Defined terms.
- Discussed the next task of identifying themes, gaps, and overlaps of the BCDs and the Competencies

Conference Call 4: June 13, 2019
- Reviewed findings of themes, gaps, and overlaps of the BCDs and the Competencies
- Came to consensus of the differences of the documents.
- Came to consensus on the gaps between the documents.
- Came to consensus on findings and recommendations for the BOD.
Findings:

Keeping in line with the charge from the BOD, the purposes of this review were the following:

1) Identify general differences between the BCDs and the Professional Competencies.

2) Report if any professional and/or advanced competencies are related BCDs.

3) Report on any gaps in knowledge within the professional competencies when compared to the BCDs.

(Please refer to the attached pdf document for data that supports the following summary of findings.)

1) General Differences Between the Board Certification Domains (BCDs) and the Professional Competencies (PCs)

The CRTF first completed an overall thematic analysis as a comparison of the two documents. This analysis involved individual task force members’ review and lengthy discussions about how they relate. The task force consulted with the CBMT Executive Director, Joy Schneck, in the spring of 2018 to discuss this as well. The thematic analysis results are the following.

<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th>Board Certification Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills to be learned</td>
<td>Clinical skills to be applied</td>
</tr>
<tr>
<td>Static</td>
<td>Dynamic</td>
</tr>
<tr>
<td>Broad</td>
<td>Specific</td>
</tr>
<tr>
<td>Knowledge and Concepts</td>
<td>Tasks</td>
</tr>
<tr>
<td>Foundational</td>
<td>Applicable</td>
</tr>
</tbody>
</table>

2) Related Professional and Advanced Competencies when compared to BCDs

Taking into account the themes that emerged when analyzing for general differences, the task force then decided to analyze each subdomain item and identify if any professional or advanced competency (ies) related to the BCD subdomain. Each task force member was assigned a section of the BCDs to analyze and then document any related professional or advanced competencies (see attached data).

The CRTF defined what we collectively meant if a BCD subdomain related (yes or no) to a professional or advanced competency (see conditions of ‘yes’ below).

A Board Certification sub-domain relates to an AMTA competency under one or more of the following conditions:

1) The words of the subdomain and competency are the same or substantially similar.

2) The words of the subdomain and competency are implicitly substantially similar (e.g. range of motion could be implied in psychomotor responses).

3) The subdomain is a broader idea of specifics in a competency.

4) The competency is a broader idea of specifics in a subdomain item.

5) The subdomain is the application of a defined skill in a competency.
Of the 202 total BCD subdomains, the task force found that 140 BCDs met one or more of the conditions listed above for at least one professional competency and 62 of them did not. The areas that did not meet one or more of the conditions ranged across all headings in the BCDs (i.e. assessment, etc.) except for referral which had a corresponding professional competency for each of the four subdomain items. Although, it was found that there is not a specific referral section in the professional competencies.

There was a total of 72 instances of the 202 total BCD subdomains that met at least one or more of the conditions listed above for advanced competency. Of that total, 44 subdomains related to both professional and advanced competencies.

These numbers suggest that approximately 31% of the BCD subdomains do not have a corresponding foundational knowledge professional competency. In addition, approximately 37% of the subdomains do have a corresponding advanced competency as foundational knowledge.

3) **Gap areas in knowledge within the professional competencies when compared to the BCDs.**

While the percentages reported above indicate gaps in the professional competencies as compared to the current BCDs, the task force also found a few key areas that warrant further discussion.

**Musical Domains/Competencies:** The BCDs do not seem to address assessment of the musical domain. In turn, the Professional Competencies do address learning music skills but do not adequately address the knowledge needed for clinical musicianship skills, encompassing knowledge needed to assess and treat using music, nor how music could cause harm. The knowledge needed for assessing the music domain is limited in the Professional Competencies.

**Theories and Approaches:** The BCDs do address the need to apply a variety of theoretical approaches and models in clinical practice. The Professional Competencies do not address that entry-level practitioners should have knowledge of theories or approaches. The Advanced Competencies indicated that this knowledge is needed for advanced practice. There is a disconnect here on what is expected in current clinical practice and the knowledge needed to enter the field regarding theories and approaches.

**Referral Domains/Competencies:** Referral subdomain clinical application skills are listed in the BCDs and a task force member found related Professional Competencies, however there is not a referral section in the Professional Competencies.

**Recommendations:**

1. The CRTF agrees that the three documents under review (Professional Competencies, The Board Certification Domains, and the Advanced Competencies) should work together as a continuum rather than 3 separate documents. Therefore, it is recommended that the headings (and sub domain and competencies within each heading) for the professional competencies, the domains, and the advanced competencies be similar across documents. The CRTF see these three documents as a continuum of knowledge to advanced knowledge:

   Professional Comp. – Knowledge → BCDs – Application → Adv. Comp. – Advanced Knowledge

