

**AMTA ADVANCED COMPETENCIES  
SIDE-BY-SIDE COMPARISON  
OF 2009 & 2015**

*2009*

**I. PROFESSIONAL PRACTICE**

**A. Theory**

1.1 Apply comprehensive knowledge of the foundations and principles of music therapy practice.

1.2 Synthesize comprehensive knowledge of current theories and deduce their implications for music therapy practice and/or research.

1.3 Differentiate the theoretical or treatment orientations of current models of music therapy.

1.4 Identify theoretical constructs underlying various clinical practices and research approaches.

1.5 Understand emerging models and trends in music therapy.

1.6 Apply current literature in music therapy and related fields relevant to one's area(s) of expertise.

*2015*

1.1 Apply comprehensive, in-depth knowledge of the foundations and principles of music therapy practice.

1.2 Differentiate the theoretical or treatment orientations of current models of music therapy.

1.3 Synthesize comprehensive knowledge of current theories and deduce their implications for music therapy practice, supervision, education and/or research.

1.4 Identify theoretical constructs from music therapy and related fields that underlie various clinical practices and research approaches.

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.

**1.6 Articulate and defend a personal philosophy, approach and/or theory to music therapy.**

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**B. Clinical Practice**

**2. 0 Clinical Supervision**

2.1 Establish and maintain effective supervisory relationships.

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2.2 Promote the professional growth, self-awareness, and musical development of the supervisee.

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2.3 Apply theories of supervision and research findings to music therapy supervision.

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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.

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2.5 Analyze the supervisee's music therapy sessions in terms of both the effects of specific musical, verbal, and nonverbal interventions and the musical and interpersonal dynamics and processes of the client(s)-therapist relationship.

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.

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2.7 Apply knowledge of norms and practices of other cultures to 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.

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2.9 Evaluate the effects of one's own personality, supervisory style, and limitations on the supervisee and the supervisory process and seek consultation when appropriate.

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**3. 0 Clinical Administration**

3.1 Adhere to laws and occupational regulations governing the provision of education and health services, particularly with regard to music therapy.

3.2 Adhere to accreditation requirements for clinical agencies, particularly with regard to music therapy.

3.3 Employ music therapy reimbursement and financing options.

3.4 Develop effective staffing patterns for the provision of music therapy services.

3.5 Develop effective recruiting and interviewing strategies for student and professional applicants.

3.6 Develop policies and procedures for staff evaluation and supervision.

3.7 Utilize management strategies to establish and maintain effective relationships and a high level of motivation among staff.

3.8 Integrate music therapy staff and programs into the agency's service delivery systems.

3.9 Design methods for evaluating music therapy programs and service delivery.

3.1 Adhere to laws and occupational regulations governing the provision of education and health services, particularly with regard to music therapy.

3.2 Adhere to accreditation requirements for clinical agencies, particularly with regard to music therapy.

3.3 Employ best practice music therapy reimbursement and financing options.

3.4 Develop staffing practices for effective delivery of music therapy services.

3.5 Develop effective recruiting and interviewing strategies.

3.6 Develop policies and procedures for staff evaluation and supervision.

3.7 Utilize management strategies to establish and maintain effective relationships and a high level of motivation among staff.

3.8 Integrate music therapy staff and programs into the agency's service delivery systems.

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**4.0 Advanced Clinical Skills**

4.1 Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation.

4.2 Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomatology, and prognosis in formulating treatment plans.

4.3 Understand the contraindications of music therapy for client populations served.

4.4 Understand the dynamics and processes of therapy from a variety of theoretical perspectives.

4.5 Utilize the dynamics and processes of various theoretical models in individual, dyadic, family, and group music therapy.

4.6 Design or adapt assessment and evaluation procedures for various client populations.

4.7 Utilize advanced music therapy methods (e.g., listening, improvising, performing, composing) within one or more theoretical frameworks to assess and evaluate clients' strengths, needs, and progress.

