

Master's Level Entry (MLE): The MLE Subcommittee Presents An Update



Background,
Current Work,
Future Tasks

Background:

Education and Training Advisory Board (ETAB)

“A Visionary Board”

- “. . . advises and makes timely recommendations to AMTA for policy and action on issues related to music therapy education and clinical training.”
- Discussion of MLE began w/in the profession before AMTA existed (mid-90s)

Background

- It first came to focus in ETAB in 2008:
 - ETAB completed a thorough review of documents and literature dating back nearly 20 years, resulting in ETAB writing the papers:
 - Core Considerations (11/2010)
 - Moving Forward (11/2011)

Background

The Academic Program Approval Committee
(APAC) and

The Association Internship Approval Committee
(AIAC),

the two committees related to educational issues
most affected by the level of entry, unanimously
endorsed the proposal to move to master's entry
(Fall, 2011)

Background

- Board of Directors held extensive discussions at the 2011 annual conference
- Town Hall Meetings needed
- Held at Regional conferences in the Spring of 2012
- Opportunity for members to comment

Creation of Board Subcommittee on Master's-Level Entry

- Chaired by President Wylie
- Comprised of
 - Four additional Board members, one of whom is to be an Assembly Representative selected by the four Board delegates
 - Two additional ETAB members selected by ETAB
 - The Director of Professional Programs
- Members: Amy Furman, Bryan Hunter, Ronna Kaplan, Christine Neugebauer, Angie Snell, Jim Borling, Cynthia Briggs, and Jane Creagan

Charge of Board Subcommittee on Master's-Level Entry

- Based primarily on membership feedback, questions, and concerns the Subcommittee charge was to:
 1. Analyze the data accrued to date: including (but not necessarily limited to) the town hall meeting responses, CBMT response, NASM response, and website inquiries.
 2. Delineate additional questions and information needed for the Association to make a fully informed decision.
 3. Develop a plan to answer the questions and obtain the information needed.
 4. Make a recommendation for events at the 2012 conference related to MLE.

MLE Subcommittee

Summer 2012 Projects

- Began an Analysis of Town Hall Meeting comments
 - A summary of comments was developed with themes identified and recorded
- Investigated Allied Health Professions
 - Subcommittee members made contact with professional associations and/or key figures within the organization

Allied Health Professions-Questions Posed

1. What prompted you...?
2. What challenges were encountered?
3. What mistakes were made...?
4. Was a consultant hired...?
5. What was the timeline for this move...?
6. What are your major settings...?
7. Impact on internships?
8. Any change professional clinical practice?
9. Economic impact...?
10. Did membership dip...?
11. Did this impact reimbursement fees for service?

Selected Allied Health Professions

- Social Work
- Physical Therapy
- Occupational Therapy
- Nursing
- Speech Language Pathology
- Recreational Therapy

TOWN HALL MEETINGS

- Participant comments were recorded
- Certain topics were mentioned at all Town Hall Meetings
- Will summarize comments about:
 1. State Recognition
 2. Impact on Educational Programs
 3. Experience of Students
 4. Workforce Issues
 5. The proposed Model

STATE RECOGNITION AND REIMBURSEMENT

- Many statements focused on obtaining state recognition and/or licensure first before a move to Master's level entry
- Reimbursement needed
 - Some proposed we may not receive higher rates of reimbursement with a Master's
 - Some are currently not receiving higher rates of reimbursement with a Master's degree

STATE RECOGNITION AND REIMBURSEMENT

- Confusion about relationship between licensure and a Master's degree
- Judy Simpson, Director of Government Relations, provided comments, and made several points.
 1. Master's degree is not required for state licensure.
 2. Master's degree is not required for reimbursement.
 3. Reimbursement is tied to recognition of the profession and credential.
 4. Other professions had state recognition 1st before moving to a post-baccalaureate degree.
 5. After state recognition is achieved the demand for services increases. Would a Master's level entry limit the number of MT-BCs in the workforce?

IMPACT ON EDUCATIONAL PROGRAMS

- 44% focused on the undergraduate degree with statements and questions:
- The undergraduate degree provides a foundation.
- The undergraduate program is full and it is a challenge to teach all the competencies.
- Will current undergraduate programs be discontinued?
- If there is no Bachelor's degree in MT what will be the prerequisite for a Master's?
- Will current undergraduate programs be revamped?
- Will current Master's degree programs would need to be revamped?

IMPACT ON EDUCATIONAL PROGRAMS

- Other questions:
 - What is the cost to programs?
 - What is the timeline?
 - How will music skills be adequately developed?
- Need to determine how many campuses could not move to a Master's program
- Expressing support of the proposal a number of people said we should be proactive and move forward on the change

EXPERIENCE OF STUDENTS

- Concern expressed regarding the cost to students in time and money
- People commented on logistics related to the internship:
 - how many hours
 - readiness of students
 - who qualified to be a clinical training director
 - when will the internship take place
- Several students felt 6 years would allow time to expand their skills and knowledge base

WORKFORCE ISSUES

- Comments focused on salaries and employment
 - Could agencies afford Master's level MTs.
 - Would jobs be lost to lower paying music practitioners?
 - Salaries of Bachelor's level and Master's level clinicians - salary did not increase with a Master's degree.
- Size of the workforce
 - Concerns about workforce retention
 - Questions asked about having enough qualified educators

WORKFORCE ISSUES

- Remaining comments related to clinical practice
 - Success of clinicians with only a Bachelor's degree
 - What happens to those clinicians that have a Master's in another field?