2. It is recommended that when making changes to these documents, keep in mind the intent of the documents (foundational knowledge to learn OR skill to apply OR advanced knowledge to learn) and to keep the language consistent within each of the documents with that intent in mind.
<table>
<thead>
<tr>
<th>CBMT Domain</th>
<th>CBMT Subdomain</th>
<th>Subdomain relates to a professional competency?</th>
<th>Professional competency(ies) that relate(s) to the subdomain.</th>
<th>Subdomain relates to an advanced competency?</th>
<th>Advanced competency(ies) that relate(s) to the subdomain?</th>
<th>Comments from task force regarding the relationships between BCD and Competencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A. Referral</td>
<td>I.A.1. Utilize or develop appropriate referral protocol for population.</td>
<td>Yes</td>
<td>B.7.1. Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.</td>
<td></td>
<td>No</td>
<td>AMTA Competency B.7.1 is the only competency that addresses any aspect of the CBMT Referral domain. All other domains are not present in professional or advanced competencies. Competency is general in nature and combines aspects of subdomain. Referral is broken down into specific component of referral process (e.g. use or develop)</td>
</tr>
<tr>
<td>I.A. Referral</td>
<td>I.A.2. Evaluate the appropriateness of a referral for music</td>
<td>Yes</td>
<td>B.7.1. Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.</td>
<td></td>
<td>No</td>
<td>Competency is general in nature and combines aspects of subdomain. Referral is broken down into specific component of referral process (e.g. evaluation of the appropriateness for the referral to music therapy)</td>
</tr>
<tr>
<td>I.A. Referral</td>
<td>I.A.3. Prioritize referrals according to immediate client needs</td>
<td>Yes</td>
<td>B.7.1. Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.</td>
<td></td>
<td>No</td>
<td>Competency is general in nature and combines aspects of subdomain. Referral is broken down into specific component of referral process (e.g. prioritization of referrals)</td>
</tr>
<tr>
<td>I.A. Referral</td>
<td>I.A.4. Educate staff, treatment team, or other professionals regarding appropriate referral criteria for music therapy based on population needs</td>
<td>Yes</td>
<td>B.7.1. Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.</td>
<td></td>
<td>No</td>
<td>Competency is general in nature and combines aspects of subdomain. Referral is broken down into specific component of referral process (e.g. education on appropriate referral criteria)</td>
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</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.3.b. communicative</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>Communicative is not present in the competencies</td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.3.c. emotional</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td></td>
<td>General reference to emotional as psychological aspects of assessment in competences; BCD is a specific job task</td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.3.d. musical</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>Ironically, competencies reference to client functioning, strengths and needs are not addressed in professional or advanced competencies; itemized in BCD as a task to address</td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.3.e. physiological</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td></td>
<td>Similar in both contexts</td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.3.f. psychosocial</td>
<td>Yes</td>
<td>B.7.3. Demonstrate basic knowledge of typical and atypical human systems and development (e.g., anatomical, physiological, psychological, social.); C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>general aspects in competencies; BCD specific are to be assessed</td>
<td></td>
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</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.3.g. sensorimotor</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.3.h Identify client functioning level, strengths, and areas of need within the following domains: spiritual</td>
<td>No</td>
<td></td>
<td>No</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.4.a Identify client's: a) active symptoms, b) behaviors, g) manifestation of affective state, i) preferences</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I.B.4.b Identify client's: c) clinical history, d) cultural and spiritual background, when indicated, e) family dynamics and support systems, f) learning styles, h) music background and skills, j) social and interpersonal relationships, k) stressors related to present status, l) resources</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C.11.1. Select and implement effective culturally-based methods for assessing the client's strengths, needs, musical preferences, level of musical functioning, and development, B.7.2. Demonstrate basic knowledge of the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications.;
C.11.3. Identify the client's functional and dysfunctional behaviors; C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B. Assessment</td>
<td>I.B.10. Develop assessment tools and procedures.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.; C.11.1. Select and implement effective culturally-based methods for assessing the client’s strengths, needs, musical preferences, level of musical functioning, and development.</td>
<td>Yes</td>
<td>B.4.6. Design or adapt assessment and evaluation procedures for various client populations.</td>
</tr>
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</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.11. Create an assessment environment or space conducive to the assessment protocol and/or client’s needs.</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.12. Engage client in musical and non-musical experiences to obtain assessment data.</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>I.B. Assessment</td>
<td>I.B.13. Identify client responses</td>
<td>Yes</td>
<td>C.11.4. Identify the client’s therapeutic needs through an analysis and interpretation of assessment data.</td>
<td>Yes</td>
<td>B.4.13. Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process.</td>
</tr>
<tr>
<td>I.C. Interpret Assessment Information and Communicate Results</td>
<td>I.C.1. Evaluate reliability and presence of bias in information from available resources</td>
<td>Yes</td>
<td>C.11.1. Select and implement effective culturally-based methods for assessing the client’s strengths, needs, musical preferences, level of musical functioning, and development.</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current music therapy assessment, treatment, and evaluation.</td>
</tr>
<tr>
<td>I.C. Interpret Assessment Information and Communicate Results</td>
<td>I.C.2. Identify factors which may impact accuracy of information gathered during assessment (e.g., precipitating events, medications, health considerations).</td>
<td>Yes</td>
<td>C.11.2. Observe and record accurately the client's response to assessment.</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current music therapy assessment, treatment, and evaluation.</td>
</tr>
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</tr>
<tr>
<td>I.C. Interpret Assessment Information and Communicate Results</td>
<td>I.C.3. Draw conclusions and make recommendations based on analysis and synthesis of assessment findings.</td>
<td>Yes</td>
<td>C.11.4. Identify the client's therapeutic needs through an analysis and interpretation of assessment data.</td>
<td>Yes</td>
<td>B.4.7. Utilize advanced music therapy methods within one or more theoretical frameworks to assess and evaluate clients’ strengths, needs and progress.; A.7.6. Use different methods of musical analysis for client assessment and evaluation.</td>
</tr>
<tr>
<td>I.C. Interpret Assessment Information and Communicate Results</td>
<td>I.C.4. Acknowledge therapist's bias and limitations in interpreting assessment information (e.g., cultural differences, clinical orientation).</td>
<td>Yes</td>
<td>C.17.8. Demonstrate critical self-awareness of strengths and weaknesses. C.17.9. Demonstrate knowledge of and respect for diverse cultural backgrounds.</td>
<td>Yes</td>
<td>B.8.5. Recognize limitations in competence and seek consultation.; B.8.7. Implement music therapy approaches based on knowledge of and sensitivity to the roles and meanings of musics in diverse cultures. B.8.8. Work with culturally diverse populations, applying knowledge of how culture influences issues regarding identity formation, concepts of health and pathology, and understanding of the role of therapy.</td>
</tr>
<tr>
<td>I.C. Interpret Assessment Information and Communicate Results</td>
<td>I.C.5. Communicate assessment findings and recommendations in oral, written, or other forms (e.g., video, audio).</td>
<td>Yes</td>
<td>C.11.5. Communicate assessment findings and recommendations in written and verbal forms.</td>
<td>Yes</td>
<td>B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.1. Involve client in the treatment planning process when appropriate.</td>
<td>Yes</td>
<td>C.20.4. Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.2.a) Consult the following in the treatment planning process: clinical and research literature and other resources</td>
<td>Yes</td>
<td>C.20.1. Interpret information in the professional research literature. C.20.4. Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation. B.4.2. Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.2.b) Consult the following in the treatment planning process: client's family, caregivers, or personal network, when appropriate</td>
<td>No</td>
<td>No</td>
<td>Na</td>
<td>Relationship between the BCD and PC is very strong; wording is very similar. Can't find any wording specific to consulting with treatment team in AC other than vague &quot;within total treatment milieu&quot; wording in I.B.4.14</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.2.c) Consult the following in the treatment planning process: other professionals, when appropriate.</td>
<td>Yes</td>
<td>C.18.4. Collaborate with team members in designing and implementing interdisciplinary treatment programs.</td>
<td>No</td>
<td>Relationship between BCD and PC is very strong; wording is very similar. BCD can be assumed within the noted AC, which is broader.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.4. Evaluate the role of music therapy within the overall therapeutic program.</td>
