

MUSIC THERAPY WORKSHOP

SATURDAY,
MARCH 24, 2018

MAKING THINGS
HAPPEN
THAT MATTER.

CONCORDIA
FINE ARTS



MUSIC THERAPY WORKSHOP

An Introduction to Music Therapy

Saturday, March 24, 2018

Concordia University, VA Building
1395 René-Levesque Blvd. W.
Montreal, Quebec

 Lucien L'Allier Metro

Concordia University's Department of Creative Arts Therapies is pleased to extend an invitation to attend its Music Therapy workshop to all those interested in exploring the field of music therapy.

This workshop is intended for university, Cegep, or high school students, as well as all others interested in learning more about Music Therapy educational and career possibilities. Concordia is the only university in Quebec to offer degrees in music therapy.

Workshop Coordinator

Sandi Curtis, PhD, MT-BC, MTA
Professor and Coordinator

Dr. Curtis is an internationally trained music therapist with over 25 years of

experience in clinical practice, research, and training. She specializes in palliative care and in work with survivors of violence.

Schedule

- 10:00 a.m. Registration
- 10:30 a.m. Transforming Lives through Music Therapy
- 11:30 a.m. Coffee Break
- 11:45 a.m. Preparing for Careers in Music Therapy
- 1:00 p.m. Closing

Registration

Free of charge but registration is required. In order to ensure a place in the workshop, please register online at: concordia.ca/musictherapyworkshop

ATELIER D'INFORMATION SUR LA MUSICOTHÉRAPIE

SAMEDI
LE 24 MARS 2018

DONNER CORPS
AUX IDÉES
QUI PORTENT

**BEAUX-ARTS
CONCORDIA**



ATELIER D'INFORMATION SUR LA MUSICOTHÉRAPIE

Introduction à la Musicothérapie

Samedi le 24 mars 2018

Université Concordia, édifice VA
1395 Blvd. René-Levesque O.
Montreal, Québec

 Lucien L'Allier Metro

Le Département de thérapies par les arts de l'Université Concordia a le plaisir d'inviter toutes les personnes qui s'intéressent à la musicothérapie à un atelier d'information sur le sujet.

L'atelier est destiné aux étudiants de l'Université et aux élèves du cégep ou du secondaire ainsi qu'à tous ceux et celles qui souhaitent en savoir davantage sur les possibilités d'étude et de carrière dans ce domaine. L'Université Concordia est la seule et unique université québécoise à offrir des programmes de musicothérapie.

Coodonnatrice de l'atelier

Sandi Curtis, PhD, MT-BC, MTA
Professeure et coordonnatrice

Musicothérapeute formée ici et à l'étranger, Sandi Curtis possède plus

de 25 années d'expérience en pratique clinique, en recherche et en enseignement. Elle se spécialise dans les soins palliatifs et l'aide aux victimes d'actes de violence.

Programme*

| | |
|---------|---|
| 10 h | Registration |
| 10 h 30 | <i>Transforming Lives through Music Therapy</i> |
| 11 h 30 | Pause santé |
| 11 h 45 | <i>Preparing for Careers in Music Therapy</i> |
| 13 h | Clôture |

**Les ateliers sont donnés en anglais*

Registration

L'atelier est gratuit, mais il est obligatoire de s'y inscrire en ligne à : concordia.ca/musictherapyworkshop

ATELIER D'INFORMATION SUR LA MUSICOTHÉRAPIE

Introduction à la Musicothérapie

Samedi le 24 mars 2018

Pavillon des arts visuels

1395 Blvd. René-Levesque O.
Montreal, Québec

 Métro Lucien L'Allier

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CONTACT US
Mailing Address:
 Concordia University
 Department of Creative Arts Therapies
 1455 De Maisonneuve Blvd. West, VA 264
 Montreal, Quebec, Canada H3G 1M8
 514-848-2424 ext. 5214 or 4790
 infoamt@concordia.ca
creativeartstherapies.concordia.ca



Department of
 Creative Arts Therapies



**FACULTY OF
 FINE ARTS**

Department of
 Creative Arts Therapies



MUSIC THERAPY

MUSIC THERAPY AT CONCORDIA IS

UNIQUE

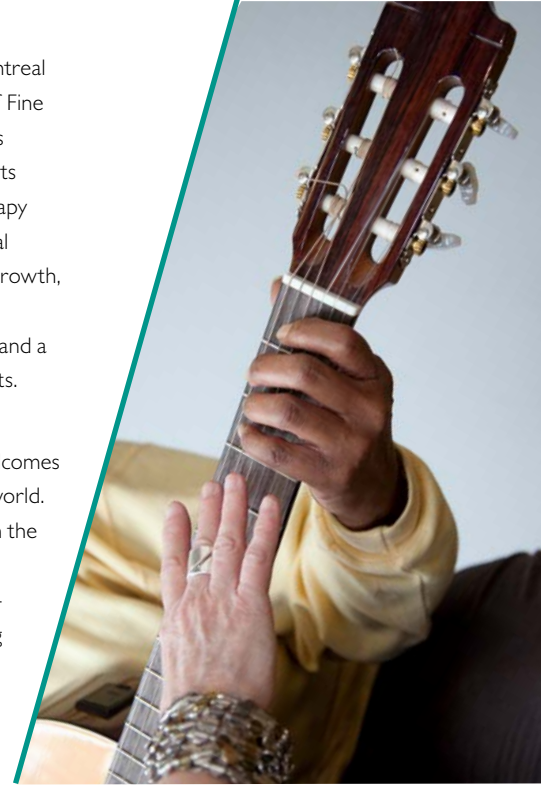
Music therapy is a relatively new and innovative therapeutic discipline that uses a variety of established techniques to achieve specific therapeutic goals and to improve quality of life. Music therapy facilitates the process of personal growth and change by providing expressive and receptive musical experiences. The music therapist guides individuals of all ages and walks of life towards developmental, rehabilitative, psychotherapeutic and wellness goals by fostering personal expression and creating musical experiences.

Concordia University offers the only music therapy education programs in Quebec. Furthermore, it is the only university in Canada to offer entry level music therapy education solely at the graduate level. Concordia University's music therapy program is also unique in Canada in its situation within a creative arts therapies department, which also offers programs in art therapy and drama therapy. Students have unparalleled opportunities for cross pollination of ideas and experiences with those from the other creative arts therapies.

DYNAMIC

Situated in the heart of Montreal and housed in the Faculty of Fine Arts, Concordia University's Department of Creative Arts Therapies offers music therapy students formal and informal opportunities for learning, growth, and creativity, working with dynamic and expert faculty and a cohort of top-notch students.

Concordia has a broad international appeal and welcomes students from around the world. Our diverse students enrich the learning experience, helping expand knowledge of cross-cultural issues and spreading the understanding of the therapeutic value of music therapy throughout the world.



“ Music can change the world because it can change people. ”

— BONO

PRACTICAL

Concordia's music therapy programs provide students with an ideal combination of both academic and real-life experiential learning. The practicum component of the programs provides students with the opportunity to apply the knowledge and skills that they are acquiring in their coursework. It is the vehicle for integrating theory with clinical experience; a critical element in the development of the professional competence of a music therapist. Practicum includes both clinical experience and supervision.

RESEARCH-BASED

Concordia's music therapy programs provide students with a solid foundation in research, including qualitative and quantitative methodologies. This foundation prepares students to understand the current body of knowledge in music. The Music Therapy MA students have the opportunity to further the current body of knowledge in music therapy according to their own interests.



PROGRAMS

Concordia University offers a full spectrum of music therapy education and training. All music therapy programs offered are approved by the Canadian Association for Music Therapy (CAMT).

GRADUATE DIPLOMA IN MUSIC THERAPY FOR ENTRY INTO THE MUSIC THERAPY PROFESSION

This 28 credit (12-month graduate program prepares students with strong backgrounds in music and the behavioral/health sciences to move forward into careers in music therapy. The Graduate Diploma includes 1,200 hours of supervised clinical practice with diverse populations including the 1,000 hours of internship required by the Canadian Association for Music Therapy (CAMT). As part of the program, students complete their CAMT accreditation application and are immediately eligible for CAMT accreditation to practice upon graduation. Graduates are also eligible to sit for the exam for certification with the Certification Board for Music Therapists (CBMT) in the US.

While other music therapy programs in Canada and the US offer entry into the profession at the undergraduate level, Concordia's program offers entry into the profession at the graduate level only. Students have the advantage of entering the program with a solid background in music and psychology and are better prepared to commence their music therapy studies.



COURSES

Fall

- Counseling Skills for Creative Arts Therapists
- Music Therapy Skills
- Music Therapy with Adults
- Music Therapy Practicum I

Winter

- Clinical Improvisation in Music Therapy
- Music Therapy with Children and Adolescents
- Music Therapy Practicum II
- Psychology of Music

Spring/Summer

- Music Therapy Practicum III

ADMISSION REQUIREMENTS

- Bachelor's degree (no less than B- average, or equivalent)
- 500-word letter of intent
- Three letters of reference
- Curriculum vitae
- Prerequisite courses:
 - Music (24 credits, which must include 6 credits in musicology/music history and 12 credits in music theory, or equivalents; students may take a theory placement test as an alternate to the theory credits)
 - Psychology (24 credits, which must include three psychology electives plus the five following courses, or equivalents: 1) Introduction to Psychology; 2) Abnormal Psychology or Clinical Psychopathology; 3) Theories of Personality; 4) Developmental Psychology; and 5) Research Methods)
 - Introduction to Music Therapy, or equivalent (3 credits)*

**This course may be completed at Concordia University the summer prior to entry into the program.*

- **Musicianship. Applicants must show evidence of:**
 - Primary instrument/voice performance abilities at the level of completion of a bachelor's degree in music
 - Piano performance abilities at approximately Grade 6 Royal Conservatory of Music level (classical or popular style)
 - Fundamental guitar and voice skills

Application deadline: January 15



MA IN CREATIVE ARTS THERAPIES

(Music Therapy Option)

FOR ADVANCED PROFESSIONAL EDUCATION, TRAINING AND RESEARCH

This 45-credit (1 year of coursework plus thesis research) master's program is designed to provide opportunity for development of advanced professional competencies in the use of music for psychotherapeutic, developmental, rehabilitative and wellness purposes, and for associated research. The program educates and trains music therapists to function as advanced professionals in their field, while maintaining a strong sense of ethical and social responsibility. Graduates of the program are prepared for careers in advanced clinical practice and research, as well as for futures in higher education. Within this program, students have the option to complete a research thesis.

COURSES

Fall

- Advanced Clinical Improvisation in Music Therapy I
- Advanced Music Therapy Practicum I
- Music Therapy Advanced Literature
- Research in the Creative Arts Therapies
- Counseling Skills for Creative Arts Therapists
- Ethics in Clinical Practice
- Ethics in Research

Winter

- Advanced Clinical Improvisation in Music Therapy II
- Advanced Music Therapy Practicum II OR Guided Imagery in Music (GIM), Level I
- Research in Music Therapy: Qualitative and Quantitative Methods
- Music Therapy Supervision, Teaching and Learning
- Cross-Cultural Issues in the Creative Arts Therapies
- Topics in Clinical Psychology

Upon completion of the fall and winter coursework: Thesis

ADMISSION REQUIREMENTS

- Graduate Certificate/Diploma from Concordia University

OR

- Bachelor's degree in music therapy with a 1,000-hour internship (or equivalent)

Applicants are selected on the basis of:

- A past academic record of no less than a B average, or equivalent
- A 500-word letter of intent
- Three letters of reference
- Curriculum vitae

Application deadline: January 15



DOCTORAL PROGRAMS

Music therapy students interested in pursuing doctoral studies at Concordia University have two specific program options: the Individualized Program (INDI) and the Interdisciplinary PhD in Humanities. These programs are administered outside of the Department of Creative Arts Therapies but with the possibility of research advisors from Concordia's Music Therapy faculty. Information on these two programs can be found at:

Individualized Program (INDI):

concordia.ca/INDI

PhD in Humanities:

humanities.concordia.ca



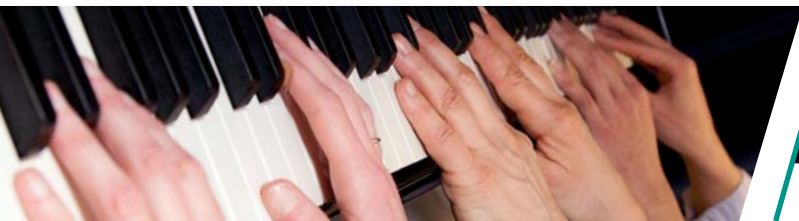
FACULTY MEMBERS



Sandra Curtis, PhD, MTA, MT-BC

**MUSIC THERAPY GRADUATE
PROGRAM COORDINATOR**

Dr. Curtis is an internationally-trained music therapist with over 25 years of experience in clinical practice, research, and education/training. She specializes in work with survivors of violence, with adults and children with disabilities, and in palliative care. Her current research interests include Community Music Therapy and feminist music therapy, and she is a Fellow of the Simone de Beauvoir Institute. Dr. Curtis has presented internationally and her publications have appeared in many peer-reviewed journals and books. She served as Vice-President of the American Music Therapy Association and as Guest editor for a Special Issue on Gender in the Journal of Arts in Psychotherapy. Dr. Curtis is recipient of the University of Windsor's Social Justice Person of the Year, an award for Outstanding Service in Music Therapy from the Southeastern Region of the American Music Therapy Association, and an Excellence in Teaching Award from Georgia College & State University. She is currently working on a book entitled *Music for Women Survivors of Violence: A Feminist Training Manual* (Barcelona Publishers).



*Music was my refuge.
I could crawl into the space
between the notes and
curl my back to loneliness.*

— MAYA ANGELOU



Guylaine Vaillancourt, PhD, MTA

**FELLOW, ASSOCIATION FOR MUSIC & IMAGERY
PAST-PRESIDENT, CANADIAN ASSOCIATION FOR
MUSIC THERAPY**

Dr. Vaillancourt has extensive experience in oncology, palliative care, mental health and in private practice.

Her current research interests include community music therapy, mentoring, and arts-based research. She is a certified practitioner in the Bonny Method of Guided Imagery and Music (BMGIM). She has taught and worked in the United States, Cuba, Martinique, Switzerland and Venezuela. Dr. Vaillancourt has served as North American co-editor of *Voices: A World Forum for Music Therapy* and she is author of *Musique, musicothérapie et développement de l'enfant* (also in English, Spanish, & Italian).



Laurel Young, PhD, MTA

**FELLOW, ASSOCIATION FOR MUSIC & IMAGERY
BOARD OF DIRECTORS**

Dr. Young is an accredited music therapist (MTA) and a certified practitioner in the Bonny Method of Guided Imagery and Music (FAMI). Prior to joining

the Department of Creative Arts Therapies, she was the Professional Leader of Creative Arts Therapies at Sunnybrook Health Sciences Centre (Toronto). She has taught music therapy courses at Wilfrid Laurier University (Waterloo) and Temple University (Philadelphia) and received awards from both institutions for her outstanding contributions to the field of music therapy. She has over 20 years of clinical experience in various areas including geriatrics/dementia, cancer, HIV, palliative care, community mental health, and developmental disabilities. Dr. Young has published in several peer-reviewed journals and books, and served as Editor in Chief in 2012 and 2013 for Barcelona Publishers' *Qualitative Inquiries in Music Therapy Monograph Series*. In 2014, Dr. Young received the Research & Publications award at the Canadian Association for Music Therapy (CAMT) 40th national conference and was a Spotlight Speaker at the World Congress of Music Therapy held in Krems, Austria. She has served on the Board of Directors of the Canadian Music Therapy Trust Fund and the CAMT. She currently serves on the editorial boards for the *Journal of Music Therapy (US)* and the *Canadian Journal of Music Therapy*. She is a member of the research team at the Centre for Arts in Human Development at Concordia and is a Co-Investigator and Sub-theme Leader of *Advancing Interdisciplinary Research in Singing (AIRS)* – a major collaborative research initiative of the Social Sciences and Humanities Research Council of Canada.



FRANCOPHONE STUDENTS

As the only university in Quebec to offer music therapy programs, Concordia University is committed to welcoming francophone students and providing them opportunities to work and practice in French. While classes are taught in English, students have the opportunity to complete all work and exams in French and can choose to have practicum placements in French. Additionally, Concordia offers a wide range of services to ensure success of its many francophone students.

// We can't always eliminate the negatives, but music therapy sure can accentuate the positive. //

— FRAN HERMAN,
CANADIAN MUSIC THERAPY PIONEER



CAREER OPPORTUNITIES

Career opportunities for music therapists exist in a wide variety of healthcare and educational settings. These include psychiatric hospitals, rehabilitative facilities, medical hospitals, outpatient clinics, day care treatment centres, agencies serving persons with developmental disabilities, community mental health and wellness centers, drug and alcohol programs, senior centers, nursing homes, hospice programs, correctional facilities, halfway houses, schools, and private practice.

For more information about career and employment opportunities:

Canadian Association for Music Therapy

www.musictherapy.ca

Association québécoise de musicothérapie

www.musicotherapieaqm.org

American Music Therapy Association

www.musictherapy.org

TESTIMONIALS

Wendy Foster

RECREATION THERAPIST SINCE 1995
INTERNSHIP SUPERVISOR

CHSLD ST. MARGARET'S (CIUSS CENTRE-OUEST-DE-L'ÎLE-DE-MONTRÉAL)

Having supervised three exceptional Concordia University students from the Graduate Music Therapy Program, I can attest to the high level of competency and professionalism each student brings to his/her placement setting. Working for two decades as a clinician in long-term and dementia care, I have long-standing appreciation of music's impact on one's sense of "well-being". Supervising Concordia's Music Therapy students during their practicum has allowed me to understand and value the true depth of their expertise. This program has been a wonderful resource and testament to Concordia's Music Therapy Graduate Programs.