THE MODEL – WHAT WOULD A MASTER'S ENTRY PROGRAM LOOK LIKE?

- Comments expressed confusion about some aspect of the model or asked for more detail about the model
- Preparation of students mentioned
- The Equivalency – eliminate it versus keeping it
- Asked what other professions have done
- Currently some Master's programs allow for specialization, would that continue

THE MODEL

- Gaining clinical experience valuable for some in lieu of getting a Master's degree
- Support for the proposal, felt it would bring respect, others felt respect is earned by each individual
- Some proposed new ideas: have an MT assistant program or award the credential with the Master's degree

AMTA Master's Level Entry Forum for Educators and Internship Directors/Supervisors

Bryan Hunter, Ph.D., LCAT, MT-BC

Christine Neugebauer, MS, LPC, MT-BC

Co-Chairs

Sponsored by the AMTA Board of Directors

Sub-Committee on MLE

October 11, 2012

1:30-5:30 pm

AMTA Annual Conference

St. Charles, Illinois

PURPOSE of the Forum

- **Interactive session for educators and internship directors and supervisors (National Roster or University-Affiliated)**

STRUCTURE of the Forum

- **Formal presentations and small group discussions focused on developing and analyzing information needed for the association to make an informed decision.**

Educators and Internship Directors/Supervisors Forum

- Open invitation via AMTA E-news
- 14 people from across the country
- Presented five minute power point presentations on their perspective

Over 100 people participated in the small group discussions that followed. Each of the groups compiled a group report into power point slides which were presented at the end of the discussion.

- 1. What did you hear that this group thinks is critically important for the Association in making this decision?**
- 2. What are the top three benefits?**
- 3. What are the top three challenges?**
- 4. Is there a model for education and clinical training not yet articulated?**

SUMMARY—In both the formal presentations and the small group discussions a wide continuum of opinions was expressed including:

- 1. Both support for and opposition to moving to MLE now.**
- 2. Potential support for moving to MLE, but only after further study of possible effects on: workforce, students, universities, and clients.**
- 3. Support for close examination of education and clinical training for the 21st century, regardless of MLE decision.**

SUMMARY—CONT'D.

- 4. A fairly common concern that the Master's degree cannot be both entry level and advanced at the same time.**
- 5. Consistent support for retaining the Bachelor's degree in some form regardless of the MLE decision. Possibilities included: a. retaining it as is, b. using it as a pre-master's degree, and c. re-branding it as something related, such as a Bachelor's of Music in Human Services.**
- 6. A number of proposals were for a clear two-tiered education model (Bachelor's, Master's) tied to provisional entry level certification (for entry level practice) followed by required advanced certification to continue practice.**

CONCLUSION of Forum

If you have further questions regarding the forum please contact—

Bryan Hunter or Christine Neugebauer

All of the forum presentations and small group power point presentations will be available on the AMTA website.

NASM NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

- The National Association of Schools of Music (NASM) is an accreditation body for schools of music in colleges and universities throughout the U.S.
- AMTA requires NASM accreditation as part of the degree program approval process, because it is an indication that the school or department of music has met a certain standard of excellence.
- NASM and AMTA have had a long and positive collaborative relationship about AMTA degree program standards.

NASM MEETING

- AMTA Executive Director Dr. Andrea Farbman and Director of Professional Programs Jane Creagan met with Sam Hope, Executive Director, and Karen Moynahan, Associate Director, of NASM to ask for their input from their perspective as an accreditation body.
- Director Hope and Associate Director Moynahan provided comments that were consultative in nature and intended to point out the critical importance of advancing the music therapy profession while taking great care not to damage elements needed for its success.

NASM MEETING

- NASM posed two questions:
 1. “If change is desirable, after full reflection and consultation, what is the specific nature of the change to be made?”
 2. How can the change decided upon be made operational without producing the kinds of unintended consequences and collateral damage that could harm the larger effort of the profession, especially over the long term?”

POINTS TO CONSIDER

1. The music therapy profession needs to maintain a good rapport with administrative leaders of all levels at institutions of higher education

POINTS TO CONSIDER

2. The music therapy profession needs to have a sufficient number of programs to prepare the number of music therapists needed to serve current and developing needs in the field.

POINTS TO CONSIDER

3. The music therapy profession needs to maintain conditions of comity and mutual support among qualified practitioners

4. The music therapy profession needs a sufficient number of institutions to continue offering music therapy education and training programs that produce eligibility for career entry.

POINTS TO CONSIDER

5. The music therapy profession needs the continuing understanding and support of administrators of music programs in higher education. Music administrators work in relationship to the efforts of the music unit, but also in relation to the larger institution and its administrators.

NASM RECOMMENDATIONS

1. Develop a list of conditions that the music therapy profession absolutely must maintain to sustain and develop its efforts over time.
2. Move and advance, but do so in an organizational culture that focuses on understanding and managing risk, to find a way forward that works on many levels and for many people.

NASM RECOMMENDATIONS

- **SUMMARY:** “The keys are an understanding of the big picture, the elements within it and their relationships; dedication to realistic analyses; flexibility; creativity in matching decisions to goals perhaps in non-traditional ways; patience to develop needed consensus within and across the various constituencies involved; and constant diplomacy.”

NEXT STEPS—Continued Analysis

- INFORMATION DISSEMINATION
 - E-News
 - AMTA website postings
- INFORMATION ANALYSIS
 - May – Conference Call of the Subcommittee
 - June – Meeting in Baltimore
 - Consider information needed from AMTA or others
 - Deliberation of education and clinical training model(s)