<td>C.18.3. Define the role of music therapy in the client’s total treatment program.</td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context.</td>
<td>Wording of BCD and PC is identical EXCEPT BCD use the word &quot;evaluate&quot; and PC use the word &quot;DEFINE&quot; - significant difference. This BCD can be assumed within the broader related AC.</td>
<td></td>
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<td>------------------------</td>
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</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.5. Consider the length of treatment when establishing client goals and objectives.</td>
<td>C.12.4. Provide preliminary estimates of frequency and duration of treatment.</td>
<td>B.4.8. Design treatment programs for emerging client populations.; B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
<td>Connection is tenuous - BCD is r/t considering length of Tx when establishing goals and obj; PC is r/t providing estimates of frequency and duration of Tx. Yet, this was the only correlation of on this topic between the two documents. BCD can be assumed within the broader AC.</td>
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<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.6.a)-e) Establish client goals and objectives that are: achievable, measurable, realistic, specific, time-bound</td>
<td>C.12.2. Formulate goals and objectives for individual and group therapy based upon assessment findings.</td>
<td>B.4.8. Design treatment programs for emerging client populations.; B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
<td>BCD and PC are very similar, but wording of BCD is much more specific and concrete. BCD can be assumed within the broader ACs.</td>
<td></td>
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<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.7. Use a data collection system for measuring clinical outcomes to reflect criteria in objective.</td>
<td>C.15.2. Document clinical data.; C.15.6. Develop and use data-gathering techniques during all phases of the clinical process including assessment, treatment, evaluation, and termination.</td>
<td>B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
<td>BCD and two PCs are all saying similar things, but differently and with different levels of specificity. BCD can be assumed within broader AC.</td>
<td></td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.8. Create environment or space conducive to client engagement.</td>
<td>C.12.7. Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy).</td>
<td>B.4.5 Utilize the dynamics and processes of various theoretical models in individual, dyadic, family and group music therapy.</td>
<td>Relationship between BCD and PC very strong - wording is very similar. BCD can be assumed within broader AC.</td>
<td></td>
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<tr>
<td>I.D. Treatment Planning</td>
<td>C.17.9. Demonstrate knowledge of and respect for diverse cultural backgrounds.; 17.10 Treat all persons with dignity and respect, regardless of differences in race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation. C.17.11 Demonstrate skill in working with culturally diverse populations.</td>
<td>B.8.7. Implement music therapy approaches based on knowledge of and sensitivity to the roles and meanings of musics in diverse cultures.B.8.8. Work with culturally diverse populations, applying knowledge of how culture influences issues regarding identity formation, concepts of health and pathology, and understanding of the role of therapy.</td>
<td>PC are indirect because they are only related to therapist's overall cultural competence and sensitivity, but not as related to Tx planning. AC are more closely aligned with BCD; language focused more in depth and includes implementation.</td>
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<td>I.D. 9. Consider client's age, culture, language, music background, and preference when designing music therapy experiences.</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>I.D. 10. Design music therapy experiences that address client goals and objectives based on available research; clinical expertise; and the needs, values, and preferences of the clients.</td>
<td>Yes</td>
<td>C.12.1. Select or create music therapy experiences that meet the client's objectives. C.20.4. Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation. B.4.2. Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans.; B.4.8. Design treatment programs for emerging client populations. Wording of BCD almost merges wording of the two PCs. BCD can be assumed within these broader ACs.</td>
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<tr>
<td>I.D. 11. Use appropriate musical instruments and equipment consistent with treatment needs.</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>I.D. 12. Use non-music materials consistent with music therapy goals and clients' learning styles (e.g., adaptive)</td>
<td>No</td>
<td>No</td>
<td>NA</td>
<td></td>
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<tr>
<td>I.D. Treatment Planning</td>
<td>devices, visual aids)</td>
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<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.13. Plan sessions of appropriate duration and frequency.</td>
<td>Yes</td>
<td>C.12.4. Provide preliminary estimates of frequency and duration of treatment.</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation; B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.14. Determine group and/or individual placement based on assessment findings.</td>
<td>Yes</td>
<td>C.12.9. Determine the client's appropriate music therapy group and/or individual placement.</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation; B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.15. Structure and organize music therapy experiences within each session to create therapeutic contour (e.g., transitions, pacing, sequencing, energy level, intensity).</td>
<td>Yes</td>
<td>C.13.8. Sequence and pace music experiences within a session according to the client's needs and situational factors.</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation; B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.16. Design programs to reinforce goals and objectives for implementation outside the music therapy setting.</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
</tr>
<tr>
<td>I.D. Treatment Planning</td>
<td>I.D.17. Document treatment plan.</td>
<td>Yes</td>
<td>C.15.5. Document and revise the treatment plan and document changes to the treatment plan.</td>
<td>Yes</td>
<td>B.4.14. Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.1.a. Develop a therapeutic relationship by building trust and rapport.</td>
<td>Yes</td>
<td>B.8.1. Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship. B.8.2. Demonstrate basic knowledge of the dynamics and processes of therapy groups.</td>
<td>No</td>
<td>Very loosely connected. BCD refers specifically to development of a therapeutic relationship; PC refers to demonstrating basic knowledge of what a therapeutic relationship is. Not the same.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.1.b. Develop a therapeutic relationship by being fully present and authentic</td>
<td>Yes</td>
<td>B.9.3. Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.</td>
<td>No</td>
<td>Both BCD and PC are stated in the active tense of the therapeutic relationship.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.1.c. Develop a therapeutic relationship by establishing boundaries and communicating expectations.</td>
<td>Yes</td>
<td>C.13.4. Provide models for and communicate expectations of behavior to clients.</td>
<td>No</td>
<td>They are directly related, but the quality could be better. BCD talks about boundaries and PC does not.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.1.d. Develop a therapeutic relationship by providing ongoing acknowledgement and reflection.</td>
<td>Yes</td>
<td>C.13.1. Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur.; C.13.6. Provide feedback on, reflect, rephrase, and translate the client’s communications.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.1.e. Develop a therapeutic relationship by providing a safe and contained environment</td>
<td>Yes</td>
<td>C.12.7. Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy).</td>
<td>No</td>
<td>similar wording</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.1.f. Develop a therapeutic relationship by recognizing and managing aspects of one's own feelings and behaviors that affect the therapeutic process</td>
<td>Yes</td>
<td>No</td>
<td>similar wording</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.1.g. Develop a therapeutic relationship by recognizing and working with transference and countertransference dynamics</td>
<td>No</td>
<td>Yes</td>
<td>B.9.1. Recognize the impact of one's own feelings, attitudes, and actions on the client and the therapy process.</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.1.h. Develop a therapeutic relationship by understanding group dynamics and process</td>
<td>Yes</td>
<td>No</td>
<td>B.4.13. Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process.</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.a. Provide music therapy experiences to address client's ability to empathize</td>
<td>No</td>
<td>Yes</td>
<td>B.4.2. Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans.</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.a.aa. Provide MT experiences to address a client's musical and other creative responses.</td>
<td>Yes</td>
<td>No</td>
<td>BCD is specific to a client skill; AC is very broad and vague compared to BCD</td>
<td></td>
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<tr>
<td></td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td></td>
<td></td>
<td>BCD is specific to &quot;providing MT experiences&quot; and to music/creative responses; PC is broad: &quot;apply basic knowledge&quot; and lists much more than creative responses. Weak relationship.</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ab. Provide MT experiences that address a client's neurological and cognitive function.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>BCD is specific and is about providing specific MT intervention; PC is about applying basic knowledge and is broader than the BCD.</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ac. Provide MT experiences to address client's nonverbal expression.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>Very negligible connection between BCD and PC. &quot;Nonverbal expression&quot; could be implied but it's a stretch.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ad. Provide MT experiences to address client's on-task behavior.</td>