4.8 Design treatment programs for emerging client populations.

4.9 Employ one or more models of music therapy requiring advanced training.

4.10 Utilize advanced verbal and nonverbal interpersonal skills within a music therapy context.

4.11 Assume the responsibilities of a primary therapist.

4.12 Relate clinical phenomena in music therapy to the broader treatment context.

2015

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- 4.13 Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process.
- 4.14 Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.
- 4.15 Apply advanced skills in co-facilitating treatment with professionals from other disciplines.
- 4.16 Demonstrate comprehensive knowledge of client rights.
- 4.17 Understand the differential uses of the creative arts therapies and the roles of art, dance/movement, drama, psychodrama, and poetry therapy in relation to music therapy.
- 4.18 Apply creative processes within music therapy.
- 4.19 Employ imagery and ritual in music therapy.
- 4.20 Understand and respond to potential physical and psychological risks to client health and safety.

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- 4.13 Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process.
- 4.14 Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.
- 4.15 Apply advanced skills in co-facilitating treatment with professionals from other disciplines
- 4.16 Apply knowledge of social justice and disability studies in upholding the human rights of individuals served.
- 4.17 Understand the differential uses of the creative arts therapist and the roles of art, dance/movement, drama, psychodrama, and poetry therapy in relation to music therapy.
- 4.18 Recognize and apply comprehensive knowledge of contra-indications for music therapy interventions and seek consultation as indicated.

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**C. College/University Teaching**

- 5.1 Design academic curricula, courses, and clinical training programs in music therapy consistent with current theories, research, competencies, and standards, including those for national accreditation and program approval.
- 5.2 Utilize current educational resources in music therapy (e.g., equipment, audio-visual aids, materials, technology).
- 5.3 Draw from a breadth and depth of knowledge of clinical practice in teaching music therapy.
- 5.4 Establish and maintain effective student-teacher relationships.
- 5.5 Communicate with other faculty, departments, and administration regarding the music therapy program and its educational philosophy.
- 5.6 Develop standards and procedures for admission and retention that support educational objectives consistent with the policies of the institution.
- 5.7 Utilize various methods of teaching (e.g., lecture, demonstration, role-playing, group discussion, collaborative learning).
- 5.8 Supervise and mentor students in clinical training, supervision, teaching, and research.
- 5.9 Advise and counsel students with regard to academic and professional matters.
- 5.10 Design and apply means of evaluating student competence, both internal (e.g., proficiency exams) and external (e.g., evaluations from clinical training supervisors).
- 5.11 Utilize internal, external, and self-evaluations to monitor the effectiveness of academic courses and programs in meeting educational objectives.

**C. Academic Teaching and Administration**

- 5.1 Design academic curricula, courses, and clinical training programs in music therapy consistent with current theories, research, competencies, and standards, including those for national accreditation and program approval.
- 5.2 Utilize current educational resources in music therapy (e.g., equipment, audio-visual aids, materials, technology).
- 5.3 Draw from a breadth and depth of knowledge of clinical practice in teaching music therapy.
- 5.4 Establish and maintain effective student-teacher relationships.
- 5.5 Communicate with other faculty, department, and administration regarding the music therapy program and its educational philosophy.
- 5.6 Develop standards and procedures for admission and retention that support educational objectives consistent with the policies of the institution.
- 5.7 Utilize various methods of teaching (e.g., lecture, demonstration, role-playing, group discussion, collaborative learning).
- 5.8 Supervise and mentor students in clinical training, supervision, teaching, and research.
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- 5.10 Design and apply means of evaluating student competence, both internal (e.g., proficiency exams) and external (e.g., evaluations from clinical training supervisors).
- 5.11 Utilize internal, external, and self-evaluations to monitor the effectiveness of academic courses and program in meeting educational objectives.

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**D. Research**

6.1 Perform comprehensive literature searches using various indices to identify gaps in knowledge.

6.2 Translate theories, issues, and problems in clinical practice, supervision, administration, and higher education into meaningful research hypotheses or guiding questions.

6.3 Apply quantitative and qualitative research designs according to their indicated uses.

6.4 Conduct advanced research using one or more research approaches (e.g., historical, philosophical, qualitative, quantitative.)

6.5 Acknowledge one's biases and personal limitations related to research.

6.6 Write grant proposals for funding research.

6.7 Conduct research according to ethical principles for protection of human participants, including informed consent, assessment of risk and benefit, and participant selection.

6.8 Collect and analyze data using appropriate procedures to avoid or minimize potential confounds.

6.9 Collaborate with others in conducting research.

6.10 Use various methods of data analysis.

6.11 Interpret and disseminate research results consistent with established standards of inquiry.

6.12 Evaluate scholarly and student research regarding research questions or problems, methods, procedures, data collection, analysis, and conclusions.