Martine Létourneau, MTA

GRADUATE CERTIFICATE IN MUSIC THERAPY, 2010
MUSIC THERAPIST, MAISON MONBOURQUETTE, MONTREAL

Being passionate about music and psychology, Concordia's Music Therapy program was a perfect fit for me. As part of the extensive clinical experiential learning in the degree, I had the opportunity to work with various clientele, which gave me a well-rounded training and enabled me to enter the work force with confidence and immediately find employment.

GETTING READY FOR A CAREER IN MUSIC THERAPY

| IF YOU HAVE A... | YOU NEED TO... |
|--|---|
| High School Diploma or D.E.C | <ul style="list-style-type: none"> Pursue an undergraduate degree in music <ul style="list-style-type: none"> This can be done right here at Concordia University, or at any accredited university around the world Complete your 8 psychology prerequisite courses Complete the Intro to Music Therapy prerequisite course Acquire functional skills in guitar & piano (any style, pop, classical, jazz, etc.) |
| Undergraduate degree in Music | <ul style="list-style-type: none"> Complete your 8 psychology prerequisite courses Complete the Intro to Music Therapy prerequisite course. Acquire functional skills in guitar & piano (any style, pop, classical, jazz, etc.) |
| Undergraduate degree in Psychology | <ul style="list-style-type: none"> Complete your 8 music prerequisite courses. <ul style="list-style-type: none"> If you have the music theory skills, you can exempt the 4 music theory courses by taking a placement test. Contact Concordia's Music Department to take this online test). Complete the Intro to Music Therapy prerequisite course. |
| Undergraduate degree in a subject other than Music or Psychology | <ul style="list-style-type: none"> Complete your 8 psychology and 8 Music prerequisite courses <ul style="list-style-type: none"> If you have the music theory skills, you can exempt the 4 music theory courses by taking a placement test. Contact Concordia's Music Department to take this online test). Complete the Intro to Music Therapy prerequisite course Acquire functional skills in guitar & piano (any style, pop, classical, jazz, etc.) |

GOOD TO KNOW:

- The intro to Music Therapy prerequisite course can be taken right here at Concordia University in the month before the Music Therapy Graduate Diploma begins.
- Psychology courses can be taken from any accredited university, online included.
- Music courses can be taken from any accredited university.



MONTREAL: ONE OF THE WORLD'S GREAT CITIES

Music and culture are front and centre in Montreal. Year-round, the city hosts a diversity of events that encompass classical, jazz, and pop music. Festivals such as the Montreal International Jazz Festival, the High Lights Festival and the Nuit Blanche draw some of the best performers and creators on the planet.

A PERFECT FIT WITH THE STUDENT LIFESTYLE

The Music Therapy graduate programs are housed on Concordia's downtown campus, located in the heart of the city.

THE PERFECT ENRICHMENT OF YOUR EDUCATION

With the highest concentration of post-secondary students of any major North America city, Montreal is bilingual and inclusive. It's also the largest French-speaking city in the world after Paris. As a student at an English institution, you'll enjoy the best of both worlds as well as many opportunities to improve your French. Music Therapy students can submit academic work in either language and may complete their practicum and internships in English-only, French-only, or bilingual community agencies



Music Therapy Fact Sheet

What is music therapy?

Music therapy is a discipline in which credentialed professionals (Music Therapist Accredited/ Musicothérapeute accrédité) use music purposefully within therapeutic relationships to support development, health, and well-being. Music therapists use music safely and ethically to address human needs within cognitive, communicative, emotional, musical, physical, social, and spiritual domains.

How is music therapy used?

Music therapists use music safely and ethically to address human needs within cognitive, communicative, emotional, musical, physical, social and spiritual domains.

Who is CAMT and what do they do?

The Canadian Association of Music Therapists (CAMT) is a not-for-profit organization that works to promote the practice and research of music therapy; increase national awareness on the topic and increase the opportunities for clients to access high quality music therapy services.

What are the requirements to become a music therapist?

To become an accredited music therapist (MTA), the following requirements must be attained:

1. Be a member in good standing with CAMT
2. Successfully complete a minimum bachelor of music therapy degree at a CAMT recognized institution
3. Complete a 1000-hour clinical internship under the supervision of a CAMT-Approved MTA Supervisor
4. Pass the Certification Board of Music Therapists exam administered in the USA
5. Sign a Statement of Adherence to the CAMT Code of Ethics & Standards of Practice

What does a music therapist do?

To meet the needs of their clients, MTA's tailor programs by incorporating two types of interventions: active and receptive.

Active therapy involves both the client and music therapist creating music with instruments, their voices, etc. **Receptive therapy** involves the music therapist playing music while the client listens and completes other tasks depending on their goals. The goals of these programs are to improve the health and quality of life for clients of all ages and abilities.

How many MTAs are there in Canada?

There are 730 MTAs across Canada.

Where can you go to school to become an MTA?

There are five CAMT-recognized music therapy education programs across Canada. They include:

- Acadia University - Nova Scotia
- Canadian Mennonite University - Manitoba
- Capilano University - British Columbia
- Concordia University - Quebec
- Wilfrid Laurier University - Ontario

Where can you find music therapists?

MTAs can work with many populations and can be found in the following settings:

- Hospitals, long-term care facilities, hospices, private practice, correctional centres, mental health facilities, schools, community programs and addiction centres.



Music Therapy Fact Sheet

What are the benefits of music therapy?

Music therapy has presented many benefits to its clients such as:

- Improve communication skills
- Improve self esteem
- Facilitate learning and processing of complex emotional issues
- Promote independent mobility
- Provide alternative forms of self expression
- Decrease agitation
- Manage pain
- Facilitate rehabilitation

Who can I contact for more information?

If you're looking for more information about membership, conferences, job opportunities and more, contact CAMT at 1.800.996.CAMT (1.800.996.2268),

info@musictherapy.ca or visit www.musictherapy.ca



Faits à propos de la musicothérapie

Qu'est-ce que la musicothérapie ?

La musicothérapie est une discipline où des professionnels accrédités (musicothérapeute accrédité) se servent de la musique pour établir des relations thérapeutiques visant le développement, la santé, et le bien-être.

Comment la musicothérapie est-elle employée ?

Les musicothérapeutes se servent de la musique soigneusement et de manière éthique pour combler les besoins humains aux niveaux cognitif, communicationnel, émotionnel, musical, physique, social et spirituel.

Qu'est-ce que l'ACM et quel est son rôle ?

L'Association canadienne des musicothérapeutes (ACM) est une organisation professionnelle sans but lucratif qui promeut la pratique et la recherche liée la musicothérapie, organise la sensibilisation à la musicothérapie sur le territoire national et accroît les opportunités d'accès à des services de musicothérapie de haute qualité pour les clients.

Quels sont les conditions à remplir pour devenir musicothérapeute ?

Pour devenir musicothérapeute accrédité, il faut remplir les conditions suivantes :

- Être membre en règle de l'ACM
- Détenir au minimum un baccalauréat en musicothérapie d'une institution reconnue par l'ACM
- Avoir effectué un stage clinique de 1000 heures sous la supervision d'un musicothérapeute accrédité et approuvé par l'ACM.
- Avoir réussi l'examen du Conseil de certification des musicothérapeutes dispensé aux États-Unis.

- Avoir signé le formulaire d'adhésion au code de déontologie et aux normes de pratique de l'ACM

Que fait un musicothérapeute ?

Afin de satisfaire les besoins de leurs clients, les musicothérapeutes élaborent des programmes qui comprennent deux types d'interventions: la thérapie active et la thérapie réceptive.

La thérapie active implique la création de musique par le client et le musicothérapeute. à l'aide d'instruments, de leurs voix, etc. Dans **la thérapie réceptive**, le musicothérapeute joue de la musique et le client écoute et effectue d'autres tâches selon les objectifs. Ces programmes ont pour buts d'améliorer la santé et la qualité de vie des clients de tous âges et de différentes aptitudes.

Combien de musicothérapeutes accrédités y a-t-il au Canada ?

Il y a 730 musicothérapeutes accrédités à travers le Canada.

Quel établissement doit-on fréquenter pour devenir musicothérapeute ?

Il y a 5 programmes canadiens de musicothérapie reconnus par l'ACM.

- Acadia University - Nouvelle-Écosse
- Canadian Mennonite University - Manitoba
- Capilano University - Colombie-Britannique
- Concordia University - Québec
- Wilfrid Laurier University - Ontario



Faits à propos de la musicothérapie

Où peut-on trouver des musicothérapeutes ?

Les musicothérapeutes oeuvrent auprès de plusieurs types de populations et peuvent être retrouvés dans les établissements suivants:

- Hôpitaux, centres de soins de longue durée, cabinets privés, centres de détention, centres de soins de santé mentale, écoles, centres communautaires et centres de désintoxication.

Quels sont les avantages de la musicothérapie ?

La musicothérapie a démontré plusieurs avantages chez les clients dont :

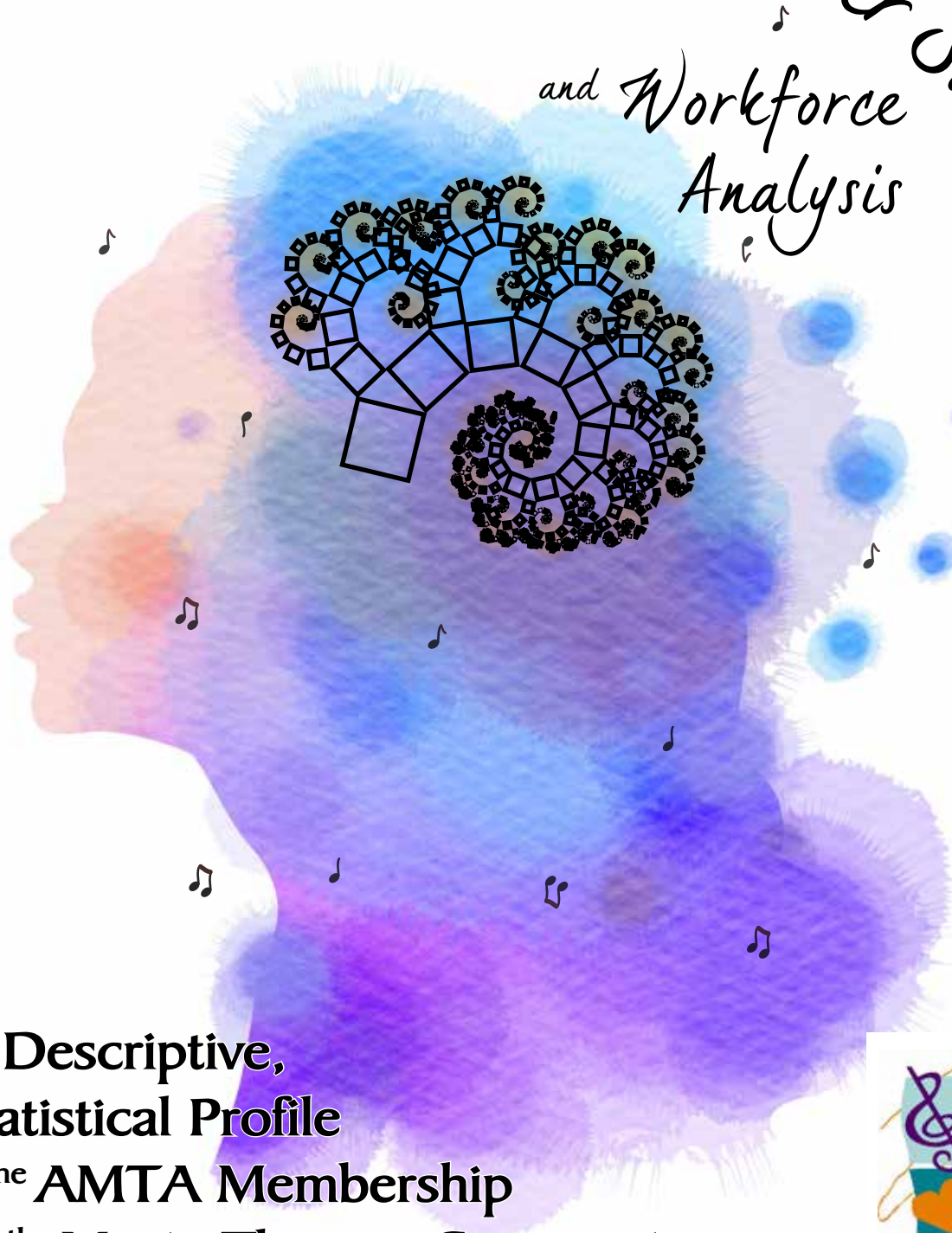
- De meilleures aptitudes de communication
- Une meilleure estime de soi
- Un meilleur apprentissage et une meilleure résolution des problèmes émotionnels
- La promotion de la motricité indépendante
- Des formes alternatives d'expression de soi
- La baisse d'agitation
- Un meilleur contrôle de la douleur
- La facilitation de la réhabilitation

Qui contacter pour plus d'informations ?

Si vous désirez obtenir plus d'informations sur la membership, les conférences, les offres d'emploi et autres, contactez l'ACM au 1.800.996.CAMT (1.800.996.2268), info@musictherapy.ca ou visitez le www.musictherapy.ca/fr/accueil



2017 AMTA Member Survey and Workforce Analysis



**A Descriptive,
Statistical Profile
of the AMTA Membership
and the Music Therapy Community**



American Music Therapy Association

A DESCRIPTIVE, STATISTICAL PROFILE OF THE 2017 AMTA MEMBERSHIP & THE MUSIC THERAPY COMMUNITY

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At a Glance: 2017 Survey Highlights

The overall average salary reported by music therapists was \$51,812.

An estimated 1.6+ million people received music therapy services in 2016.

Music therapists provided services in an estimated 96,000+ facilities in 2016.

26% of survey respondents reported being the owner of a music therapy business.

The average salary increased in 19 states over 2016 reports.

The most commonly reported job title was "Music Therapist," by 62% of survey respondents.

98 new full time music therapy jobs were reported created in 2016 with only 10 jobs reported eliminated.

The average rate for individual music therapy sessions across the country is a reported \$67 per hour.

Reported salaries for those holding a Bachelor's degree as their highest level of education range from \$20,000 - \$128,000.

31% of survey respondents reported receiving some form of reimbursement for music therapy services. Reimbursement for music therapy services is steadily growing.

The annual salary for those with 10 or fewer years' experience was a reported \$44,049.

The average rate for group music therapy sessions across the country is a reported \$75 per hour.

Thanks to all those who submitted survey responses to make this profile possible!

Overview

Welcome to the *2017 AMTA Member Survey and Workforce Analysis*. This document, “*A Descriptive Statistical Profile of the AMTA Membership and the Music Therapy Community*,” contains a detailed, descriptive statistical narrative about demographics, employment, salaries, and facts, which help to describe many aspects of the music therapy profession. Information regarding employment has been collected since 1990. Each year, with input from members and other music therapists, a set of questions is determined for the annual membership survey. Invitations to participate in this survey are distributed through direct email invitations, newsletter articles and multiple internet notices. **All music therapists, both members and non-members alike, are invited and encouraged to complete the survey.**

This document is designed to be used by music therapists, administrators, and members of the public who are attempting to promote the mission of AMTA, *to advance public awareness of the benefits of music therapy and increase access to quality music therapy services in a rapidly changing world*, and to inform music therapists and decision makers working toward increasing access to music therapy services, setting fees, and in determining salaries, increases, and benefits. Statistical information based on survey responses provided herein is divided into categories to best serve the varying needs of the music therapy profession across the United States and throughout the broad span of settings in which music therapists work. Data are organized by demographic information and salary comparisons are shown by multiple categories. This basic statistical information is provided to show a comprehensive picture of compensation offered for music therapy services across the country as well as the composition of the music therapy profession.

What follows are simple frequency counts, ranges, and averages. Modes and medians have been calculated and included to provide a more comprehensive picture of salaries for full time music therapy services. Whereas the average is an important indicator of reported salaries for music therapists, the mode is also indicative of expected salaries because it is the most frequently occurring value reported. The median listed is the number in the middle of the range of a set of numbers, i.e., half the numbers reported have values that are greater than the median, and half have values that are less. The median can help serve as a measure of location to indicate when there is a skewed distribution. Each of the datums reported work together to form a larger picture of the music therapy profession.