<td>Yes</td>
<td>C.13.3. Provide verbal and nonverbal directions and cues necessary for successful client participation.; C.13.4. Provide models for and communicate expectations of behavior to clients.</td>
<td>No</td>
<td>BCD is related to the PCs listed, but the quality could be better; one of the PCs could be more specific about on-task behavior.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2 ae. Provide MT experiences to address client's oral motor control.</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.af. Provide MT experiences to address client's pain.</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ag. Provide MT experiences to address client's participation/engagement.</td>
<td>Yes</td>
<td>C.13.3. Provide verbal and nonverbal directions and cues necessary for successful client participation.</td>
<td>No</td>
<td>They are directly related; however, BCD is more specific with &quot;engagement&quot; which I feel is more than just participation.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ah. Provide MT experiences to address client's physiological symptoms.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>BCD = active use of MT intervention, and specific to physiological responses; PC is &quot;apply basic knowledge of...&quot; and is broad.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ai. Provide MT experiences to address client's pragmatics of speech.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.2. Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans.</td>
<td>Pragmatics of speech is specific. Indirectly related to the AC regarding the utilization of comprehensive knowledge, and likely occurs with advanced practice.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.aj. Provide MT experiences to address client's preparedness for stressful situations.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.2. Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans.</td>
<td>Loosely related. The BCD would likely occur with advanced experience and in advanced practice.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ak. Provide MT experiences to address client's quality of life.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context.</td>
<td>AC is actually vague while BCD is specific to a provision in MT. Relate clinical phenomena in what context? For the client? These are related but quality could be improved in the writing of the AC.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.al. Provide MT experiences to address client's range of motion.</td>
<td>Yes</td>
<td>Yes</td>
<td>B.4.7. Utilize advanced music therapy methods within one or more theoretical frameworks to assess and evaluate clients’ strengths, needs and progress.</td>
<td>BCD and PC: negligible relationship but could possibly be implied. Actually, the BCD likely occurs in advanced practice. ROM could fall under the model of NMT so the AC is a better fit than the PC.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.am. Provide MT experiences to address client's reality orientation.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>Weak but implied relationship between BCD and PC.</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.2.an. Provide MT experiences to address client's responsibility for self.</td>
<td>Yes</td>
<td>C.13.4. Provide models for and communicate expectations of behavior to clients.</td>
<td>No</td>
<td>Weak but implied relationship between BCD and PC.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ao. Provide MT experiences to address client's self-awareness and insight.</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>B.4.10. Utilize advanced verbal and nonverbal interpersonal skills within a music therapy context.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ap. Provide MT experiences to address client's self-esteem.</td>
<td>Yes</td>
<td>C.10.5. Philosophical, psychological, physiological, and sociological basis of music as therapy.</td>
<td>No</td>
<td>The BCD does not relate to any PC, but could be related to the AC in advanced practice. Implied relationship.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.aq. Provide MT experiences to address client's sense of self with others.</td>
<td>Yes</td>
<td>C.13.11. Promote a sense of group cohesiveness and/or a feeling of group membership.</td>
<td>No</td>
<td>The BCD is implied in the PC and the relationship is weak. Targeting self-esteem (the BCD) would be basic knowledge of the psychological basis of music in therapy (the PC).</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ar. Provide MT experiences to address client's sensorimotor skills.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.as. Provide MT experiences to address client's sensory integration.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.; C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>Sensory integration seems to be loosely tied to both of these competencies. But, the PCs are divided as “psychological” and “physiological”. Not sure if I agree with how these 2 are worded? Sensory integration, defined, might be approached differently depending on theoretical model you are working from - which is an advanced competency.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.at. Provide MT experiences to address client's sensory orientation</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.au. Provide MT services to address client's auditory perception.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.av. Provide MT services to address client's social skills and interactions.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.aw. Provide MT experiences to address client's spirituality.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context.</td>
<td>implicitly connected</td>
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<td>II.A. Implementation</td>
<td>II.A.2.ax. Provide MT experiences to address a client's spontaneous communication/interactions.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ay. Provide MT experiences to address client's strength and endurance</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.az. Provide MT experiences to address a client's support systems</td>
<td>No</td>
<td></td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context.</td>
<td>implicitly connected</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.2.b. Provide MT experiences to address client's ability to use music independently for self-care</td>
<td>No</td>
<td></td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context.</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.ba. Provide MT experiences to address client's verbal and nonverbal communication.</td>
<td>Yes</td>
<td>C.13.6. Provide feedback on, reflect, rephrase, and translate the client's communications; C.13.7. Assist the client in communicating more effectively.</td>
<td>No</td>
<td>similar wording</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.bb. Provide MT services to address client's verbal and/or vocal responses.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>implicitly connected</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.2.bc. Provide MT experiences to address a client's vocal production.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>Yes</td>
<td>B.4.7. Utilize advanced music therapy methods within one or more theoretical frameworks to assess and evaluate clients’ strengths, needs and progress. implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.bd. Provide MT experiences to address a client's wellness.</td>
<td>No</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>Yes</td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context. implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.c. Provide MT experiences to address client's abuse and trauma</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>B.4.8. Design treatment programs for emerging client populations. implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.d. Provide MT experiences to address client's ADL's</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.e. Provide MT experiences to address client's adjustment to life changes or temporary or permanent changes in ability</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context. implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.f. Provide MT experiences to address client's aesthetic sensitivity.</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>B.4.2. Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans. BCD is specific to aesthetic responses of the client; AC is very broad</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>II.A. Implementation</th>
<th>II.A.2.g. Provide MT experiences to address client's affect, emotions, and moods</th>
<th>Yes</th>
<th>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</th>
<th>No</th>
<th>BCD specifies affect, emotions, moods; PC specifies affect but much broader</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.h. Provide MT experiences to address client's agitation.</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>A negligible relationship between BCD and AC</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.i. Provide MT experiences to address a client's aggression.</td>
<td>Yes</td>
<td>C.13.1. Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur.</td>
<td>Yes</td>
<td>B.4.10. Utilize advanced verbal and nonverbal interpersonal skills within a music therapy context.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.j. Provide MT experiences to address a client's anticipatory grief.</td>
<td>No</td>
<td></td>
<td></td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.k. Provide MT experiences to address a client's attention.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>negligible relationship between BCD and PC</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.l. Provide MT experiences to address a client's auditory perception.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>Weak relationship between BCD and PC</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.m. Provide MT experiences to address a client's autonomy.</td>