6.1 Perform and evaluate the results of a comprehensive literature review to identify gaps in knowledge.

6.2 Translate theories, issues, and problems in clinical practice, supervision, administration, and higher education into meaningful research hypotheses or guiding questions.

6.3 Apply diverse research designs as appropriate to their intended uses.

6.4 Use various appropriate methods of data analysis.

6.5 Acknowledge one's biases and personal limitations related to research.

6.6 Identify funding sources and write grant proposals for funding research.

6.7 Conduct research according to ethical principles for protection of human participants, including informed consent, assessment of risk and benefit, and participant selection.

6.8 Collect and analyze data using appropriate procedures to avoid or minimize potential confounding factors.

6.9 Collaborate with others, including non-music therapists, in conducting research.

6.10 Interpret and disseminate research results consistent with established standards of inquiry and reporting.

6.11 Evaluate research with regard to research questions and problems, methods, procedures, data collection, analysis, and conclusions.

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**II. PROFESSIONAL DEVELOPMENT**

**A. Musical and Artistic Development**

7.1 Reproduce, notate, and transcribe musical responses of clients.

7.2 Compose music, including songs, in various styles to meet specific therapeutic objectives.

7.3 Provide spontaneous musical support for client improvisation.

7.4 Improvise in a variety of musical styles.

7.5 Utilize a wide variety of improvisatory techniques for therapeutic purposes.

7.6 Design music listening programs for therapeutic purposes.

7.7 Use different methods of musical analysis for client assessment and evaluation.

7.8 Adapt and select musical material for different musical cultures and sub-cultures.

7.9 Apply advanced skills in the clinical use of at least two of the following: keyboard, voice, guitar and/or percussion.

7.10 Utilize extensive and varied repertoire of popular, folk, and traditional songs.

2015

7.1 Reproduce, notate, and transcribe musical responses of clients.

7.2 Design and employ a broad range of compositional experiences in or to address therapeutic needs.

7.3 Design a broad range of improvisational experience and utilize a variety of clinical improvisation techniques for therapeutic purposes.

7.4 Improvise in a variety of musical styles.

7.5 Design and utilize a broad range of receptive music experiences for therapeutic purposes.

7.6 Use different methods of musical analysis for client assessment and evaluation.

7.7 Select, adapt and utilize musical materials for different musical cultures and subcultures.

7.8 Utilize extensive and varied repertoire of popular, folk, and traditional songs.

7.9 Apply advanced musical skills in the clinical use of at least two of the following: keyboard, voice, guitar and/or percussion.

7.10 Design and employ a broad range of re-creative music experiences for therapeutic purposes.

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**B. Personal Development and Professional Role**

- 8.1 Utilize self awareness and insight to deepen the client's process in music therapy.
- 8.2 Identify and address one's personal issues.
- 8.3 Apply the principles of effective leadership.
- 8.4 Use personal reflection (e.g., journaling, artistic involvement, meditation, other spiritual pursuits).
- 8.5 Recognize limitations in competence and seek consultation.
- 8.6 Practice strategies for self care.
- 8.7 Selectively modify music therapy approaches based on knowledge of the roles and meanings of music in various cultures.
- 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.
- 8.9 Understand how music therapy is practiced in other cultures.
- 8.10 Apply current technology to music therapy practice.
- 8.11 Adhere to the AMTA Code of Ethics and Standards of Clinical Practice using best professional judgment in all areas of professional conduct.

2015

- 8.1 Utilize self-awareness and insight to deepen the client's process in music therapy.
- 8.2 Identify and address one's personal issues as may be relevant to the music therapy process.
- 8.3 Use personal reflection (e.g., journaling, artistic involvement, meditation, other spiritual pursuits).
- 8.4 Practice strategies for self-care.
- 8.5 Recognize limitations in competence and seek consultation.
- 8.6 Apply the principles of effective leadership.
- 8.7 Implement music therapy approached based on knowledge of and sensitivity to the roles and meanings of musics in diverse cultures.
- 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.
- 8.9 Identify new applications of technology or develop new technologies for use in music therapy practice.
- 8.10 Stay apprised of current issues and trends in music therapy governance, ethics, scope of practice, certification and licensure.