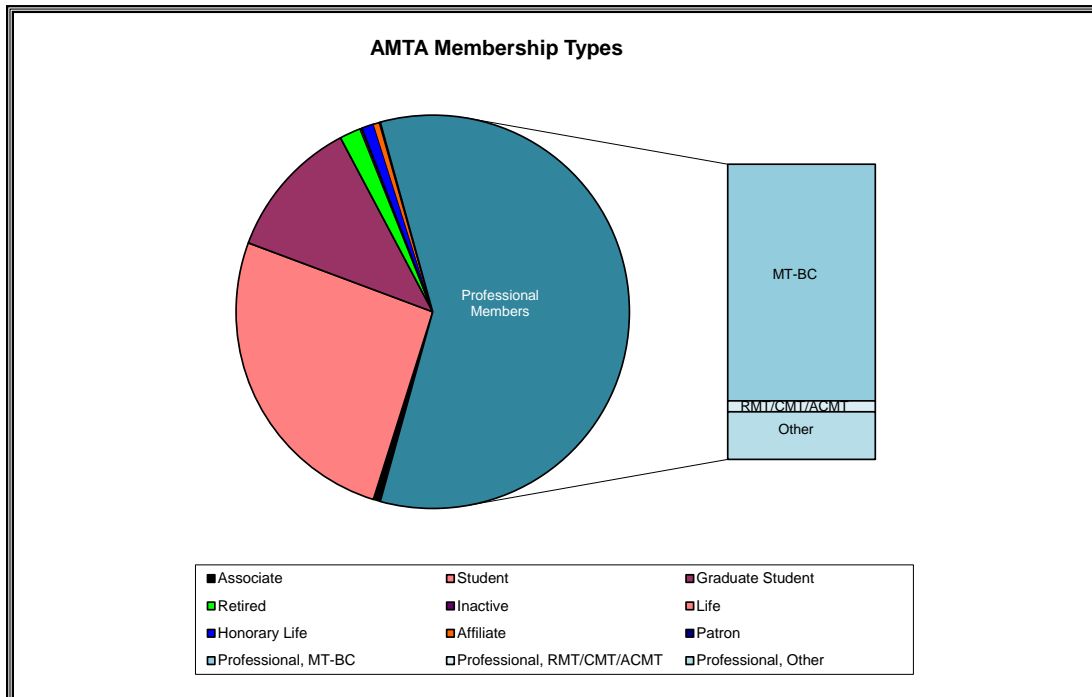
As with any business endeavor, multiple factors must be considered when establishing fees and negotiating salaries for professional music therapy services. These factors include but are not limited to: level of education; experience; geographic location; business costs (e.g., certification, licensure, professional memberships, liability insurance, office space, equipment, travel, office supplies, etc.); benefits (e.g., health, life, and disability insurance; worker’s compensation; vacation and sick time); and working time involved in assessments, interventions, documentation, billing, meetings, and treatment team communication. It is recommended that clinicians consider a combination of several of these factors, rather than any one single category when setting fees to determine a reasonable and customary rate that is agreeable to prospective clients, employers and service providers. AMTA does not establish fees for services. It is recommended that music therapists consult with a business advisor and/or accountant to assist in establishing appropriate professional fees for delivery of music therapy services.

We hope that you will be able to use this information to help you more accurately describe the profession of music therapy and expand access to music therapy services. Establishing secure jobs is but one step along the path of providing quality services to the clients we serve.

AMTA Membership Categories

The American Music Therapy Association (AMTA) is the professional association and intellectual home for music therapists in the United States and around the world. Members of AMTA not only support the mission, *to advance public awareness of the benefits of music therapy and to increase access to quality music therapy services in a rapidly changing world*, but are also committed to their profession through supporting and volunteering with AMTA programs and initiatives that make music therapy strong. The following chart and graph show the number of members in each membership category as well as the number of members as a percentage of the entire membership as of October 1, 2017. Note that the membership year runs January through December and member numbers accrue until the end of the calendar year; however for comparison purposes with previous years' surveys, numbers as of October 1 are used here.

| Type of Membership | Number | % of Membership |
|----------------------------------|--------------------|-----------------|
| Professional, MT-BC | 1,851 | 47.0% |
| Professional, ACMT/CMT/RMT | 86 | 2.2% |
| Professional, Other | 372 | 9.4% |
| Associate | 23 | 0.6% |
| Student | 1,017 | 25.8% |
| Graduate Student | 455 | 11.5% |
| Retired | 68 | 1.7% |
| Inactive | 5 | 0.1% |
| Life | 2 | 0.1% |
| Honorary Life | 39 | 1.0% |
| Affiliate | 19 | 0.5% |
| Patron | 3 | 0.1% |
| Total Members | 3,940 | |

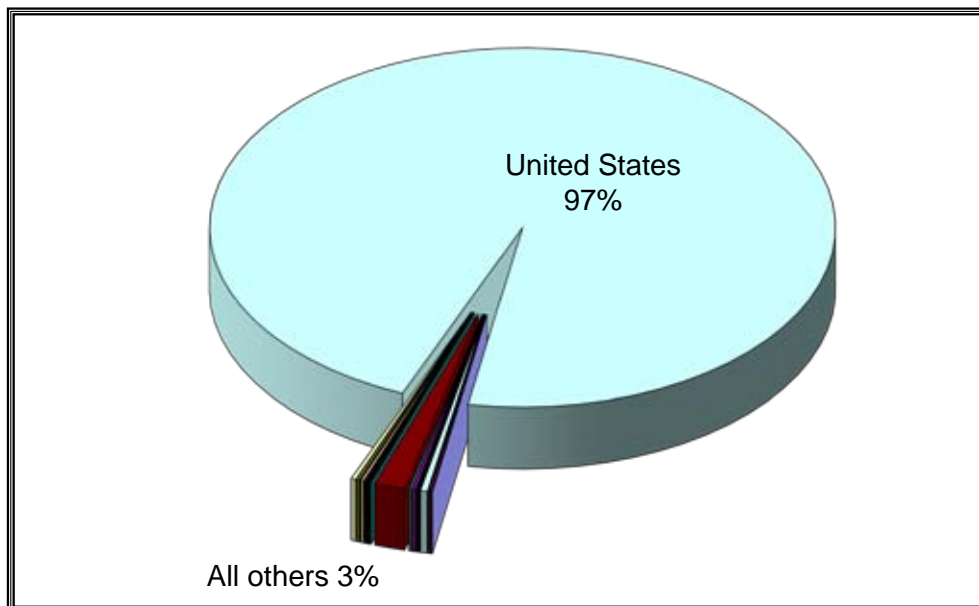


*as of October 1, 2017. Information gathered from member records.

Global Reach - AMTA Members Around the World

AMTA also maintains a wide-reaching, global focus around the world today and works closely with music therapy organizations in many countries as well as with the World Federation of Music Therapy. It is exciting to see the number of countries represented by the AMTA membership and attendance at the AMTA Annual Conference each year. In 2017, AMTA members live in over two dozen countries outside the United States and all around the globe. Members outside the United States comprise 3% of the total AMTA membership.

| <u>Country</u> | <u># Members</u> |
|----------------------------|------------------|
| Argentina | 2 |
| Australia..... | 4 |
| Bahrain | 1 |
| Canada..... | 14 |
| Cayman Islands..... | 1 |
| China | 2 |
| Estonia..... | 1 |
| Germany..... | 2 |
| Greece..... | 1 |
| Hong Kong..... | 5 |
| India..... | 1 |
| Israel..... | 4 |
| Italy | 1 |
| Japan..... | 63 |
| Macau..... | 1 |
| Mexico | 1 |
| Netherlands | 1 |
| New Zealand | 2 |
| Norway | 1 |
| Poland | 1 |
| Portugal | 1 |
| Singapore | 2 |
| South Korea..... | 6 |
| Spain | 1 |
| Sweden..... | 1 |
| Taiwan | 5 |
| Thailand..... | 10 |
| United States | 3,803 |
| Puerto Rico..... | 2 |
| Total AMTA Members* | 3,940 |



*as of October 1, 2017. Information gathered from member records.

Survey Response

The AMTA Member Survey was conducted online during the summer/fall of 2017. The pool of potential respondents is estimated to number over 10,000. This volunteer, online survey made use of a convenience sample. Invitees included AMTA members, members of the National Music Therapy Registry, former members of the American Music Therapy Association, non-member music therapists, followers of AMTA's Twitter and Facebook feeds, followers of the Certification Board for Music Therapists Twitter and Facebook feeds, *Music Therapy ENews* subscribers, and those who follow social media feeds where the invitation was shared through targeted Facebook ads and viral marketing.*

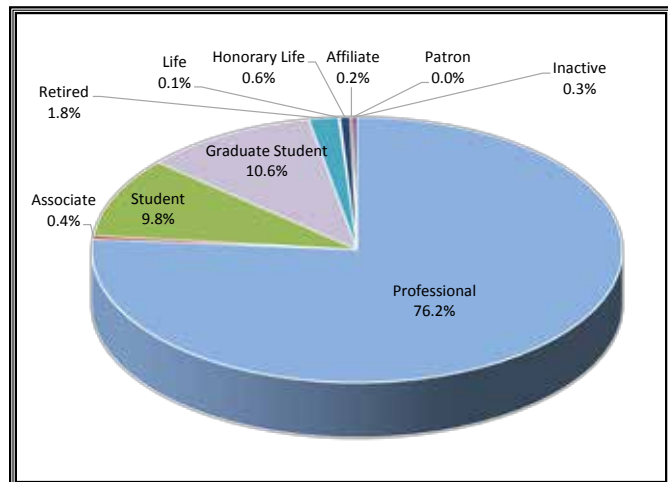
1,477 anonymous responses were received. Since the actual number (denominator) of those who viewed the survey invitation is unknown, the response rate is an estimation only. The estimated response rate ranges from 18%, for the known number of invitees in AMTA's database, to 19%, for the known number of qualified music therapists in the U.S. (see page 26). This year's response is higher than in 2016 (↑308), however the survey invitation was publicized in similar ways. Of those who responded to the survey, 96.5% identified themselves as a practicing music therapist. 3.5% of survey respondents identified themselves as "not currently practicing music therapy," this may include students, graduate students, interns, retirees, or those who are qualified to practice but are not currently doing so.

1,166 respondents identified themselves as AMTA members, approximately 79% of the survey response. These 1,166 surveys returned by AMTA members represents 30% of the total AMTA membership (as of 10/1/17). The 889 Professional member responses (noted below) represent 39% of the total AMTA Professional membership as of October 1, 2017. Approximately 19% (281) of survey responses were from those who indicated that they had not yet become 2017 members of AMTA.

Member Responses

Survey respondents were asked to indicate their AMTA member status. Member categories they reported holding appear below.

| <u>Member Type</u> | <u>Responses</u> |
|------------------------------------|------------------|
| Professional | 889 |
| Associate..... | 5 |
| Student..... | 114 |
| Graduate Student..... | 124 |
| Retired..... | 21 |
| Inactive..... | 3 |
| Life | 1 |
| Honorary Life..... | 7 |
| Affiliate | 2 |
| Patron..... | 0 |
| Total Member Responses..... | 1,166 |

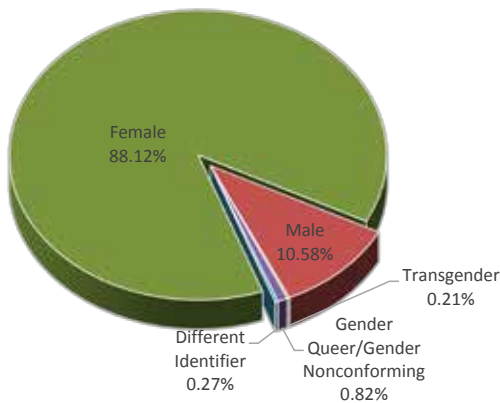


*Participants were solicited using multiple requests via: direct email; AMTA's website; AMTA's member newsletter; public invitations through Facebook, Twitter, and Music Therapy ENews; public invitations posted on the Facebook/Twitter feeds of the Certification Board for Music Therapists, requests to share the invitation on other groups' social media pages and paid, targeted Facebook ads.

Gender, Ethnicity and Age of Survey Respondents

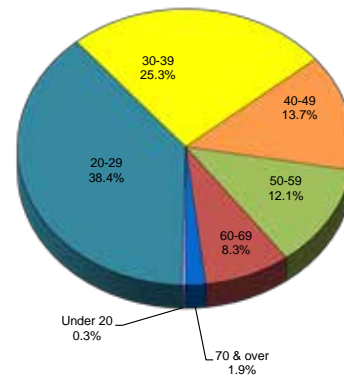
GENDER

| Gender | Number |
|-----------------------------------|--------------|
| Female | 1,283 |
| Male | 154 |
| Transgender | 3 |
| Gender Queer/Gender Nonconforming | 12 |
| Different Identifier | 4 |
| Total Respondents | 1,456 |



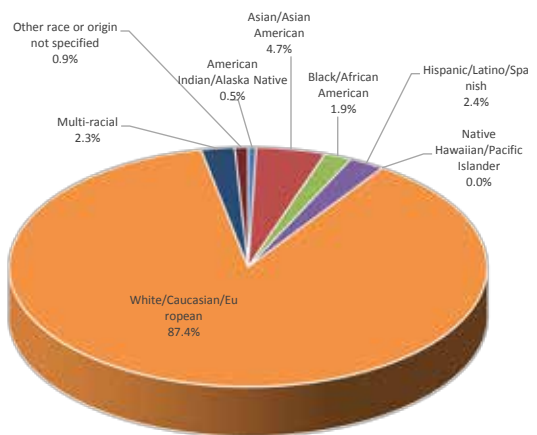
AGE

| Age | Number |
|--------------------------|--------------|
| Under 20 | 5 |
| 20-29 | 560 |
| 30-39 | 368 |
| 40-49 | 199 |
| 50-59 | 176 |
| 60-69 | 121 |
| 70 & over | 28 |
| Total Respondents | 1,457 |



ETHNICITY

| Ethnicity ¹ | Number |
|------------------------------------|--------------|
| American Indian/Alaska Native | 8 |
| Asian/Asian American | 68 |
| Black/African American | 27 |
| Hispanic/Latino/Spanish | 35 |
| Native Hawaiian/Pacific Islander | 0 |
| White/Caucasian/European | 1,271 |
| Multi-racial | 33 |
| Other race or origin not specified | 13 |
| Total Respondents | 1,455 |

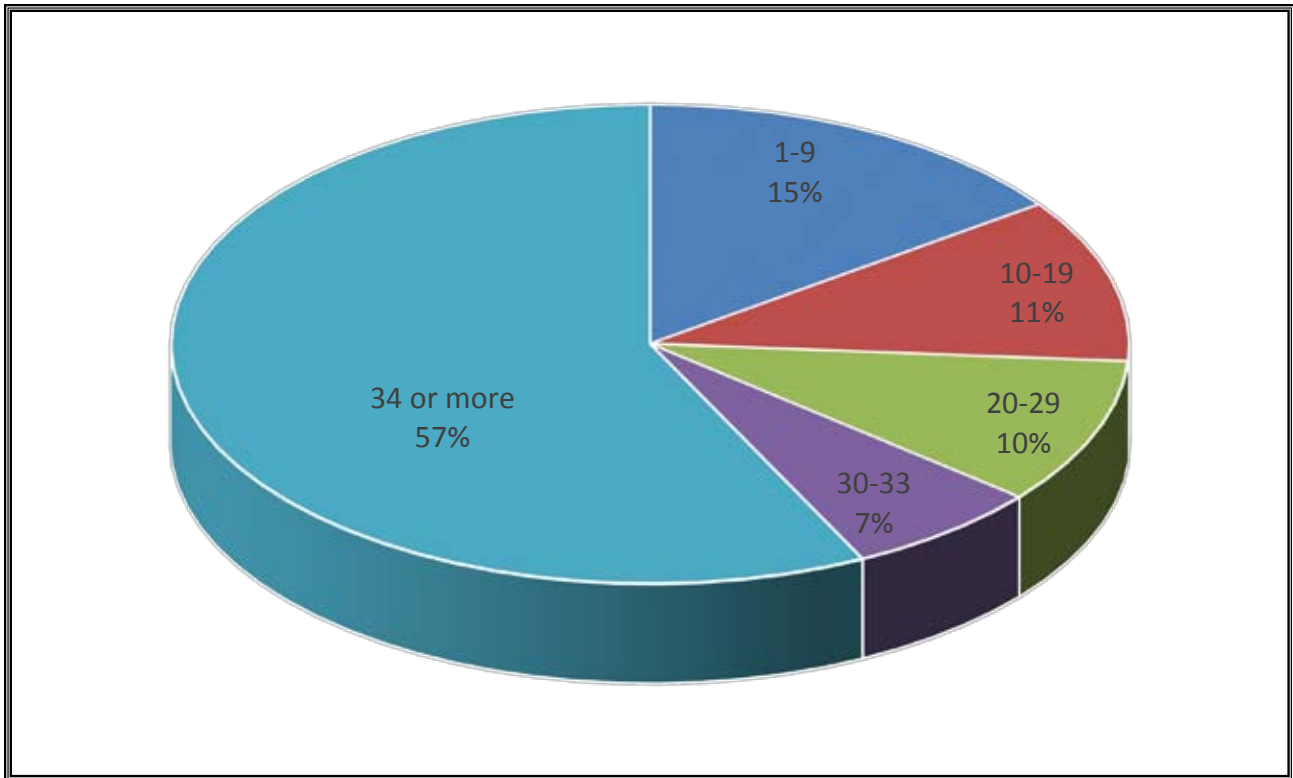


¹Race categories based on those outlined by the US Census Bureau for the 2010 Census and projected changes to future Census projects.

Weekly Hours Worked by Survey Respondents

Survey respondents were asked to estimate how many hours a week they work as a music therapist. Over half of all survey respondents reported working full time, which is defined as working an average of 34 or more hours each week. It should be noted that respondents to this question included professionals, students, retirees, etc.