<td>Yes</td>
<td>C.13.11. Promote a sense of group cohesiveness and/or a feeling of group membership.</td>
<td>No</td>
<td>BCD &quot;autonomy&quot; implies more than just in a group; PC refers to group aspects only.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.n. Provide MT experiences to address a client's bereavement.</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.o. Provide MT experiences to address a client's coping skills.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context. BCD &quot;coping skills&quot; is specific; AC is broader and could be implied</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.p. Provide MT experiences to address a client's development of speech.</td>
<td>Yes</td>
<td>No</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.; C.13.7. Assist the client in communicating more effectively.</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.q. Provide MT experiences to address a client's executive functions.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation. these specific domains could be implied in advanced practice competencies such as this one. EF could be part of advanced practice as in NMT.</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.r. Provide MT experiences to address a client's functional independence.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation. these specific domains could be implied in advanced practice competencies such as this one. EF could be part of advanced practice as in NMT.</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.s. Provide MT experiences to address a client's generalization of skills to other settings.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.12. Relate clinical phenomena in music therapy to the broader treatment context. similar wording</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.t. Provide MT experiences to address a client's grief and loss.</td>
<td>No</td>
<td>Yes</td>
<td>B.4.1. Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation. implicitly connected</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.u. Provide MT experiences to address a client's group cohesion and/or feeling of group membership.</td>
<td>Yes</td>
<td>C.13.11. Promote a sense of group cohesiveness and/or a feeling of group membership.</td>
<td>No</td>
<td>similar wording</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.2.v. Provide MT experiences to address a client's impulse control.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.w. Provide MT experiences to address a client's interactive response.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.x. Provide MT experiences to address a client's initiation.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.y. Provide MT experiences to address a client's memory.</td>
<td>Yes</td>
<td>C.10.3. The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.</td>
<td>No</td>
<td>implicitly connected</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.2.z. Provide MT experiences that address a client’s motor skills.</td>
<td>Yes</td>
<td>C.10.4. The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.</td>
<td>No</td>
<td>Both BCD and PC = motor skills/psychomotor skills; PC is broader but the two are directly related.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.3. Recognize how the following theoretical orientations inform music therapy practice: a) behavioral. b) cognitive. c) holistic. d) humanistic/existential. e) neuroscience. f) psychodynamic.</td>
<td>No</td>
<td>Yes</td>
<td>I.B.4.4. Understand the dynamics and processes of therapy form a variety of theoretical perspectives. I.B.4.7. Utilize advanced music therapy methods within one or more theoretical frameworks to assess and evaluate client’s strengths, needs, and progress. I.A.1.5. Use current theoretical, clinical and research literature from music therapy and related fields to identify emerging models and to predict/propose future models and trends for music therapy.</td>
<td>BCD says recognize and the advanced competencies are about application, differentiation, synthesis, identification, and use</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.4. Recognize how the following music therapy treatment approaches and models inform clinical practice: a) behavioral. b) culture centered. c) community music therapy. d) developmental. e) humanistic. f) improvisational. g) medical, h) neurological, i) psychodynamic.</td>
<td>Yes B.8.3. Demonstrate basic knowledge of accepted methods of major therapeutic approaches. C.10.1. Existing music therapy methods, techniques, materials, and equipment with their appropriate applications.</td>
<td>Yes</td>
<td>I.A.1.5. Use current theoretical, clinical and research literature from music therapy and related fields to identify emerging models and to predict/propose future models and trends for music therapy.</td>
<td>BCD is specific in the treatment approaches; the competencies are general</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.a. To achieve therapeutic goals: a) apply the elements of music (e.g., tempo, pitch, timbre, melody, harmony.</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.b. apply receptive music methods.</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>II.A.7.5. Design and utilize a broad range of receptive music experiences for therapeutic purposes.</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.5.c. apply standard and alternate guitar tunings.</td>
<td>Yes</td>
<td>A.4.1.7. Tune stringed instruments using standard and other tunings.</td>
<td>No</td>
<td>BCD refers to the application of PC refers to functional ability to do</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.d. apply a variety of scales, modes, and harmonic progressions.</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>II.A.7.9. Apply advanced musical skills in the clinical use of at least two of the following: keyboard, voice, guitar and/or percussion.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.e. arrange, transpose, or adapt music.</td>
<td>Yes</td>
<td>A.1.5. Transpose simple compositions. A.2.2. Adapt, arrange, transpose, and simplify music compositions for small vocal and nonsymphonic instrumental ensembles. A.4.1.6. Harmonize and transpose simple compositions in several keys.</td>
<td>Yes</td>
<td>II.A.7.7. Harmonize and transpose simple compositions in several keys.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.f. compose vocal and instrumental music.</td>
<td>Yes</td>
<td>A.2.1. Compose songs with simple accompaniment.</td>
<td>Yes</td>
<td>II.A.7.2. Design and employ a broad range of compositional experiences in order to address therapeutic needs.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.g. empathize with client’s music experience.</td>
<td>Yes</td>
<td>B.9.3. Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.</td>
<td>Yes</td>
<td>I.B.4.13. Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process.</td>
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<tr>
<td>II.A. Implementation</td>
<td>II.A.5.h. employ active listening.</td>
<td>Yes</td>
<td>C.13.6. Provide feedback on, reflect, rephrase, and translate the client's communications.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.i. employ functional skills with: 1.) voice. 2.) keyboard. 3.) guitar. 4.) percussion instruments.</td>
<td>Yes</td>
<td>A.4.1.1. Lead and accompany proficiently on instruments including, but not limited to, voice, piano, guitar, and percussion. A.4.1.8. Utilize basic percussion techniques on several standard and ethnic instruments.</td>
<td>Yes</td>
<td>II.A.7.9. Apply advanced musical skills in the clinical use of at least two of the following: keyboard, voice, guitar and/or percussion.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.j. employ music relaxation and/or stress reduction techniques.</td>
<td>No</td>
<td></td>
<td>No</td>
<td>BCD employ functional skills, PC is demonstrating basic foundation, AC is applying advanced musical skills in clinical use.</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.k. exercise leadership and/or group management skills.</td>
<td>Yes</td>
<td>B.8.2. Demonstrate basic knowledge of the dynamics and processes of therapy groups. B.9.3. Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc., toward affecting desired therapeutic outcomes. B.9.4. Utilize the dynamics and processes of groups to achieve therapeutic goals.</td>
<td>Yes</td>
<td>II.B.8.6. Apply the principles of effective leadership.</td>
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</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.m. facilitate transfer of therapeutic progress into everyday life.</td>
<td>No</td>
<td>C.13.1. Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur.</td>
<td>Yes</td>
<td>BCD and PC are in alignment</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.n. identify and respond to significant events.</td>
<td>Yes</td>
<td>A.4.3. Improvise on pitched and unpitched instruments, and vocally in a variety of settings including individual, dyad, small or large group.</td>
<td>No</td>
<td>BCD and PC are in alignment, AC is to improvise over a variety of styles of music</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.o. improvise instrumental and vocally.</td>
<td>Yes</td>
<td>II.A.7.4. Improvise in a variety of musical styles.</td>
<td>Yes</td>
<td>BCD and PC are in alignment, AC is to improvise over a variety of styles of music</td>
</tr>
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</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.q. integrate movement with music.</td>
<td>Yes</td>
<td>A.6.1. Direct structured and improvisatory movement experiences.</td>
<td>No</td>
<td>BCD integrate movement to reach therapeutic goal, PC direct structured movement</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.r. observe client responses.</td>
<td>Yes</td>
<td></td>
<td>No</td>
<td>BCD is to achieve therapeutic goal, PC are for documentation and recognition of significant changes or patterns</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.s. provide visual, auditory, or tactile cues.</td>
<td>Yes</td>
<td>C.13.3. Provide verbal and nonverbal directions and cues necessary for successful client participation.</td>
<td>No</td>
<td>BCD is specific, PC is broader cues for successful client participation</td>
</tr>
</tbody>
</table>