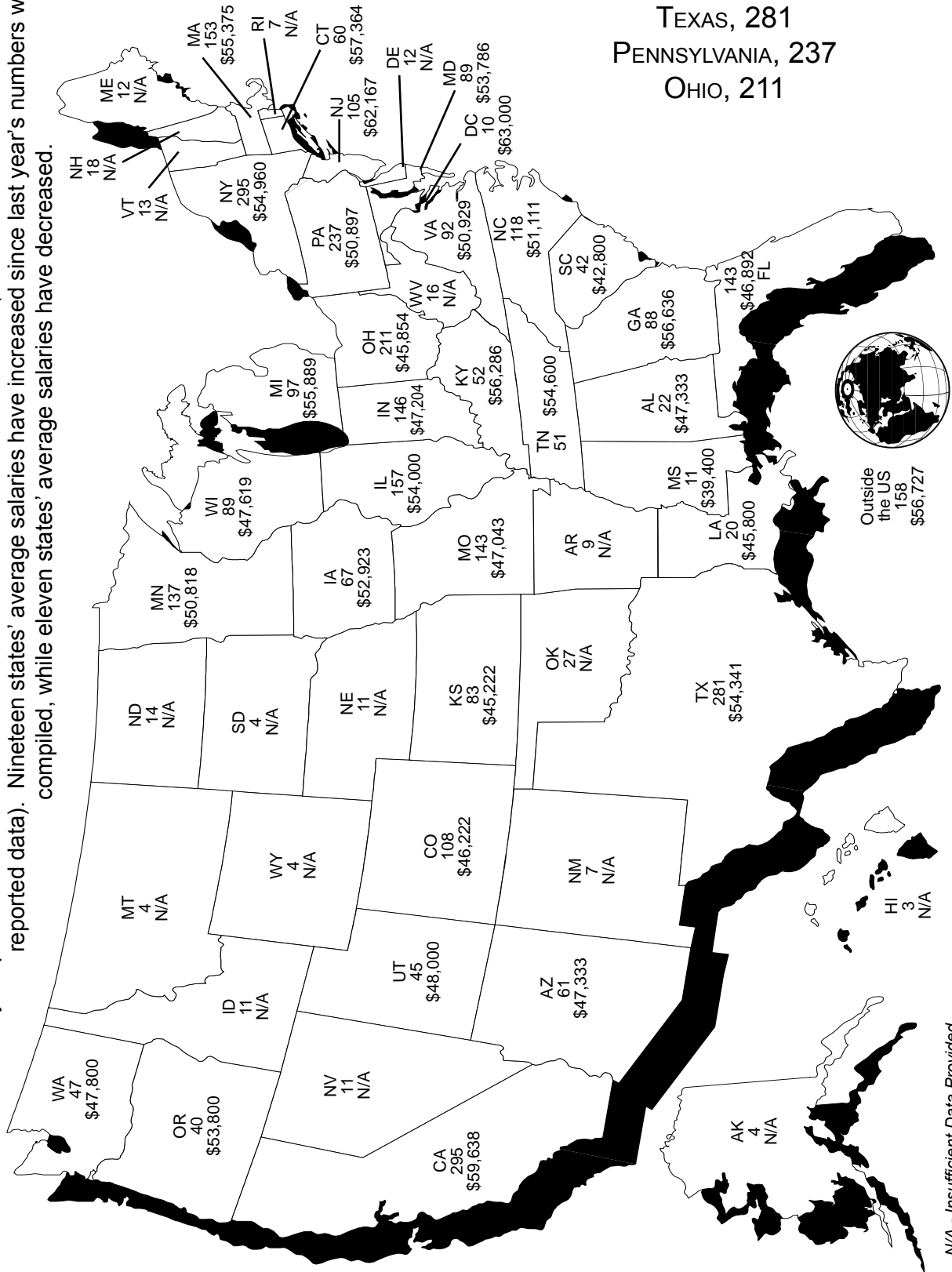
| <u>Weekly Hours Worked</u> | <u>Number of Responses</u> |
|---------------------------------|----------------------------|
| 1 - 9 hours per week | 188 |
| 10 - 19 hours per week | 138 |
| 20 - 29 hours per week | 123 |
| 30 - 33 hours per week | 83 |
| 34 or more per week (full time) | 714 |
| Total Respondents | 1,246 |



Membership and Average Salary by State

This map of the United States depicts the number of AMTA members in each state as of October 1, 2017 and the average full time salary reported on the AMTA survey for each state². The average full-time salary for all survey respondents, both inside and outside the United States, is \$51,812 (an increase of \$1,015 over 2016 reported data). Nineteen states' average salaries have increased since last year's numbers were compiled, while eleven states' average salaries have decreased.

Top 5 Membership States:
 NEW YORK & CALIFORNIA, 295
 TEXAS, 281
 PENNSYLVANIA, 237
 OHIO, 211



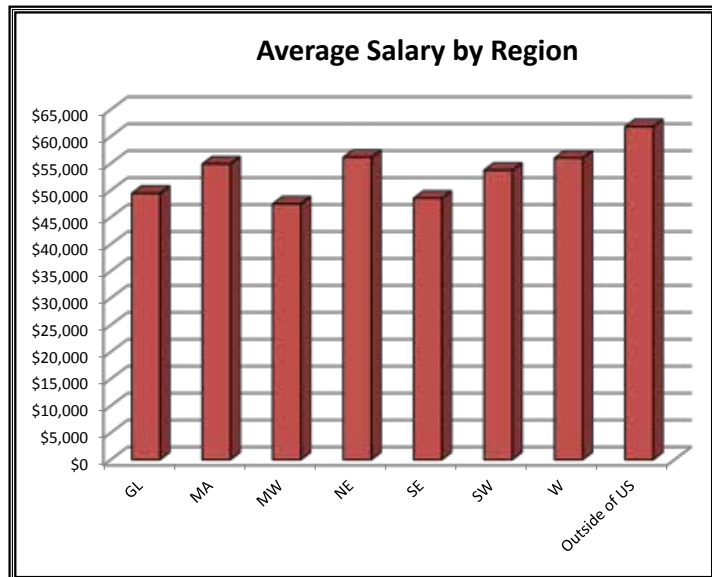
N/A - Insufficient Data Provided
²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

Salary by Region

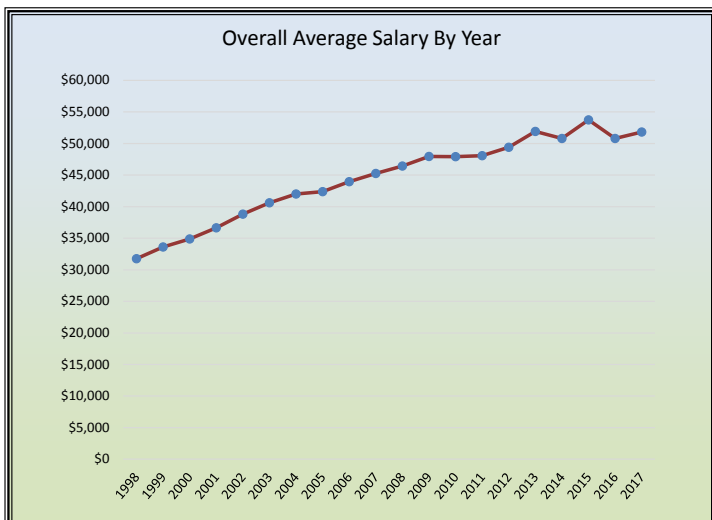
| Region | Number of Respondents | Average Salary ² | Median Salary ² | Salary Mode ² | Salary Range ² |
|------------------|-----------------------|-----------------------------|----------------------------|--------------------------|-----------------------------|
| Great Lakes | 189 | \$49,476 | \$45,000 | \$40,000 | \$20,000 - \$128,000 |
| Mid-Atlantic | 141 | \$54,915 | \$50,000 | \$40,000 | \$27,000 - \$137,000 |
| Midwestern | 61 | \$47,508 | \$45,000 | \$40,000 | \$20,000 - \$98,000 |
| New England | 32 | \$56,156 | \$54,000 | \$60,000 | \$28,000 - \$150,000 |
| Southeastern | 107 | \$48,551 | \$46,000 | \$45,000 | \$24,000 - \$102,000 |
| Southwestern | 47 | \$53,766 | \$50,000 | \$45,000 | \$23,000 - \$100,000 |
| Western | 77 | \$56,026 | \$52,000 | \$60,000 | \$27,000 - \$108,000 |
| Outside the U.S. | 6 | \$61,833 | \$55,500 | \$25,000 | \$25,000 - \$150,000 |
| Overall | 660 | \$51,812 | \$48,000 | \$40,000 | \$20,000 - \$150,000 |

Survey responses from the 2017 survey show the overall average salary reported was \$51,812, an increase of \$1,015 over salaries reported from the survey conducted in 2016. The overall median salary reported in 2017 was \$48,000 (an increase of \$1,000 over 2016 reports); and the most commonly reported salary (mode) was \$40,000 (similar to 2016 reports).

In five of seven AMTA regions, average reported salaries increased over 2016 data. A graphic representation of mean salaries for each region is shown to the right.



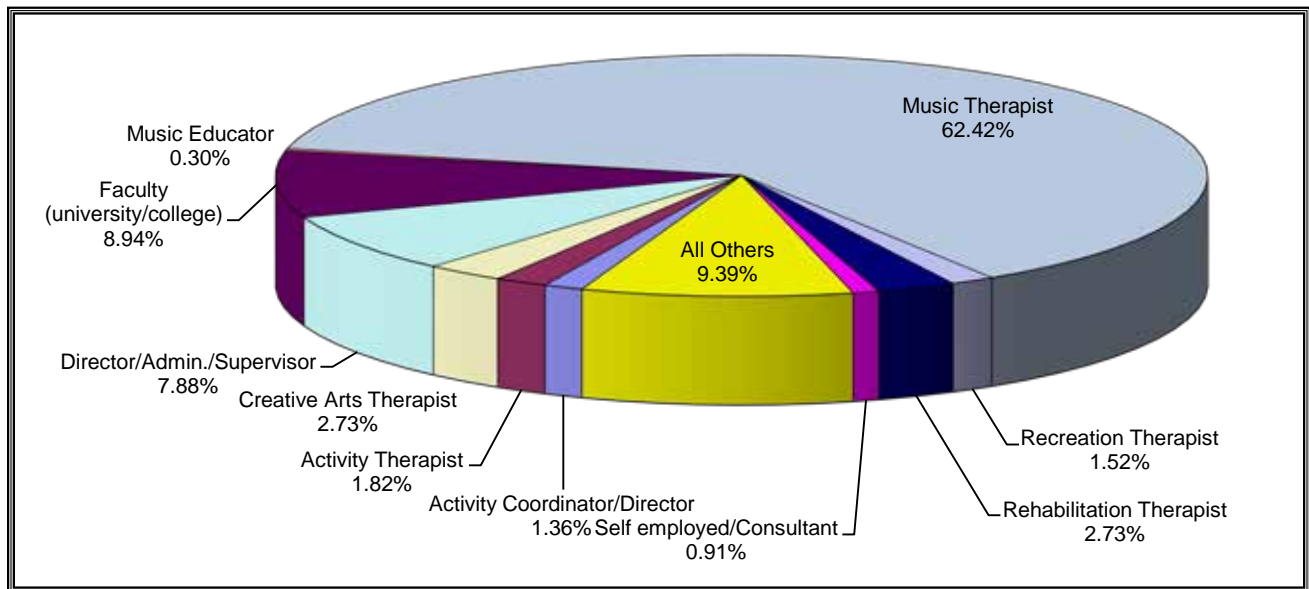
A line graph of overall average salaries reported by survey respondents each year since the inception of AMTA can be seen at bottom right. One can see only small decreases over the past 19 years (which may be anomalies due to survey data and response rate), but in general, overall reported music therapists' salaries have shown a steady increase since AMTA's inception: from \$31,755 in 1998 to \$51,812 in 2017.



²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

Salary by Job Title

| Population | Number | Average Salary ² | Median Salary ² | Salary Mode ² | Salary Range ² |
|-------------------------------|------------|-----------------------------|----------------------------|--------------------------|---------------------------|
| Activity Coordinator/Director | 9 | \$43,333 | \$40,000 | \$42,000 | \$31,000 - \$70,000 |
| Activity Therapist | 12 | \$40,917 | \$37,000 | \$30,000 | \$28,000 - \$64,000 |
| Clinical Therapist | 6 | \$53,000 | \$52,500 | N/A | \$36,000 - \$65,000 |
| Creative Arts Therapist | 18 | \$60,278 | \$59,500 | \$56,000 | \$44,000 - \$83,000 |
| Director/Admin./Supervisor | 52 | \$65,231 | \$60,000 | \$60,000 | \$30,000 - \$150,000 |
| Expressive Arts Therapist | 10 | \$41,800 | \$40,000 | \$40,000 | \$35,000 - \$52,000 |
| Faculty | 59 | \$72,559 | \$70,000 | \$64,000 | \$27,000 - \$150,000 |
| Music Educator | 2 | N/A | N/A | N/A | N/A |
| Music Therapist | 412 | \$47,354 | \$45,000 | \$40,000 | \$20,000 - \$128,000 |
| Other | 44 | \$51,841 | \$49,500 | \$40,000 | \$20,000 - \$96,000 |
| Recreation Therapist | 10 | \$45,300 | \$43,500 | \$60,000 | \$25,000 - \$65,000 |
| Rehabilitation Therapist | 18 | \$58,056 | \$60,000 | \$60,000 | \$30,000 - \$84,000 |
| Self Employed/Consultant | 6 | \$52,333 | \$49,000 | \$45,000 | \$20,000 - \$80,000 |
| Special Educator | 1 | N/A | N/A | N/A | N/A |
| Total Respondents | 660 | | | | |



The category "Other" included: Activities Assistant/Leader, Adapted Music Teacher, Allied Therapist, Bereavement Coordinator, Chaplain, Clinical Coordinator, Creative Expressive Arts Therapist, Experiential Therapist, Infant/Early Childhood Therapist, Instructor, Lead Therapist, Licensed Professional Counselor, Life Enrichment Program Coordinator, Music Specialist, Music Therapy Preceptor, Music/Expressive Therapist, Program Coordinator, Registered Therapist, Research Coordinator, Research Program Manager, Youth/Family Therapist

N/A - Insufficient data available

²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

Salary by Population Served

| <u>Population</u> | <u>Number³</u> | <u>Average Salary²</u> | <u>Median Salary²</u> | <u>Salary Mode²</u> | <u>Salary Range²</u> |
|--------------------------------------|---------------------------|-----------------------------------|----------------------------------|--------------------------------|---------------------------------|
| Abused/Sexually Abused | 84 | \$54,845 | \$50,000 | \$40,000 | \$30,000 - \$150,000 |
| AIDS | 9 | \$61,222 | \$54,000 | N/A | \$30,000 - \$150,000 |
| Alzheimer's/Dementia | 203 | \$46,350 | \$44,000 | \$40,000 | \$20,000 - \$80,000 |
| Autism Spectrum Disorders | 257 | \$48,467 | \$45,000 | \$40,000 | \$20,000 - \$137,000 |
| Behavioral Disorder | 199 | \$48,020 | \$45,000 | \$40,000 | \$25,000 - \$102,000 |
| Bereavement/Grief | 106 | \$50,321 | \$47,000 | \$40,000 | \$20,000 - \$150,000 |
| Cancer | 126 | \$52,944 | \$49,000 | \$40,000 | \$20,000 - \$150,000 |
| Chronic Pain | 80 | \$53,325 | \$49,000 | \$40,000 | \$20,000 - \$150,000 |
| Comatose | 24 | \$57,208 | \$52,000 | \$52,000 | \$27,000 - \$150,000 |
| Intellect./Develop. Disabled (IDD) | 241 | \$47,133 | \$45,000 | \$40,000 | \$20,000 - \$128,000 |
| Dual Diagnosed | 142 | \$48,528 | \$45,000 | \$40,000 | \$27,000 - \$108,000 |
| Early Childhood | 136 | \$48,162 | \$46,000 | \$40,000 | \$20,000 - \$94,000 |
| Eating Disorders | 28 | \$55,607 | \$50,000 | \$50,000 | \$30,000 - \$125,000 |
| Elderly Persons | 162 | \$46,049 | \$44,000 | \$40,000 | \$20,000 - \$80,000 |
| Emotionally Disturbed | 114 | \$52,982 | \$49,500 | \$40,000 | \$25,000 - \$125,000 |
| Forensic | 38 | \$58,474 | \$59,500 | \$60,000 | \$32,000 - \$101,000 |
| Head Injured | 84 | \$53,000 | \$50,000 | \$45,000 | \$20,000 - \$150,000 |
| Hearing Impaired | 56 | \$46,857 | \$45,000 | \$42,000 | \$20,000 - \$102,000 |
| Hospice/Palliative Care | 183 | \$49,820 | \$47,000 | \$40,000 | \$20,000 - \$150,000 |
| Learning Disabled | 122 | \$47,451 | \$45,000 | \$40,000 | \$20,000 - \$102,000 |
| Medical/Surgical | 93 | \$52,484 | \$49,000 | \$47,000 | \$20,000 - \$150,000 |
| Mental Health | 221 | \$53,235 | \$48,000 | \$40,000 | \$20,000 - \$150,000 |
| Multiply Disabled | 128 | \$46,766 | \$45,000 | \$45,000 | \$25,000 - \$102,000 |
| Music Education College Students | 7 | \$70,286 | \$68,000 | N/A | \$57,000 - \$100,000 |
| Music Therapy College Students | 76 | \$66,500 | \$64,000 | \$75,000 | \$20,000 - \$150,000 |
| Neurologically Impaired | 149 | \$49,872 | \$48,000 | \$40,000 | \$20,000 - \$102,000 |
| Non-Disabled | 24 | \$51,333 | \$48,500 | \$45,000 | \$30,000 - \$125,000 |
| Other | 39 | \$54,359 | \$47,000 | \$65,000 | \$30,000 - \$150,000 |
| Parkinson's | 88 | \$51,239 | \$48,000 | \$40,000 | \$20,000 - \$150,000 |
| Physically Disabled | 134 | \$46,791 | \$44,000 | \$40,000 | \$20,000 - \$102,000 |
| Post Traumatic Stress Disorder | 99 | \$54,172 | \$50,000 | \$45,000 | \$30,000 - \$150,000 |
| Rett Syndrome | 28 | \$55,036 | \$50,000 | \$45,000 | \$32,000 - \$94,000 |
| School Age Population | 150 | \$48,773 | \$46,000 | \$45,000 | \$20,000 - \$102,000 |
| Speech Impaired | 111 | \$48,450 | \$45,000 | \$45,000 | \$25,000 - \$102,000 |
| Stroke | 107 | \$49,243 | \$47,000 | \$40,000 | \$25,000 - \$87,000 |
| Substance Abuse | 108 | \$53,944 | \$49,000 | \$45,000 | \$20,000 - \$150,000 |
| Terminally Ill | 121 | \$51,413 | \$48,000 | \$40,000 | \$20,000 - \$150,000 |
| Visually Impaired | 82 | \$48,244 | \$45,000 | \$40,000 | \$27,000 - \$102,000 |
| Total Respondents³ | 661 | | | | |

The category "Other" included: Blood Disorders, Burns, Deaf/Hard of Hearing, Domestic Violence Victims, Families, Foster Children, OCD/Anxiety Disorders, Patients on Dialysis, Post-Concussion, Pregnant Mothers, Premature Infants, Sex Offenders, Sickle Cell Disease, Spinal Cord Injuries, Trauma, Well Clients

N/A - Insufficient data available

²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

³Respondents were permitted to list as many categories as appropriate. Therefore, the total number of responses may exceed the number of survey respondents.

Populations & Work Settings Served

POPULATIONS SERVED BY MUSIC THERAPISTS

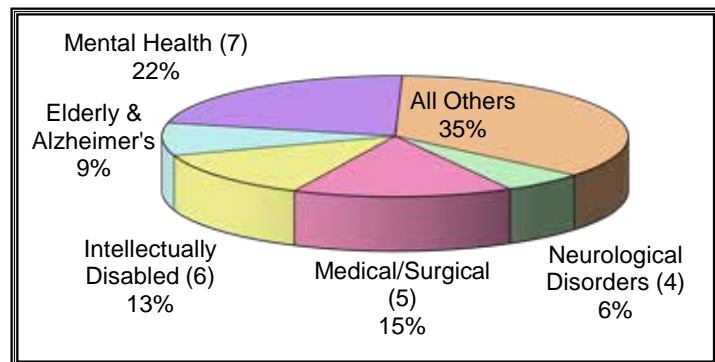
A graphic representation of the number of survey respondents who reported working with specific populations appears here. The largest specified category of survey respondents falls under the Mental Health⁷ umbrella, which accounts for 22% of the populations reportedly served. The next largest categories are Medical/Surgical populations⁵, 15%; Intellectually Disabled populations⁶, 13%; Elderly & Alzheimer’s populations, 9%; and Neurological Disorders⁴, 6%. All other populations account for 35% of the total populations served.

⁴Neurological Disorders includes Parkinson’s and Neurologically Impaired.

⁵Medical/Surgical includes AIDS, Cancer, Chronic Pain, Comatose, Hospice/Palliative Care, Medical/Surgical, and Terminally Ill.

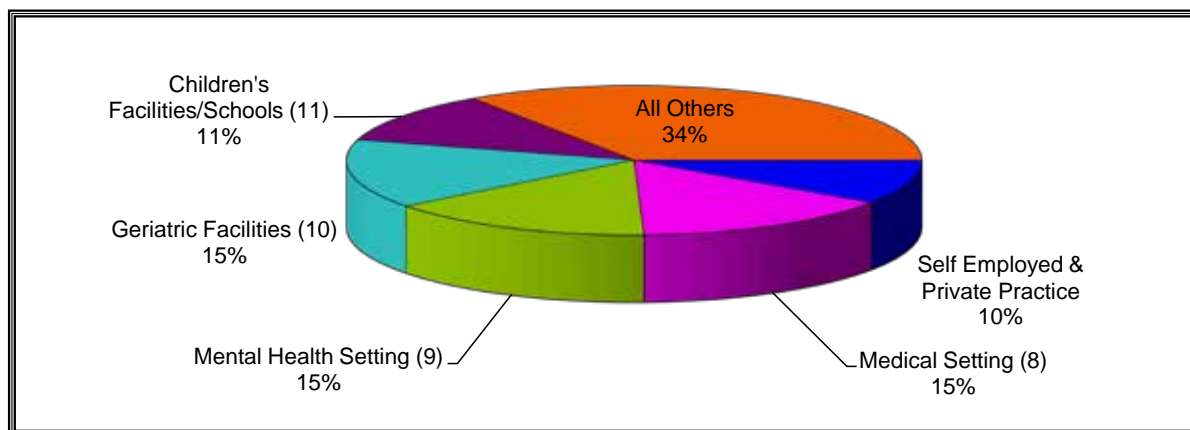
⁶Intellectually Disabled includes Autism Spectrum, Intellectually/Developmentally Disabled (IDD), and Rett Syndrome.

⁷Mental Health includes Behavioral Disorder, Bereavement/Grief, Eating Disorders, Emotionally Disturbed, Forensic, Mental Health, Post Traumatic Stress Disorder, and Substance Abuse.



WORK SETTINGS SERVED BY MUSIC THERAPISTS

A graphic representation of the number of survey respondents who reported working in specific settings appears below. The largest specified categories of settings reported are Geriatric Facilities¹⁰, Medical Settings⁸, and Mental Health Settings⁹, which account for 15% of survey responses each; followed by Children’s Facilities/Schools¹¹ with 11%; and finally, Self Employed & Private Practice with 10%. All other settings account for 35% of the total listed. Please see the next page for salary information organized by work setting.



⁸Medical Setting includes General Hospital, Oncology, Home Health Agency, Outpatient Clinic, Partial Hospitalization, and Children’s Hospital or Unit.

⁹Mental Health Setting includes: Child/Adolescent Treatment Center, Community Mental Health Center, Drug/Alcohol Program, Forensic Facility, and Inpatient Psychiatric Unit.

¹⁰Geriatric Facilities includes: Adult Day Care, Assisted Living, Geriatric Facility - not nursing, Geriatric Psychiatric Unit, and Nursing Home.

¹¹Children’s Facilities/Schools includes: Children’s Day Care/Preschool, Early Intervention Program, and School (K-12).

Salary by Work Setting Served

| Population | Number ³ | Average Salary ² | Median Salary ² | Salary Mode ² | Salary Range ² |
|--------------------------------------|---------------------|-----------------------------|----------------------------|--------------------------|---------------------------|
| Adult Day Services/ Day Care | 67 | \$45,672 | \$41,000 | \$40,000 | \$27,000 - \$94,000 |
| Adult Education | 5 | \$57,000 | \$49,000 | N/A | \$30,000 - \$108,000 |
| Child/Adolescent Treatment Ctr. | 39 | \$46,692 | \$44,000 | \$40,000 | \$27,000 - \$100,000 |
| Children's Day Care/Preschool | 32 | \$49,719 | \$43,500 | \$40,000 | \$25,000 - \$100,000 |
| Children's Hospital or Unit | 65 | \$51,000 | \$48,000 | \$47,000 | \$20,000 - \$94,000 |
| Community Based Service | 72 | \$48,014 | \$45,000 | \$40,000 | \$28,000 - \$108,000 |
| Community Mental Health Center | 18 | \$46,889 | \$45,000 | \$40,000 | \$30,000 - \$82,000 |
| Correctional Facility | 11 | \$58,182 | \$60,000 | \$60,000 | \$30,000 - \$84,000 |
| Day Care/Treatment Center | 7 | \$47,714 | \$40,000 | \$30,000 | \$30,000 - \$100,000 |
| Drug/Alcohol Program | 26 | \$48,346 | \$42,000 | \$40,000 | \$30,000 - \$108,000 |
| Early Intervention Program | 25 | \$48,920 | \$45,000 | \$42,000 | \$25,000 - \$80,000 |
| Forensic Facility | 25 | \$57,520 | \$59,000 | \$60,000 | \$30,000 - \$101,000 |
| General Hospital | 53 | \$51,245 | \$47,000 | \$40,000 | \$20,000 - \$150,000 |
| Geriatric Facility - not nursing | 25 | \$45,840 | \$44,000 | \$30,000 | \$30,000 - \$80,000 |
| Geriatric Psychiatric Unit | 21 | \$43,619 | \$40,000 | \$32,000 | \$32,000 - \$75,000 |
| Group Home | 28 | \$47,214 | \$44,500 | \$40,000 | \$33,000 - \$75,000 |
| Home Health Agency | 10 | \$45,700 | \$38,500 | \$40,000 | \$33,000 - \$90,000 |
| Hospice/Bereavement Services | 100 | \$51,950 | \$50,000 | \$40,000 | \$25,000 - \$150,000 |
| Intermediate Care Facility (DD) | 12 | \$51,750 | \$44,000 | \$44,000 | \$30,000 - \$94,000 |
| Inpatient Psychiatric Unit | 95 | \$50,884 | \$45,000 | \$45,000 | \$25,000 - \$98,000 |
| Military Base | 1 | N/A | N/A | N/A | N/A |
| Music Retailer | 2 | N/A | N/A | N/A | N/A |
| Nursing Home/Assisted Living | 98 | \$44,133 | \$40,000 | \$40,000 | \$20,000 - \$80,000 |
| Oncology | 28 | \$56,500 | \$47,500 | \$45,000 | \$20,000 - \$150,000 |
| Other | 50 | \$50,200 | \$46,000 | \$40,000 | \$32,000 - \$104,000 |
| Outpatient Clinic | 35 | \$54,486 | \$48,000 | \$40,000 | \$20,000 - \$150,000 |
| Partial Hospitalization | 19 | \$49,316 | \$44,000 | \$40,000 | \$33,000 - \$79,000 |
| Physical Rehabilitation | 20 | \$48,700 | \$47,000 | \$40,000 | \$27,000 - \$78,000 |
| Private Music Therapy Agency | 66 | \$47,530 | \$42,000 | \$40,000 | \$20,000 - \$128,000 |
| School (K-12) | 100 | \$51,810 | \$49,500 | \$40,000 | \$23,000 - \$102,000 |
| Self Employed/Private Practice | 70 | \$50,514 | \$45,000 | \$40,000 | \$20,000 - \$108,000 |
| State Institution | 26 | \$58,115 | \$59,500 | \$60,000 | \$30,000 - \$101,000 |
| Support Groups | 10 | \$51,100 | \$47,000 | \$40,000 | \$30,000 - \$75,000 |
| University/College | 61 | \$72,115 | \$65,000 | \$64,000 | \$27,000 - \$150,000 |
| Veteran's Affairs | 14 | \$59,429 | \$59,000 | \$56,000 | \$36,000 - \$75,000 |
| Wellness Program/Center | 13 | \$62,308 | \$52,000 | \$75,000 | \$45,000 - \$108,000 |
| Total Respondents³ | 661 | | | | |

The category "Other" included: ABA Clinic, Adult Transition Program, Behavioral Health Hospital, Children's Specialty Medical Care Facility (SNF), Client Homes, Community Hospital System, Community Music School, Dementia Care Facility, Eating Disorder Treatment Center, Intermediate School District, Life Plan Community, Medicaid Facility, Mental Health IOP, Music School, Neonatal Intensive Care Unit, Neurorehabilitation Unit, Non-profit Agency, Private Day School, Private Residential School, Psychiatric Hospital, Rehabilitation Hospital, Residential Treatment Facility, Retirement Community, State Hospital

N/A - Insufficient data available

²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

³Respondents were permitted to list as many categories as appropriate. Therefore, the total number of responses may exceed the number of survey respondents.

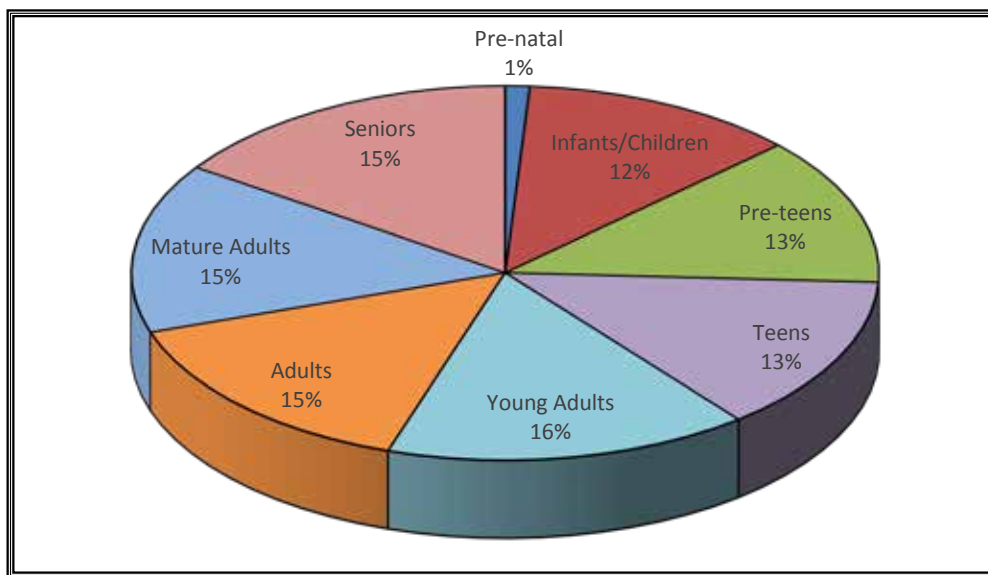
Salary by Age Group Served

Music therapy is truly a service offered throughout the lifespan and anyone can benefit from music therapy services regardless of age or experience. A chart showing the age groups served by survey respondents and salary information reported by those who work with each age group can be found below.

| Population | Number ³ | Average Salary ² | Median Salary ² | Salary Mode ² | Salary Range ² |
|--------------------------------------|---------------------|-----------------------------|----------------------------|--------------------------|---------------------------|
| Pre-natal | 22 | \$49,545 | \$50,000 | \$30,000 | \$20,000 - \$75,000 |
| Infants/Children | 251 | \$49,422 | \$47,000 | \$40,000 | \$20,000 - \$102,000 |
| Pre-teens | 267 | \$49,086 | \$46,000 | \$40,000 | \$20,000 - \$102,000 |
| Teens | 282 | \$49,418 | \$46,000 | \$40,000 | \$20,000 - \$150,000 |
| Young Adults | 330 | \$52,645 | \$48,000 | \$40,000 | \$24,000 - \$150,000 |
| Adults | 309 | \$51,990 | \$47,000 | \$40,000 | \$20,000 - \$150,000 |
| Mature Adults | 307 | \$50,886 | \$47,000 | \$40,000 | \$20,000 - \$150,000 |
| Seniors | 324 | \$48,815 | \$45,500 | \$40,000 | \$20,000 - \$108,000 |
| Total Respondents³ | 661 | | | | |

Age Groups Served

A graphic representation of the number of survey respondents who reported serving specific age groups appears below. Survey responses are fairly evenly distributed throughout most of the age groups music therapists serve. With the exception of the Pre-natal age group, each category is served by between 12% and 16% of survey respondents. Pre-natal populations are served by 1% of survey respondents. Data gathered confirms that music therapy services are provided to clients throughout all stages of life.

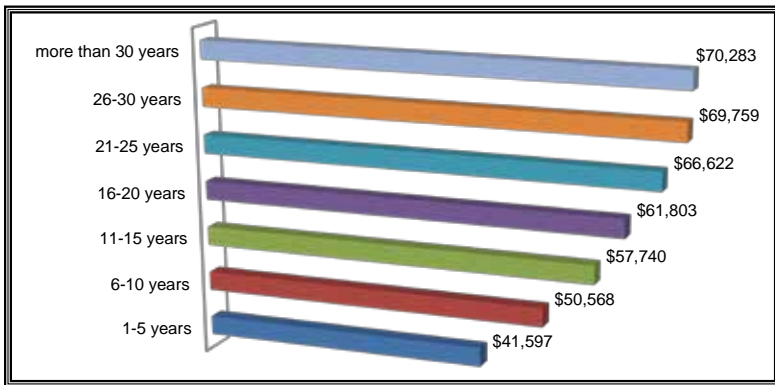


²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

³Respondents were permitted to list as many categories as appropriate. Therefore, the total number of responses may exceed the number of survey respondents.

Salary by Years in the Profession

| Years in Profession | Number of Respondents | Average Salary ² | Average Salary ² | Salary Mode ² | Salary Range ² |
|---------------------------------|-----------------------|-----------------------------|-----------------------------|--------------------------|---------------------------|
| 1 - 5 years | 295 | \$41,597 | \$40,000 | \$40,000 | \$20,000 - \$70,000 |
| 6 - 10 years | 111 | \$50,568 | \$48,000 | \$45,000 | \$20,000 - \$128,000 |
| 11 - 15 years | 73 | \$57,740 | \$56,000 | \$70,000 | \$35,000 - \$96,000 |
| 16 - 20 years | 61 | \$61,803 | \$58,000 | \$64,000 | \$35,000 - \$150,000 |
| 21 - 25 years | 37 | \$66,622 | \$65,000 | \$65,000 | \$36,000 - \$125,000 |
| 26 - 30 years | 29 | \$69,759 | \$65,000 | \$65,000 | \$38,000 - \$137,000 |
| more than 30 years | 53 | \$70,283 | \$71,000 | \$65,000 | \$30,000 - \$150,000 |
| Total Survey Respondents | 659 | | | | |

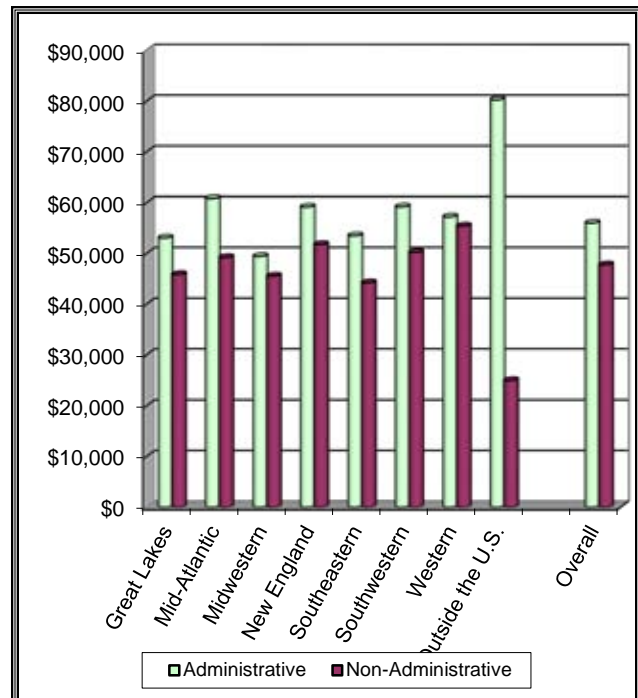


Over half of all survey respondents have been practicing 10 years or less. Those who have been practicing music therapy for 1-10 years reported an average annual salary of \$44,049 with a mode of \$40,000.