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<p>| II.A. Implementation | II.A.5.t. provide verbal and nonverbal guidance. | Yes | C.13.3. Provide verbal and nonverbal directions and cues necessary for successful client participation. C.13.5. Utilize therapeutic verbal skills in music therapy sessions. C.13.6. Provide feedback on, reflect, rephrase, and translate the client's communications. C.13.7. Assist the client in communicating more effectively. | Yes | B.4.10. Utilize advanced verbal and nonverbal interpersonal skills within a music therapy context. BCD is general, PC are more specific, and AC are advanced skills |
| II.A. Implementation | II.A.5.u. provide guidance to caregivers and staff to sustain and support the client’s therapeutic progress. | Yes | C.18.4. Collaborate with team members in designing and implementing interdisciplinary treatment programs. | No | BCD is specific to providing guidance, PC is collaboration with the treatment team |
| II.A. Implementation | II.A.5.v. mediate problems among clients within the session. | Yes | C.13.11. Promote a sense of group cohesiveness and/or a feeling of group membership. | Yes | B.4.13. Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process. |
| II.A. Implementation | II.A.5.w. select adaptive materials and equipment. | Yes | C.12.5. Select and adapt music, musical instruments, and equipment consistent with the strengths and needs of the client. | No |
| II.A. Implementation | II.A.5.x. share musical experience and expression with clients. | Yes | C.13.9. Conduct or facilitate group and individual music therapy. | No |
| II.A. Implementation | II.A.5.y. sight-read. | Yes | A.1.3. Sight-sing melodies of both diatonic and chromatic makeup. A.1.5. Transpose simple compositions. | No | BCD is application to achieve therapeutic goal, PC is functional skill able to perform |</p>
<table>
<thead>
<tr>
<th>II.A. Implementation</th>
<th>II.A.5.z. use creativity and flexibility in meeting client’s changing needs</th>
<th>Yes</th>
<th>C.14.5. Modify treatment approaches based on the client’s response to therapy.</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.aa. use music to communicate with client.</td>
<td>Yes</td>
<td>C.13.3. Provide verbal and nonverbal directions and cues necessary for successful client participation. C.13.7. Assist the client in communicating more effectively.</td>
<td>No</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.ab. use song and lyric analysis.</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.A.5.ac. utilize a varied music repertoire (e.g., blues, classical, folk, jazz, pop) from a variety of cultures and subcultures.</td>
<td>Yes</td>
<td>A.4.3. Improvise on pitched and unpitched instruments, and vocally in a variety of settings including individual, dyad, small or large group. C.13.12. Develop and maintain a repertoire of music for age, culture, and stylistic differences.</td>
<td>Yes</td>
</tr>
<tr>
<td>II.A. Implementation</td>
<td>II.B.1. Recognize and respond to situations in which there are clear and present dangers to a client and/or others.</td>
<td>Yes</td>
<td>C.14.4. Recognize and respond appropriately to situations in which there are clear and present dangers to the client and/or others.</td>
<td>No</td>
</tr>
<tr>
<td>II.B. Safety</td>
<td>II.B.2. Recognize the potential harm of music experiences and use them with care.</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>II.B. Safety</td>
<td>II.B.3. Recognize the potential harm of verbal and physical interventions during music experiences and</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