Administrative vs. Non-Administrative Jobs

The adjacent graph displays a regional comparison between average salaries in jobs that require supervision and/or administrative duties and jobs in which administrative duties are not a part of the expected responsibilities. As one might expect, music therapists who work in jobs that are administrative in nature (either in whole or in part), generally receive higher salaries. From 656 respondents who answered this survey question, the overall average administrative salary² was \$56,000. This compares to an overall average non-administrative salary² of \$47,764.

²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.



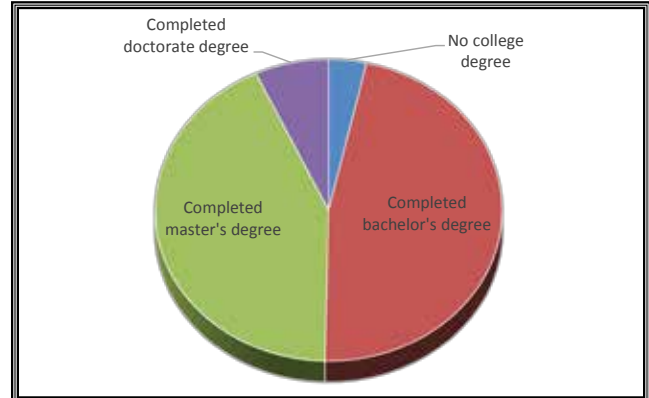
Education and Advanced Degrees

Survey respondents are largely evenly divided between an undergraduate degree (47%) and graduate degrees (50%). 43% of survey respondents hold a degree at the master's level, while 7% of respondents hold a doctoral degree. The majority of those reporting no degree are likely students and interns. A breakdown of master's and doctoral degrees held by survey respondents can be seen below.

Highest Level of Education

| Education | % | Responses |
|-------------------|-------|-----------|
| No college degree | 3.5% | 51 |
| Bachelor's degree | 46.8% | 680 |
| Master's degree | 42.8% | 621 |
| Doctoral degree | 6.9% | 100 |

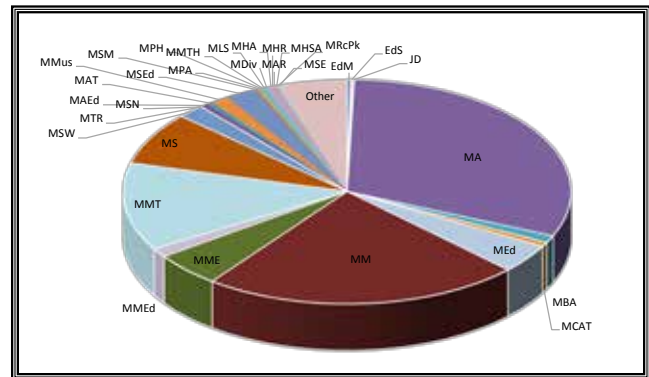
Total Respondents 1,452



Breakdown of Master's Degrees

| Master's Degree | % | Responses |
|-----------------|-------|-----------|
| EdM | 0.3% | 2 |
| EdS | 0.1% | 1 |
| JD | 0.1% | 1 |
| MA | 30.7% | 240 |
| MBA | 1% | 8 |
| MCAT | 0.6% | 5 |
| MEd | 4.1% | 32 |
| MM | 22.8% | 178 |
| MME | 4.9% | 38 |
| MMEd | 1.3% | 10 |
| MMT | 12.5% | 98 |
| MS | 7.5% | 59 |
| MSW | 1.9% | 15 |
| MTR | 0% | 0 |
| MSN | 0% | 0 |
| MAEd | 0.6% | 5 |
| MAT | 0.4% | 3 |
| MMus | 1.3% | 10 |
| MSEd | 2.2% | 17 |
| MSM | 0.3% | 2 |
| MPA | 0.3% | 2 |
| MPH | 0% | 0 |
| MMTH | 0.3% | 2 |
| MLS | 0% | 0 |
| MDiv | 0.4% | 3 |
| MHA | 0.3% | 2 |
| MHR | 0% | 0 |
| MAR | 0.3% | 2 |
| MHSA | 0.1% | 1 |
| MRcPk | 0.1% | 1 |
| MSE | 0.1% | 1 |
| Other | 4.7% | 37 |

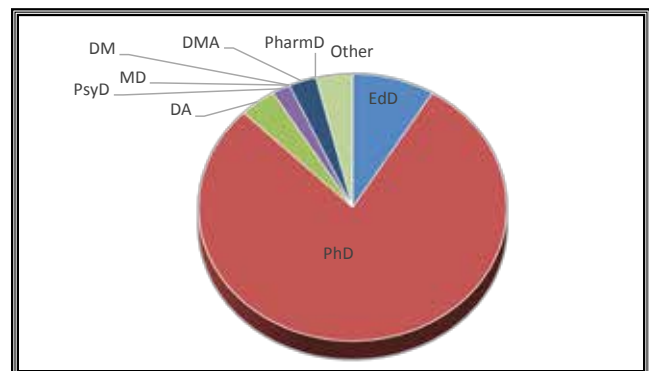
Total Respondents³ 695



Breakdown of Doctoral Degrees

| Doctoral Degree | % | Responses |
|-----------------|-------|-----------|
| EdD | 8.7% | 9 |
| PhD | 79.6% | 82 |
| DA | 3.9% | 4 |
| PsyD | 1.9% | 2 |
| MD | 0% | 0 |
| DM | 0% | 0 |
| DMA | 2.9% | 3 |
| PharmD | 0% | 0 |
| Other | 3.9% | 4 |

Total Respondents³ 103



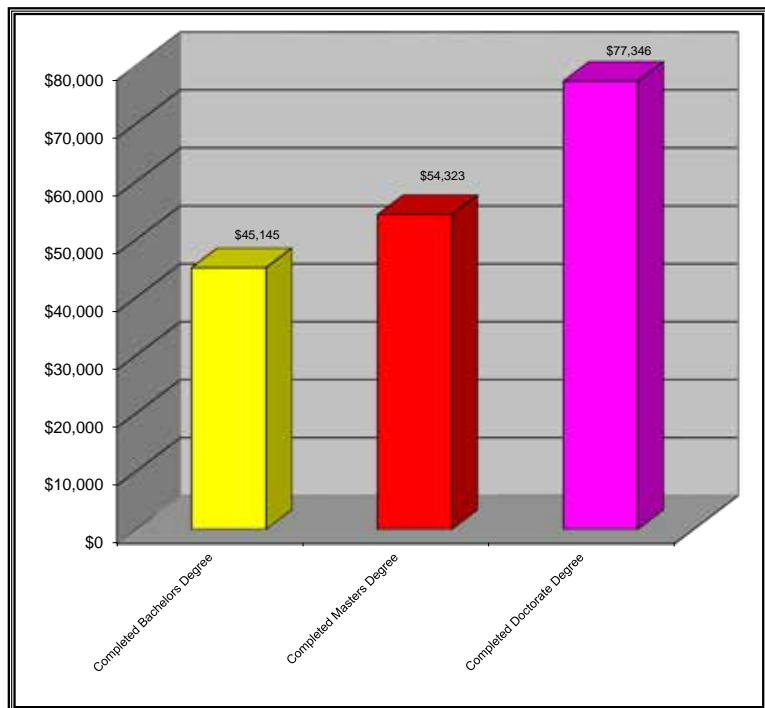
³Respondents were permitted to list as many categories as appropriate. Therefore, the total number of responses may exceed the number of survey respondents and percentages are approximate.

Salary by Level of Education

Survey respondents who worked full time and indicated a salary on the 2017 member survey were compared by their reported highest level of education. In general, average reported salaries seem to rise with additional educational degrees. However, it should be noted that many other variables influence salary (e.g., years of experience, setting, and geographic location). It is difficult to determine which is the single most significant variable in salary determination and upper- and lower-range salaries exist in each education level.

| Highest Level of Education | Number | Average Salary ² | Median Salary ² | Salary Mode ² | Salary Range ² |
|----------------------------|------------|-----------------------------|----------------------------|--------------------------|---------------------------|
| No College Degree | 0 | N/A | N/A | N/A | N/A |
| Bachelor's Degree | 311 | \$45,145 | \$42,000 | \$40,000 | \$20,000 - \$128,000 |
| Master's Degree. | 297 | \$54,323 | \$51,000 | \$45,000 | \$20,000 - \$108,000 |
| Doctoral Degree | 52 | \$77,346 | \$70,500 | \$64,000 | \$34,000 - \$150,000 |
| Total Respondents | 660 | | | | |

As with any business endeavor, multiple factors (many of which are reported in this workforce analysis) must be considered when establishing fees and negotiating salaries for professional music therapy services. These factors include but are not limited to: level of education; experience; geographic location; business costs (e.g., certification, licensure, professional memberships, liability insurance, office space, equipment, travel, office supplies, etc.); benefits (e.g., health, life, and disability insurance; worker's compensation; vacation and sick time); and working time involved in assessments, interventions, documentation, billing, meetings, and treatment team communication.



It is recommended that clinicians consider a combination of several of these factors, rather than any one single category when setting fees to determine a reasonable and customary rate that is agreeable to prospective clients, employers and service providers.

AMTA does not establish fees for services. It is recommended that music therapists consult with a business advisor and/or accountant to assist in establishing appropriate professional fees for delivery of music therapy services.

N/A - Insufficient data available

²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

Session Rates

While much of the salary data reported in this workforce analysis applies to full time employment, this page gives an hourly breakdown of fees, which should be helpful for individuals providing music therapy services in private practice, in part time situations, or as a contractual agreement. Data from those who report working part time (1-33 hours per week) as well as those who report working full time (34 hours a week or more) are considered below. As discussed on the previous page, multiple factors must be considered when establishing fees for professional music therapy services and these factors should be considered when discussing hourly fees as well. It is recommended that clinicians charging hourly rates also consider a combination of factors when setting fees to determine a reasonable and customary rate that is agreeable to both clients and service providers. The full range of cost factors should be considered so that rates reflect the depth and breadth of the music therapy services provided.

The range of average hourly rates reported by those providing individual sessions can be seen to the right. Overall, the average rates are fairly closely grouped among all regions across the United States.

The range of overall average hourly rates reported by those providing group session across the United States can be seen below.

| <u>Region</u> | <u>Number Respondents</u> | <u>Average Rate/Hr.</u> |
|----------------|---------------------------|-------------------------|
| Great Lakes | 134 | \$67.08 |
| Mid-Atlantic | 113 | \$73.53 |
| Midwestern | 62 | \$66.71 |
| New England | 37 | \$94.35 |
| Southeastern | 77 | \$80.68 |
| Southwestern | 57 | \$72.33 |
| Western | 84 | \$83.33 |
| Outside the US | 14 | \$75.64 |
| Overall | 578 | \$74.95 |

In the case of music therapy assessments, music therapists may charge an hourly fee for assessments or a flat fee for the entire service. Music therapy assessments may vary in terms of time commitment which depends on many factors. Survey respondents charging a single fee for assessments were asked to estimate the number of hours usually invested in an assessment and divide their total fee by that number for an hourly average.

| <u>Region</u> | <u>Number Respondents</u> | <u>Average Rate/Hr.</u> |
|----------------|---------------------------|-------------------------|
| Great Lakes | 161 | \$58.78 |
| Mid-Atlantic | 131 | \$72.49 |
| Midwestern | 67 | \$59.81 |
| New England | 41 | \$79.29 |
| Southeastern | 87 | \$64.29 |
| Southwestern | 74 | \$67.86 |
| Western | 92 | \$73.88 |
| Outside the US | 15 | \$67.53 |
| Overall | 668 | \$66.83 |

The range of overall average rates reported by those providing assessment services (as reported both by those working full time and those working part time) across the United States can be seen below.

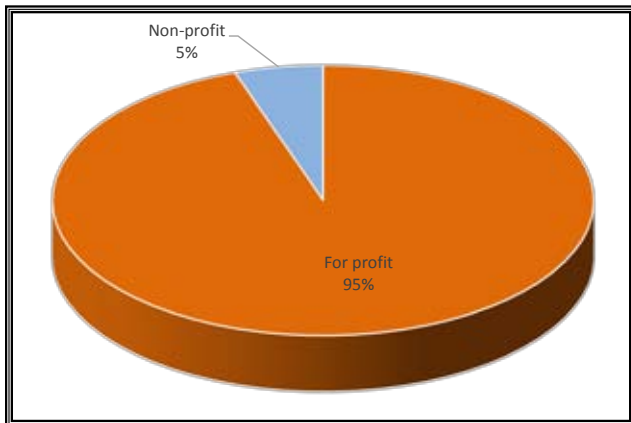
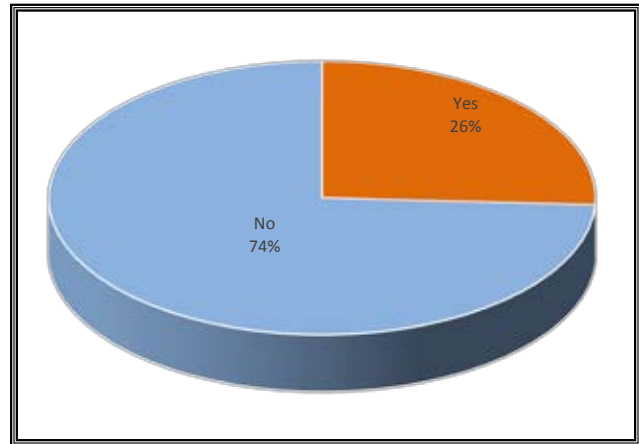
| <u>Region</u> | <u>Number Respondents</u> | <u>Average Rate/Hr.</u> |
|----------------|---------------------------|-------------------------|
| Great Lakes | 118 | \$75.20 |
| Mid-Atlantic | 102 | \$86.71 |
| Midwestern | 57 | \$70.98 |
| New England | 31 | \$111.35 |
| Southeastern | 70 | \$83.43 |
| Southwestern | 51 | \$95.25 |
| Western | 78 | \$87.42 |
| Outside the US | 13 | \$62.23 |
| Overall | 520 | \$83.73 |

Music Therapy Businesses

An emerging area of focus for educational activities at AMTA conferences is in the area of private practice and music therapy business ownership. Entrepreneurial skills are becoming a growing area of necessity for new music therapists as their practices expand to differing types of facilities and span many age groups, populations and settings. Recently, many new resources and networking opportunities have been made available to support those in private practice and those who own a music therapy business or employ others. On the 2017 member survey, survey respondents were asked to report whether they were the owner of a music therapy business and what type of business that might be.

Approximately 26% of 1,352 survey respondents reported being the owner of a music therapy business. An average number of 1.35 employees was reported by all business owners. 95% of these business were reported as “for-profit” businesses.

| MT Business Owner Response | # of Responses |
|------------------------------------|-----------------------|
| Music Therapy Business Owner | 349 |
| Not a Music Therapy Business Owner | 1,003 |
| Total Respondents | 1,352 |



| Business Type | # of Responses |
|--------------------------|-----------------------|
| For profit | 304 |
| Non-profit | 17 |
| Total Respondents | 321 |

For business owners who reported working full-time and contributed an annual salary to the survey response, the following was reported.

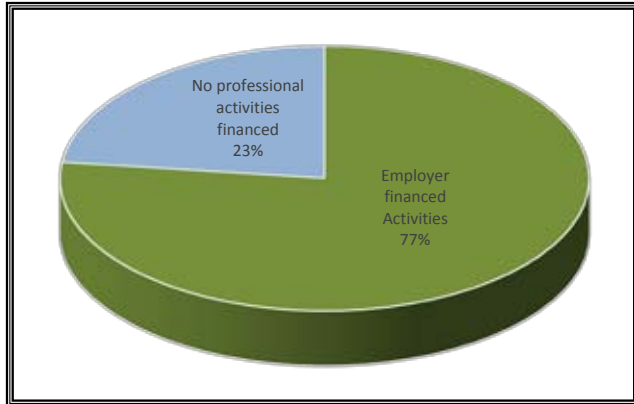
| | |
|-----------------------------|--------------------|
| Average Salary ² | \$55,678 |
| Median Salary ² | \$53,000 |
| Salary Mode ² | \$40,000 |
| Range ² | \$20,000 - 128,000 |
| Total Respondents | 115 |

N/A - Insufficient data available

²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

Employer-Financed Professional Activities

More than three-quarters of all survey respondents are receiving some form of financial support from their employers for professional activities and continuing education.