BCD utilize to meet goals and more depth, PC develop and maintain repertoire, AC utilize extensive and varied repertoire.
| II.B. Safety | II.B.4. Observe infection control protocols (e.g., universal precautions, disinfecting instruments). | No | No |
| II.B. Safety | II.B.5. Recognize the client populations and health conditions for which music experiences are contraindicated and adapt treatment as indicated. | No | Yes |
| II.B. Safety | II.B.6. Comply with safety protocols with regard to transport and physical support of clients. | No | No |
| II.B. Safety | II.B.7. Inspect materials and instruments on a regular basis. | Yes | No |
| II.C. Termination and Closure | II.C.1. Assess potential benefits and detriments of termination. | Yes | No |
| II.C. Termination and Closure | II.C.2. Determine exit criteria. | Yes | No |
| II.C. Termination and Closure | II.C.3. Inform and prepare client. | Yes | No |

I.B.4.3. Understand the contraindications of music therapy for client populations served.
I.B.4.18. Recognize and apply comprehensive knowledge of contraindications for music therapy interventions and seek consultation as indicated.
<table>
<thead>
<tr>
<th>II.C. Termination and Closure</th>
<th>II.C.4. Coordinate termination with a client’s overall treatment.</th>
<th>Yes</th>
<th>C.16.3. Integrate music therapy termination plan with plans for the client’s discharge from the facility.</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.C. Termination and Closure</td>
<td>II.C.5. Provide a client with transitional support and recommendations.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.C. Termination and Closure</td>
<td>II.C.6. Help client work through feelings about termination.</td>
<td>No</td>
<td></td>
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</tr>
<tr>
<td>II.C. Termination and Closure</td>
<td>II.C.7. Address client needs during staffing changes (e.g., therapist leaves job, job transfer, leave of absence).</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Documentation</td>
<td>III.A.1. Develop and use data-gathering techniques and forms.</td>
<td>Yes</td>
<td>C.15.6. Develop and use data-gathering techniques during all phases of the clinical process including assessment, treatment, evaluation, and termination.</td>
<td>No</td>
</tr>
<tr>
<td>III.A. Documentation</td>
<td>III.A.2. Record client responses, progress, and outcomes</td>
<td>Yes</td>
<td>15.3 Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner</td>
<td>No</td>
</tr>
<tr>
<td>III.A. Documentation</td>
<td>III.A.3. Employ language appropriate to population and facility</td>
<td>No</td>
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</table>