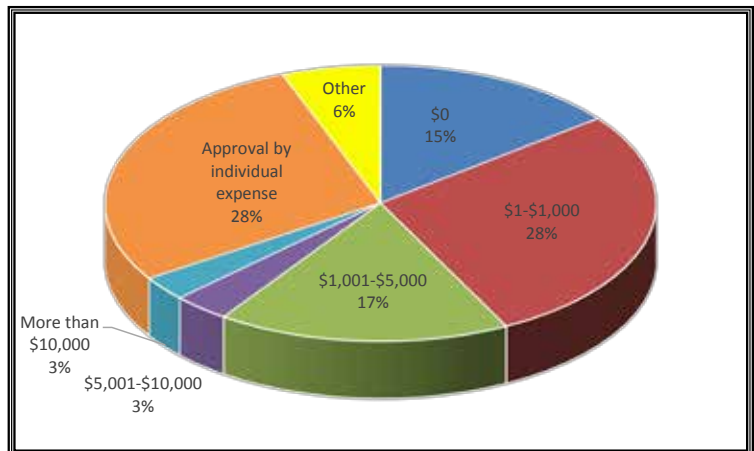
| Activity | % of Responses | # of Responses |
|--------------------------------------|----------------|----------------|
| AMTA Dues..... | 17.3% | 195 |
| AMTA Annual Conference | 21.6% | 243 |
| Registration/Certification | 12.4% | 140 |
| Given a Fixed Amount Per Year .. | 11.4% | 128 |
| Continuing Education | 28% | 315 |
| State/Regional Conferences..... | 19.9% | 224 |
| Related Conferences/Wkshops.. | 18.4% | 207 |
| Approval as Needed..... | 20% | 225 |
| Graduate Studies..... | 6.3% | 71 |
| Leave to Attend Events..... | 35.6% | 401 |
| None..... | 30.5% | 344 |
| Other..... | 5.8% | 65 |
| Total Respondents³ | | 1,127 |

The category “Other” included: Business Cards, CEUs for Licensure, Client Events, International Conferences, Leadership Training, Liability/Other Insurance, Licensing Fees, Negotiated, Parking, State Dues, Supplies, Transportation

Purchasing Budget for Music Therapy Programs

Over half of all survey respondents reported receiving a purchasing budget for their programs of up to \$5,000 last year. 85.5% of music therapists surveyed said they receive monies from their employers for music therapy program budgets while 14.5% receive no monies for purchasing equipment. Many respondents from the \$0 category report that they are either self-employed or in private practice.

| Budget Size | # of Responses |
|--------------------------------------|----------------|
| \$0 | 152 |
| \$1-\$1,000 | 294 |
| \$1,001-\$5,000 | 180 |
| \$5,001-\$10,000 | 35 |
| more than \$10,000 | 30 |
| Approval by individual expense | 298 |
| Other | 61 |
| Total Respondents³ | 1,050 |



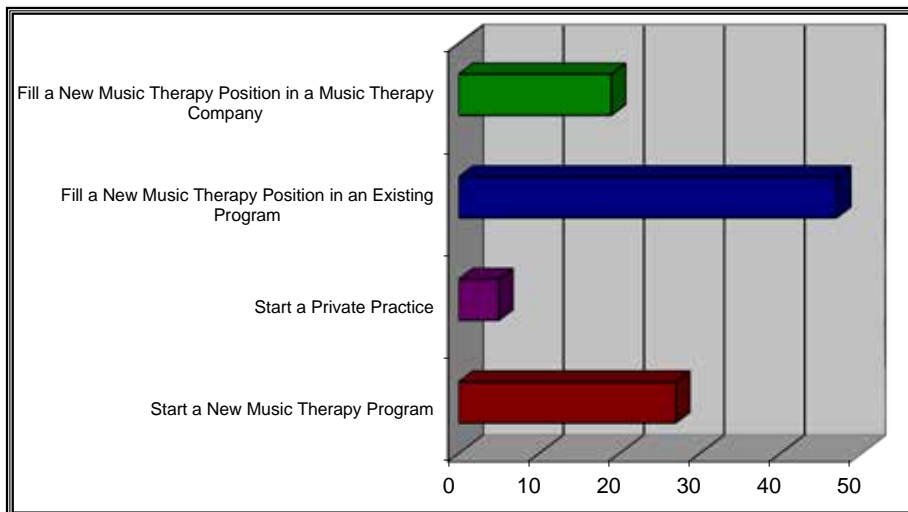
³Respondents were permitted to list as many categories as appropriate. Therefore, the total number of responses may exceed the number of survey respondents and percentages are approximate.

Job Report² - New Full Time Jobs

Ninety-eight new full time music therapy positions created in 2016 were reported by survey respondents. The list below shows populations served as reported by each person holding one of these new jobs. More than nine times more positions were created than were eliminated in 2016.

POSITIONS CREATED IN 2016

| | |
|---|-----------|
| Start a New Music Therapy Program ³ | 27 |
| <i>Abused/Sexually Abused, Alzheimer's/Dementia, Autism Spectrum, Behavioral Disorder, Bereavement/Grief, Burns, Cancer, Chronic Pain, Comatose, Dual Diagnosed, Early Childhood, Eating Disorders, Elderly Persons, Emotionally Disturbed, Forensic, Head Injured, Hearing Impaired, Hospice/Palliative Care, Intellectually/Developmentally Disabled (IDD), Learning Disabled, Medical/Surgical, Mental Health, Multiply Disabled, Music Therapy College Students, Neurologically Impaired, Non-Disabled, Parkinson's, Physically Disabled, Post Traumatic Stress Disorder, School Age Population, Speech Impaired, Stroke, Substance Abuse, Terminally Ill, Visually Impaired</i> | |
| Start a Private Practice ³ | 5 |
| <i>Abused/Sexually Abused, Alzheimer's/Dementia, Autism Spectrum, Behavioral Disorder, Bereavement/Grief, Dual Diagnosed, Early Childhood, Eating Disorders, Elderly Persons, Emotionally Disturbed, Hearing Impaired, Hospice/Palliative Care, Intellectually/Developmentally Disabled (IDD), Learning Disabled, Mental Health, Multiply Disabled, Neurologically Impaired, Non-Disabled, Parkinson's, Physically Disabled, Post Traumatic Stress Disorder, Rett Syndrome, School Age Population, Speech Impaired, Stroke, Substance Abuse, Terminally Ill, Visually Impaired</i> | |
| Fill a New Music Therapy Position in an Existing Program ³ | 47 |
| <i>Abused/Sexually Abused, AIDS, Alzheimer's/Dementia, Autism Spectrum, Behavioral Disorder, Bereavement/Grief, Brain and Spinal Cord Injuries, Cancer, Chronic Pain, Comatose, Dual Diagnosed, Early Childhood, Elderly Persons, Emotionally Disturbed, Forensic, General medical, Head Injured, Hearing Impaired, Hospice/Palliative Care, Intellectually/Developmentally Disabled (IDD), Learning Disabled, Medical/Surgical, Mental Health, Multiply Disabled, Music Therapy College Students, Neurologically Impaired, NICU, Non-Disabled, Parkinson's, Physically Disabled, Post Traumatic Stress Disorder, Rett Syndrome, School Age Population, Speech Impaired, Stroke, Substance Abuse, Terminally Ill, Visually Impaired</i> | |
| Fill a New Music Therapy Position in a Music Therapy Company ³ | 19 |
| <i>Alzheimer's/Dementia, Autism Spectrum, Behavioral Disorder, Bereavement/Grief, Cancer, Chronic Pain, Comatose, Dual Diagnosed, Early Childhood, Elderly Persons, Emotionally Disturbed, Head Injured, Hearing Impaired, Hospice/Palliative Care, Intellectually/Developmentally Disabled (IDD), Learning Disabled, Medical/Surgical, Mental Health, Multiply Disabled, Neurologically Impaired, OCD/Anxiety Disorders, Parkinson's, Physically Disabled, Post Traumatic Stress Disorder, Rett Syndrome, School Age Population, Speech Impaired, Stroke, Terminally Ill, Visually Impaired</i> | |
| Total New Positions Created in 2016 | 98 |



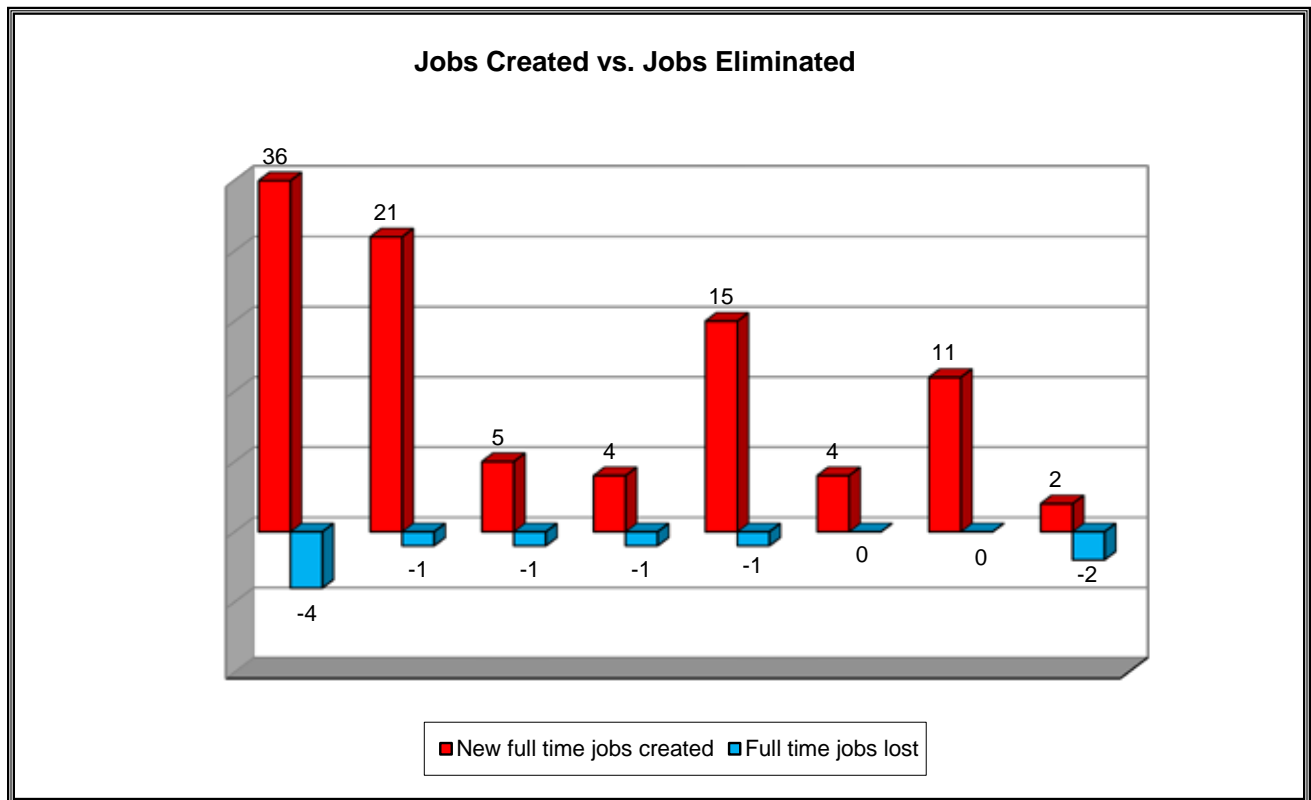
²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

³Respondents were permitted to list as many categories as appropriate. Therefore, the total number of responses may exceed the number of survey respondents.

Job Report² - Jobs Changed or Lost

POSITIONS ELIMINATED IN 2016

| | |
|--|-----------|
| Music Therapy Jobs Cutback | 5 |
| Facility Closed | 1 |
| Music Therapy Program Closed | 3 |
| Private Practice Closed | 0 |
| Other..... | 1 |
| Total Positions Eliminated in 2015..... | 10 |



POSITIONS RESIGNED

| | |
|--|---|
| Resigned Position for family reasons | 1 |
| Resigned Position - changed job..... | 3 |
| Resigned Position - moved..... | 5 |
| Resigned Position - other | 3 |

Total Positions Resigned..... 12

CHANGES TO A NEW POSITION

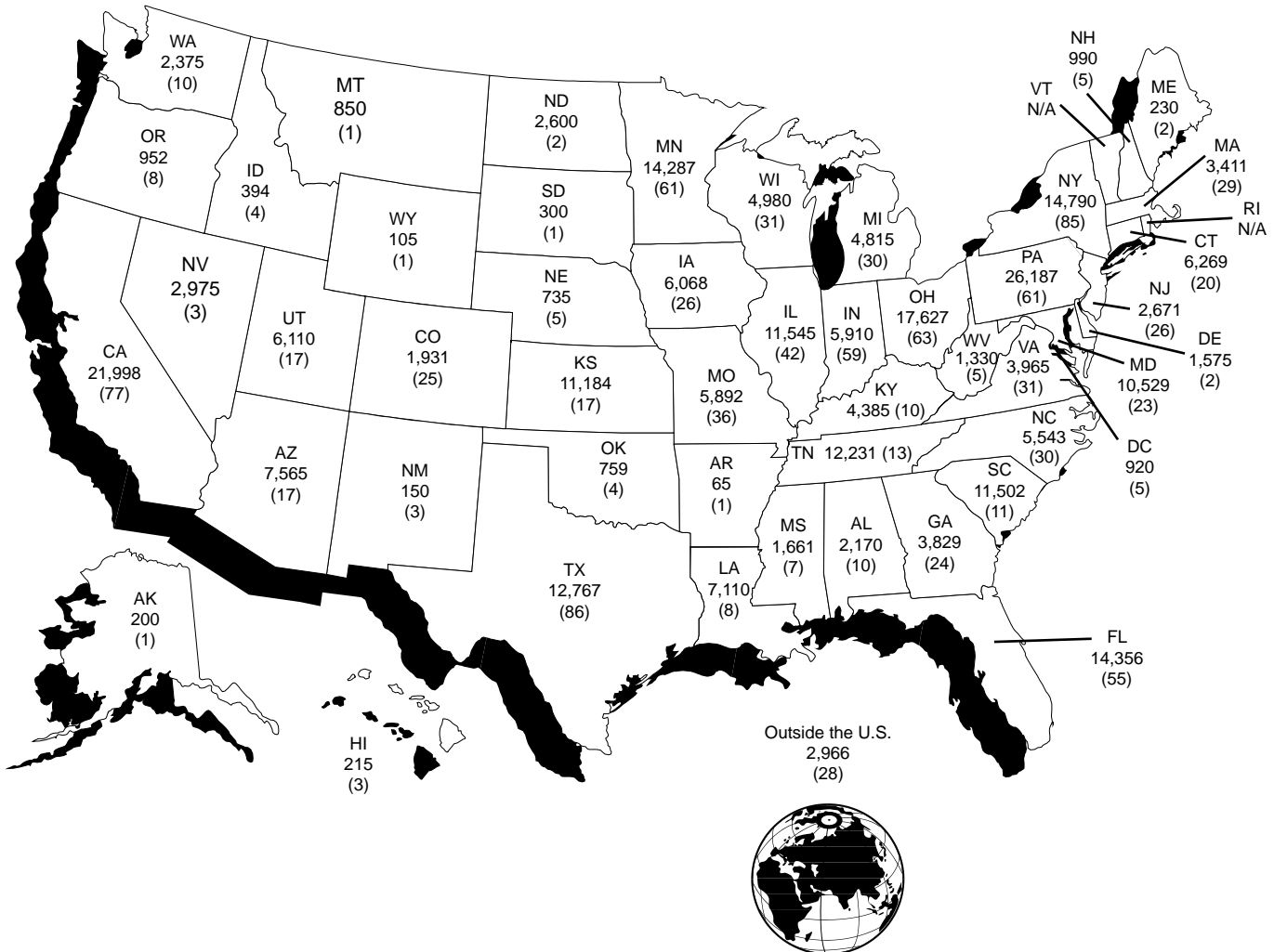
| | |
|--------------------------------------|----|
| Replace a music therapist | 80 |
| Fill a Music Educator Position | 7 |
| Replace a Non-Music Therapist | 22 |
| Other..... | 12 |

Total Changes to a New Position 121

²For purposes of this survey, data are based on full time employment, which is defined as working 34 hours or more per week.

Clients Served by Music Therapists

Survey respondents were asked to estimate the number of clients for whom they provided music therapy services for the entire year of 2016. 1,124 survey respondents reported having seen a total of 284,381 clients last year — an average of 253 clients per service provider. The map below shows the number of clients reported seen last year in each state and the number of corresponding survey respondents for that state (in parentheses).



Of survey respondents who indicated a job title on their survey, 83% reported their job title as one which involves mainly clinical responsibilities (Excluding Director/Admin./Supervisor and Faculty). As of October 1, 2017, a reported 218 music therapists were listed on the National Music Therapy Registry and 7,514 board certified music therapists were reported by the Certification Board for Music Therapists — a total of 7,732 qualified music therapists. Extrapolating from the number of qualified music therapists, if 83% of these 7,732 music therapists each saw an average of 253 clients, then it can be inferred that an estimated 1,623,754 people received music therapy services last year in the United States.