15.2 states "Document clinical data." It does not state anything about developing the techniques and forms.

The AMTA 15.3 competency is written in a more general manner but I felt, "all phases of the music therapy process," encompasses the CBMT III.A.2. for "record client responses, progress, and outcomes."

There is no language in the AMTA competencies under Documentation that address the appropriate language pursuant to clinical population and facility.
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<tbody>
<tr>
<td>III.A. Documentation</td>
<td>III.A.5. Provide periodic treatment summaries.</td>
<td>Yes</td>
<td>15.3. Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner.</td>
<td>No</td>
<td>My sub-committee suggested that we add subject manner to this competency.</td>
</tr>
<tr>
<td>III.A. Documentation</td>
<td>III.A.6. Adhere to internal and external legal, regulatory, and reimbursement requirements.</td>
<td>Yes</td>
<td>15.1. Produce documentation that accurately reflects client outcomes and meet the requirements of internal and external legal, regulatory, and reimbursement bodies.</td>
<td>No</td>
<td>There is a direct, almost word for word, correlation between the verbiage in the CBMT Domain and the AMTA Competency.</td>
</tr>
<tr>
<td>III.A. Documentation</td>
<td>III.A.7. Provide written documentation that demonstrates evidence-based outcomes related to addressed goals/interventions</td>
<td>Yes</td>
<td>15.3. Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner</td>
<td>No</td>
<td>I feel that the intent of both the CBMT sub-domain and AMTA Competency is the same. However, the CBMT sub-domain is more specific in that it addresses &quot;evidence-based outcomes&quot; and &quot;goals/interventions.&quot;</td>
</tr>
<tr>
<td>III.B. Evaluation</td>
<td>III.B.1. Identify information that is relevant to client’s treatment process.</td>
<td>No</td>
<td></td>
<td>No</td>
<td>I really felt that we are comparing apples and oranges here and that there was no comparison.</td>
</tr>
<tr>
<td>III.B. Evaluation</td>
<td>III.B.2. Differentiate between empirical information and therapist's interpretation.</td>
<td>No</td>
<td></td>
<td>No</td>
<td>I could not find any AMTA Competency that addresses &quot;empirical information and therapist's interpretation.&quot; What seems to be missing overall from the AMTA Competencies is the therapist's role in this process.</td>
</tr>
<tr>
<td>III.B. Evaluation</td>
<td>III.B.3. Acknowledge therapist's bias and limitations in interpreting information.</td>
<td>No</td>
<td>No</td>
<td>No AMTA Competency comparison found.</td>
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<tr>
<td>III.B. Evaluation</td>
<td>III.B.4. Review treatment plan regularly.</td>
<td>Yes</td>
<td>14.6 Review and revise treatment plan as needed</td>
<td>No</td>
<td>There is a direct relationship between the CBMT sub-domain and the AMTA Competency.</td>
</tr>
<tr>
<td>III.B. Evaluation</td>
<td>III.B.5. Modify treatment plan regularly.</td>
<td>Yes</td>
<td>14.5 Modify treatment approaches based on the client's response to therapy.</td>
<td>No</td>
<td>There is a direct relationship between this CBMT sub-domain and the AMTA Competency.</td>
</tr>
<tr>
<td>III.B. Evaluation</td>
<td>III.B.6. Respond to sign of distress and limits of client tolerance to treatment.</td>
<td>Yes</td>
<td>14.3. recognize significant changes and patterns in the client’s response to therapy.</td>
<td>No</td>
<td>There is a direct relationship between the CBMT sub-domain and the AMTA Competencies.</td>
</tr>
<tr>
<td>III.B. Evaluation</td>
<td>III.B.7. Analyze all available data to determine effectiveness of therapy.</td>
<td>Yes</td>
<td>14.6 Review and revise treatment plan as needed</td>
<td>No</td>
<td>There is no AMTA Competency that addresses making &quot;recommendations and referrals.&quot;</td>
</tr>
<tr>
<td>III.B. Evaluation</td>
<td>III.B.8. Consult with music therapy and non-music therapy professionals.</td>
<td>No</td>
<td>No</td>
<td>There is no AMTA Competency that relates to consulting para-professionals.</td>
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<tr>
<td>III.B. Evaluation</td>
<td>III.B.9 Communicate with client and/or client's family, caregivers, treatment team, and personal network as appropriate.</td>
<td>No</td>
<td>No</td>
<td>There is no AMTA Competency under Evaluation that addresses &quot;client's family, caregivers, treatment team, and personal network.&quot;</td>
<td></td>
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<tr>
<td>III.B. Evaluation</td>
<td>III.B.10 Make recommendations and referrals as indicated.</td>
<td>No</td>
<td>No</td>
<td>There is no AMTA Competency that addresses making &quot;recommendations and referrals.&quot;</td>
<td></td>
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<tr>
<td>III.B. Evaluation</td>
<td>III.B.11 Compare the client and therapist subjective experience/responses to the elements.</td>
<td>No</td>
<td>No</td>
<td>There is nothing that even remotely in the AMTA Competencies that addresses the client's or therapist's subjective experience etc. to music</td>
<td></td>
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<tr>
<td>IV.A. Professional Development</td>
<td>IV.A.2. Review current research and literature in music therapy and related disciplines.</td>
<td>Yes</td>
<td>C.20.1. Interpret information in the professional research literature.</td>
<td>Yes</td>
<td>I.A.1.5. Use current theoretical, clinical and research literature from music therapy and related fields to identify emerging models and to predict/propose future models and trends for music therapy.</td>
</tr>
<tr>
<td>IV.A. Professional Development</td>
<td>IV.A.3. Participate in continuing education.</td>
<td>Yes</td>
<td>C.17.3. Demonstrate dependability: follow through with all tasks regarding education and professional training.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>IV.A. Professional Development</td>
<td>IV.A.4. Engage in collaborative work with colleagues.</td>
<td>Yes</td>
<td>C.18.4 Collaborate with team members in designing and implementing interdisciplinary treatment programs.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>IV.A. Professional Development</td>
<td>IV.A.5. Seek out and utilize supervision and/or consultation.</td>
<td>Yes</td>
<td>C.19.1. Participate in and benefit from multiple forms of supervision (e.g., peer, clinical).</td>
<td>No</td>
<td>AMTA competency states &quot;Develop and maintain a repertoire of music...&quot; It does not focus on expanding musical skills.</td>
</tr>
<tr>
<td>IV.A. Professional Development</td>
<td>IV.A.7. Develop and enhance technology skills.</td>
<td>Yes</td>
<td>C.10.6. Use of current technologies in music therapy assessment, treatment, evaluation, and termination.</td>
<td>No</td>
<td>CBMT states &quot;Develop and enhance...&quot; AMTA competencies state &quot;Use technology,&quot; but does not suggest enhancing skills.</td>
</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.1. Document all treatment related communications.</td>
<td>Yes</td>
<td>No</td>
<td>C.15.1. Produce documentation that accurately reflects client outcomes and meet the requirements of internal and external legal, regulatory, and reimbursement bodies. C.15.2. Document clinical data. C.15.3. Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner. C.15.4 Effectively communicate orally and in writing with the client and client’s team members. C.15.5. Document and revise the treatment plan and document changes to the treatment plan.</td>
<td>AMTA competencies are more specific and thorough.</td>
</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.2. Document all non-treatment related communications.</td>
<td>No</td>
<td>No</td>
<td>Non-treatment related communication is not addressed in the AMTA competencies.</td>
<td></td>
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<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.20. Serve as a representative, spokesperson, ambassador, or advocate for the profession of music therapy.</td>
<td>Yes</td>
<td></td>
<td>C.18.2. Communicate to other departments and staff the rationale for music therapy services and the role of the music therapist.</td>
<td></td>
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<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.3. Maintain and expand music repertoire.</td>
<td>Yes</td>
<td>No</td>
<td>The AMTA competency says &quot;Develop and maintain.&quot; CBMT says “Expand...”</td>
<td></td>
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<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.4. Interact with the client in an authentic, ethical, and culturally competent manner that respects privacy, dignity, and human rights.</td>
<td>Yes</td>
<td>C.17.1. Interpret and adhere to the AMTA Code of Ethics.</td>
<td>No</td>
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<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.5. Respond to public inquiries about music therapy.</td>
<td>No</td>
<td></td>
<td>No</td>
<td>The AMTA competencies do not address responding to public inquiries about music therapy.</td>
</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.6. Conduct information sharing sessions, such as in-service workshops, for professionals and/or the community.</td>
<td>No</td>
<td></td>
<td>No</td>
<td>AMTA competencies do not address conducting information sharing sessions.</td>
</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.7. Communicate with colleagues regarding professional issues.</td>
<td>Yes</td>
<td>C.18.2. Communicate to other departments and staff the rationale for music therapy services and the role of the music therapist.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.8. Maintain professional and effective working relationships with colleagues and community members.</td>
<td>Yes</td>
<td>C.17.4. Accept criticism/feedback with willingness and follow through in a productive manner. C.17.5. Resolve conflicts in a positive and constructive manner. C.17.7. Express thoughts and personal feelings in a consistently constructive manner.</td>
<td>No</td>
<td>The AMTA competencies are more specific.</td>
</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.9. Work within a facility’s organizational structure, policies, standards, and procedures.</td>
<td>No</td>
<td>I.B.3.2. Adhere to accreditation requirements for clinical agencies, particularly with regard to music therapy.</td>
<td>Yes</td>
<td>CBMT is focused on the clinician. The AMTA Advanced Competencies are focused on the University Professor.</td>
</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.10. Maintain client confidentiality as required by law (e.g., HIPAA, IDEA).</td>
<td>Yes</td>
<td>C.17.12. Adhere to the Standards of Clinical Practice.</td>
<td>Yes</td>
<td>I.B.3.1. Adhere to laws and occupational regulations governing the provision of education and health services, particularly with regard to music therapy.</td>
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<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.11. Supervise staff, volunteers, practicum students, or interns.</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>I.B.2.1. Establish and maintain effective supervisory relationships with supervisees. 2.2 Promote the professional growth, self-awareness, and musical development of the supervisee. 2.3 Apply research findings and theories of supervision to music therapy supervision. 2.4 Design and implement methods of observing and evaluating supervisees that have positive effects on music therapy students and professionals at various levels of advancement and at different stages in the supervisory process. 2.5 Analyze the supervisee’s music therapy sessions in terms of both the effects of musical, verbal, and nonverbal interventions and the musical and interpersonal dynamics and processes of the client(s)-therapist relationship. 2.6 Use music to facilitate the supervisory process. 2.7 Apply knowledge of norms and practices of diverse cultures to the supervisory process as indicated. 2.8 Evaluate the effectiveness of various approaches and techniques of supervision. 2.9 Evaluate the effects of one’s own personality, supervisory style, and limitations on the supervisee and the supervisory process and seek consultation as indicated.</td>
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<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.13. Fulfill legal responsibilities associated with professional role (e.g., mandated reporting, release of information).</td>
<td>Yes</td>
<td>I.B.3.1. Adhere to laws and occupational regulations governing the provision of education and health services, particularly with regard to music therapy.</td>
<td></td>
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</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.16. Engage in business management tasks (e.g., marketing, payroll, contracts, taxes, insurance).</td>
<td>Yes</td>
<td>C.19.3. Perform administrative duties usually required of clinicians (e.g., scheduling therapy, programmatic budgeting, maintaining record files).</td>
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</tr>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.17. Prepare and maintain a music therapy program budget.</td>
<td>Yes</td>
<td>C.19.3. Perform administrative duties usually required of clinicians (e.g., scheduling therapy, programmatic budgeting, maintaining record files).</td>
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</tbody>
</table>

AMTA is more general, stating "Perform administrative duties..."
<table>
<thead>
<tr>
<th>IV.B. Professional Responsibilities</th>
<th>IV.B.18. Prepare accountability documentation for facility administration and/or local, state, and federal agencies.</th>
<th>Yes</th>
<th>C.15.1. Produce documentation that accurately reflects client outcomes and meet the requirements of internal and external legal, regulatory, and reimbursement bodies.</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.B. Professional Responsibilities</td>
<td>IV.B.19. Maintain assigned caseload files (e.g., electronic, digital, audio, video, hard copies) in an orderly manner.</td>
<td>Yes</td>
<td>C.19.3. Perform administrative duties usually required of clinicians (e.g., scheduling therapy, programmatic budgeting, maintaining record files).</td>
<td>No</td>
</tr>
</tbody>
</table>

AMTA is more general, stating "Perform administrative duties..."