Facilities Served by Music Therapists

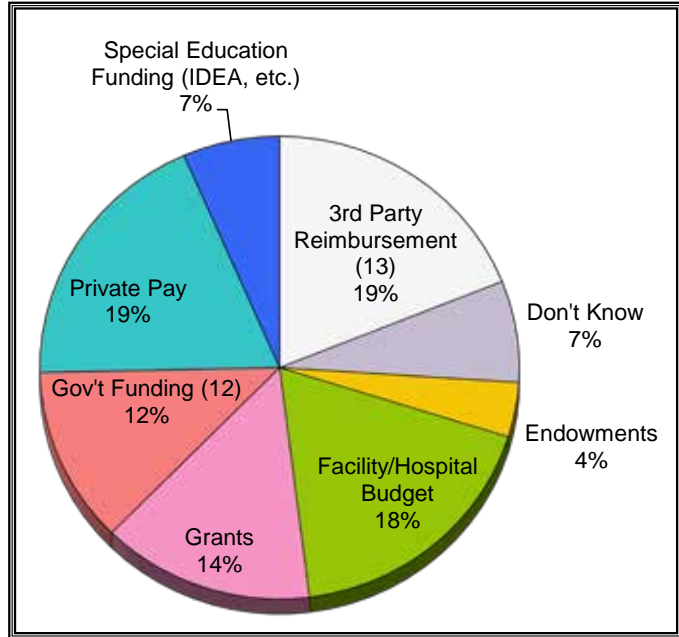
Survey respondents were asked to estimate the number of distinct facilities in which they provided music therapy services for the entire year of 2016. 1,168 survey respondents reported having provided services in a total of 17,201 facilities last year — an average of 15 facilities per service provider. The map below shows the number of facilities served in each state and the number of corresponding survey respondents (in parentheses).



If 83% of the estimated 7,732 music therapists in the United States (as discussed on the previous page) each provided services in an average of 15 facilities, it can be inferred that an estimated 96,270 facilities in the United States offered some form of music therapy services to their clients in the year 2016.

Funding for Music Therapy Services

Approximately 31% of survey responses reported some form of reimbursement for music therapy services either via Government Funding¹² or 3rd Party Reimbursement¹³ (see adjacent graph). A breakdown of all funding categories reported appears in the chart below. As government agencies and insurance companies respond to increased market demand for quality health care services, music therapy services are being favored for their ability to meet treatment goals and address quality of life needs. In response to increased recognition of music therapy’s unique contributions, AMTA continues to work to facilitate the reimbursement process for clients receiving music therapy services. AMTA offers the E-course, “Music Therapy Reimbursement: Sources and Steps to Success,” in its online store, as well as many member resources to aid music therapists in exploring reimbursement for music therapy services.



Understanding the basics about reimbursement is essential — regardless of a music therapist’s employment setting or situation. Whether justifying the cost effectiveness in a Medicare PPS system, establishing eligibility under Medicaid, or documenting medical necessity under private insurance, it is important to explore all possible reimbursement sources within each work environment.

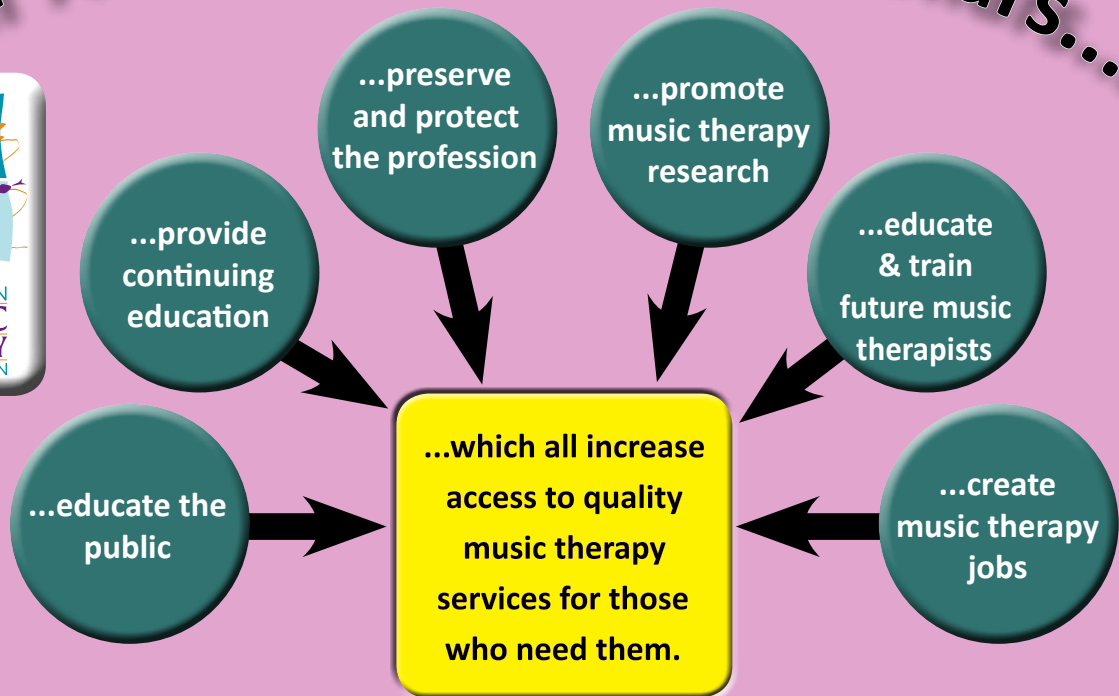
| Funding Source | Number of Responses | Percentage of Responses |
|--|----------------------------|--------------------------------|
| Financed by Facility/Hospital Budget | 428 | 17.96% |
| Don't Know | 167 | 7.01% |
| Endowments..... | 90 | 3.78% |
| Grants/Donations..... | 338 | 14.18% |
| Medicaid Waiver | 169 | 7.09% |
| Medicare Reimbursement | 73 | 3.06% |
| Other..... | 27 | 1.13% |
| Other - 3rd party payment | 100 | 4.20% |
| Other Gov't Funds | 110 | 4.62% |
| Private Insurance Plans..... | 89 | 3.73% |
| Private Pay | 443 | 18.59% |
| IDEA/Special Education | 154 | 6.46% |
| State/County Funding..... | 180 | 7.55% |
| Tricare | 10 | 0.42% |
| Workers Compensation | 5 | 0.21% |
| Total Respondents³ | 1,204 | |

³Respondents were permitted to list as many categories as appropriate. Therefore, the total number of responses may exceed the number of survey respondents and percentages are approximate.

¹²Gov't Funding includes: Other Gov't Funds (less responses appropriate for 3rd Party Reimbursement) and State/County Funding.

¹³3rd Party Reimbursement includes: TRICARE, Medicaid, Medicare, Private Insurance Plans, Workers Compensation and appropriate responses listed in "Other" categories.

Your AMTA Membership Dollars...



When you are a member of AMTA, you support our mission to advance public awareness of music therapy's benefits and increase access to quality music therapy services. You commit to initiatives and programs that make music therapy strong. Not only do you contribute to the important work AMTA does every day, but you also get a substantial list of benefits that support YOU and save you money:

What You Get for \$250 Professional Membership:

Value: Over \$3300/year:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Journal of Music Therapy & Music Therapy Perspectives • AMTA-pro: Free, Online Continuing Education • Member Area of AMTA Website • National (& Regional) Conference Discounts • Publications & Online E-Courses Discounts • NMTR Maintenance Discount • Job Center/Job Hotline/Referrals/Posting a Job • Online Directory and Yearly Workforce Study • Private Practice/Reimbursement/Technical Assistance • Public Education, Advocacy and Job Creation | <ul style="list-style-type: none"> • \$576 (print and online access) • \$600 (≈\$50 per podcast value) • \$218 (based on μ subscription rates) • \$250⁺ • \$75 (based on ≈value of 5 purchases) • \$215 • \$350 (based on μ subscription rates) • \$50 • \$50 (per 30 minute phone call) • \$1000 |
|--|--|

Help our profession grow. Become a 2018 member of AMTA today!

ABOUT MUSIC THERAPY & MUSIC THERAPY TRAINING

Music therapy is a healthcare profession that uses music to help individuals of all ages improve physical, cognitive, emotional, and social functioning. Music therapists work with children and adults with developmental disabilities, medical illnesses, physical disabilities, psychiatric disorders, or neurological impairments, among others.

"I felt very confident that the skills I learned with my coursework and internship prepared me to be a professional music therapist."

"My school prepared me well, and my internship experience provided variety, challenge, and growth... exactly what I needed as a developing therapist."

"My internship experience was great. I was supported by my supervisor and challenged to develop the skills I need to be a professional music therapist."

"I am grateful I chose a career as rewarding as music therapy. I love what I do each day!"



WHERE DO MUSIC THERAPISTS WORK?

Music therapists are employed in many settings including general and psychiatric hospitals, physical rehabilitation centers, nursing



homes, mental health agencies, public and private schools, substance abuse programs, forensic facilities, hospice

programs, day care facilities, etc. Typically, full-time therapists work a standard 40-hour work-week. Some prefer part-time work and choose to develop contracts with specific agencies, providing music therapy services for an hourly or contractual fee. A growing number of clinicians choose private practice in music therapy to benefit from opportunities provided through self-employment.



AMERICAN MUSIC THERAPY ASSOCIATION

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Silver Spring, MD 20910

phone 301.589.3300 - fax 301.589.5175
email schools@musictherapy.org
www.musictherapy.org
www.amtas.org

A CAREER IN MUSIC THERAPY



A cutting edge career in music and healthcare offering rewarding employment opportunities.

MAKE A DIFFERENCE IN
SOMEONE'S LIFE...

BECOME A MUSIC THERAPIST

WWW.MUSICTHERAPY.ORG

MUSIC THERAPY CURRICULUM AND REQUIREMENTS

Those who wish to become music therapists must earn a bachelor's degree or higher in music therapy from an American Music Therapy Association (AMTA) approved program. The curriculum includes coursework in music, music therapy, biology, psychology, social and behavioral sciences, and general studies. Clinical skills are developed through 1200 hours of required fieldwork, including an internship in healthcare and/or education facilities. These experiences allow students to learn how to assess the needs of clients, develop and implement treatment plans, and evaluate and document clinical changes.

Credential: Once coursework and clinical training are completed, one is eligible to take the national examination administered by the Certification Board for Music Therapists (CBMT), an independent, non-profit certifying agency fully accredited by the National Commission for Certifying Agencies. After successful completion of the examination, graduates are issued the credential necessary for professional practice, Music Therapist-Board Certified (MT-BC). To maintain this credential, music therapists must demonstrate continued competence by completing 100 recertification credits or retaking and passing the CBMT examination within each five-year recertification cycle.



ADVANCED DEGREES IN MUSIC THERAPY

Graduate programs in music therapy offer the opportunity to gain in-depth knowledge and competence in clinical skills and research.



Doctoral degrees or doctoral study in music therapy, are offered by selected universities which include advanced coursework in music therapy in combination with doctoral study in related areas.

DEGREE EQUIVALENT TRAINING IN MUSIC THERAPY

A Degree Equivalency Program is offered by many AMTA-approved degree programs for individuals with bachelors degrees in related fields. Under this program, the student completes only the coursework necessary for equivalent music therapy training without necessarily earning a second baccalaureate degree. Some schools may require that the student's initial degree be in music.

PERSONAL QUALITIES OF A MUSIC THERAPIST

Personal qualifications include an interest in people and a desire to help others empower themselves. Those who are considering music therapy as a career must be accomplished musicians. A music therapist must be versatile and able to adjust to changing circumstances. Music therapists should demonstrate care and concern and be able to offer emotional support for clients and families. Patience, empathy, imagination, tact, openness to new ideas, a sense of humor and creativity are important qualities for professionals in this profession. Music therapists must express themselves well in speech and in writing. In addition, they must be able to work well with other health care providers.



MUSIC THERAPY

AMTA-APPROVED SCHOOLS OFFERING DEGREE PROGRAMS IN MUSIC THERAPY



Alabama

University of Alabama www.ua.edu

Arizona

*Arizona State University www.asu.edu

California

Cal State University-Northridge www.csun.edu

*University of the Pacific www.pacific.edu

Colorado

*Colorado State University www.colostate.edu

District of Columbia

Howard University www.howard.edu

Florida

*Florida State University www.fsu.edu

*University of Miami www.miami.edu

Georgia

*Georgia College & State University www.gcsu.edu

University of Georgia www.uga.edu

Illinois

*Illinois State University www.ilstu.edu

Western Illinois University www.wiu.edu

Indiana

Indiana-Purdue University Fort Wayne www.ipfw.edu

*Indiana Purdue University Indianapolis www.iupui.edu

*St. Mary of the Woods College www.smwc.edu

University of Evansville www.evansville.edu

Iowa

*University of Iowa www.uiowa.edu

Wartburg College www.wartburg.edu

Kansas

*University of Kansas www.ku.edu

Kentucky

*University of Kentucky www.uky.edu

University of Louisville www.louisville.edu

Louisiana

*Loyola University www.loyno.edu

Massachusetts

Anna Maria College www.annamaria.edu

Berklee College of Music www.berklee.edu

*Lesley University www.lesely.edu

Michigan

Eastern Michigan University www.emich.edu

*Western Michigan University www.wmich.edu

Minnesota

Augsburg College www.augsburg.edu

*University of Minnesota www.umn.edu

Mississippi

Mississippi University for Women www.muw.edu

William Carey University www.wmcarey.edu

Missouri

*Drury University www.drury.edu

*Maryville University www.maryville.edu

*University of Missouri-Kansas City www.umkc.edu

New Jersey

*Montclair State University www.montclair.edu

New York

- *Molloy College www.molloy.edu
- *Nazareth College www.naz.edu
- *New York University www.nyu.edu
- State University of New York-Fredonia www.fredonia.edu
- *State University of New York-New Paltz www.newpaltz.edu

North Carolina

- *Appalachian State University www.appstate.edu
- East Carolina University www.ecu.edu
- Queens University of Charlotte www.queens.edu

North Dakota

- University of North Dakota www.und.edu

Ohio

Cleveland Consortium:

- Baldwin Wallace College www.bw.edu
- Cleveland State University www.csohio.edu
- College of Wooster www.wooster.edu

- *Ohio University www.ohio.edu
- University of Dayton www.udayton.edu

Oklahoma

- South West Oklahoma State University www.swou.edu

Oregon

- Marylhurst University www.marylhurst.edu

Pennsylvania

- *Drexel University www.drexel.edu
- Duquesne University www.duq.edu
- Elizabethtown College www.ETown.edu
- *Immaculata University www.immaculata.edu
- Marywood University www.marywood.edu
- Seton Hill University www.setonhill.edu
- Slippery Rock University www.sru.edu
- *Temple University www.temple.edu

South Carolina

- Charleston Southern University www.csuniv.edu
- Converse College www.converse.edu

Texas

- *Sam Houston State University www.shsu.edu
- Southern Methodist University www.smu.edu
- *Texas Woman's University www.twu.edu
- University of the Incarnate Word www.uiw.edu
- West Texas A&M University www.wtamu.edu

Utah

- Utah State University www.usu.edu

Virginia

- *Radford University www.radford.edu
- *Shenandoah University www.su.edu

Washington

- Seattle Pacific University www.spu.edu

Wisconsin

- Alverno College www.alverno.edu

Canada

- University of Windsor www.uwindsor.ca

*denotes graduate degree programs. The Colleges and Universities listed in this brochure offer music therapy degree programs approved by the American Music Therapy Association, Inc. (AMTA), as of July 1, 2011. For specific information please visit the university websites.

Qu'est ce que la musicothérapie ?

La musicothérapie est l'utilisation judicieuse de la musique et de ses composantes par un musicothérapeute accrédité, afin d'améliorer, de maintenir, ou de rétablir la santé mentale, physique, émotionnelle et spirituelle d'une personne. La musique comporte des caractéristiques non verbales, créatrices, structurelles et émotives. Celles-ci sont utilisées dans la relation thérapeutique pour faciliter le contact, l'interaction, la connaissance de soi, l'apprentissage, la libre expression, la communication et le développement personnel.

Que font les musicothérapeutes ?

Les musicothérapeutes utilisent une variété d'interventions actives ou réceptives selon les besoins, les capacités, et les préférences des clients. Le thérapeute élabore et implante des programmes afin d'atteindre des objectifs destinés à améliorer la santé, le bien-être et la qualité de vie de la personne, quels que soient son âge et ses capacités.

Qui est le musicothérapeute ?

Le musicothérapeute est diplômé d'un programme de musicothérapie reconnu d'un niveau de 1^{er} ou 2^e cycle universitaire. Le titre de musicothérapeute accrédité (MTA) est octroyé aux musicothérapeutes qui ont complété toutes les exigences pour l'accréditation, incluant un internat supervisé de 1 000 heures dans un site approuvé par l'Association de musicothérapie du Canada (AMC).

Les connaissances et compétences comprennent :

- Une connaissance de la musique et de son impact sur le comportement humain
- Des habiletés musicales avancées, incluant l'utilisation de l'improvisation clinique
- Une connaissance de modèles, approches et techniques spécifiques en musicothérapie
- Une compréhension du développement psychosocial et neurobiologique
- Une compréhension des caractéristiques et besoins associés à diverses pathologies
- Des habiletés de documentation clinique, incluant la rédaction d'évaluations, de plans d'intervention et de notes et rapports d'évolution

Où les musicothérapeutes offrent-ils leurs services ?

- Hôpitaux
- Programmes de centres de jour
- Programmes communautaires
- Centres correctionnels
- Centres de soins de longue durée
- Centres de toxicomanie
- Écoles
- Centres d'hébergement
- Centres de santé mentale
- Pratique privée

Les bienfaits de la musicothérapie

Les buts de l'intervention en musicothérapie peuvent inclure :

- Améliorer des habiletés de communication
- Faciliter l'apprentissage
- Soutenir les processus émotionnels complexes
- Consolider l'estime de soi
- Encourager l'autonomie motrice
- Offrir des moyens d'expression de soi alternatifs

Qu'est-ce que l'AMC ?

L'Association de musicothérapie du Canada (AMC) est une association professionnelle sans but lucratif dont la vocation est de promouvoir l'excellence dans l'exercice professionnel, la formation et la recherche, d'accroître la sensibilisation à la musicothérapie au Canada et d'augmenter l'accessibilité à des services de musicothérapie de haute qualité.

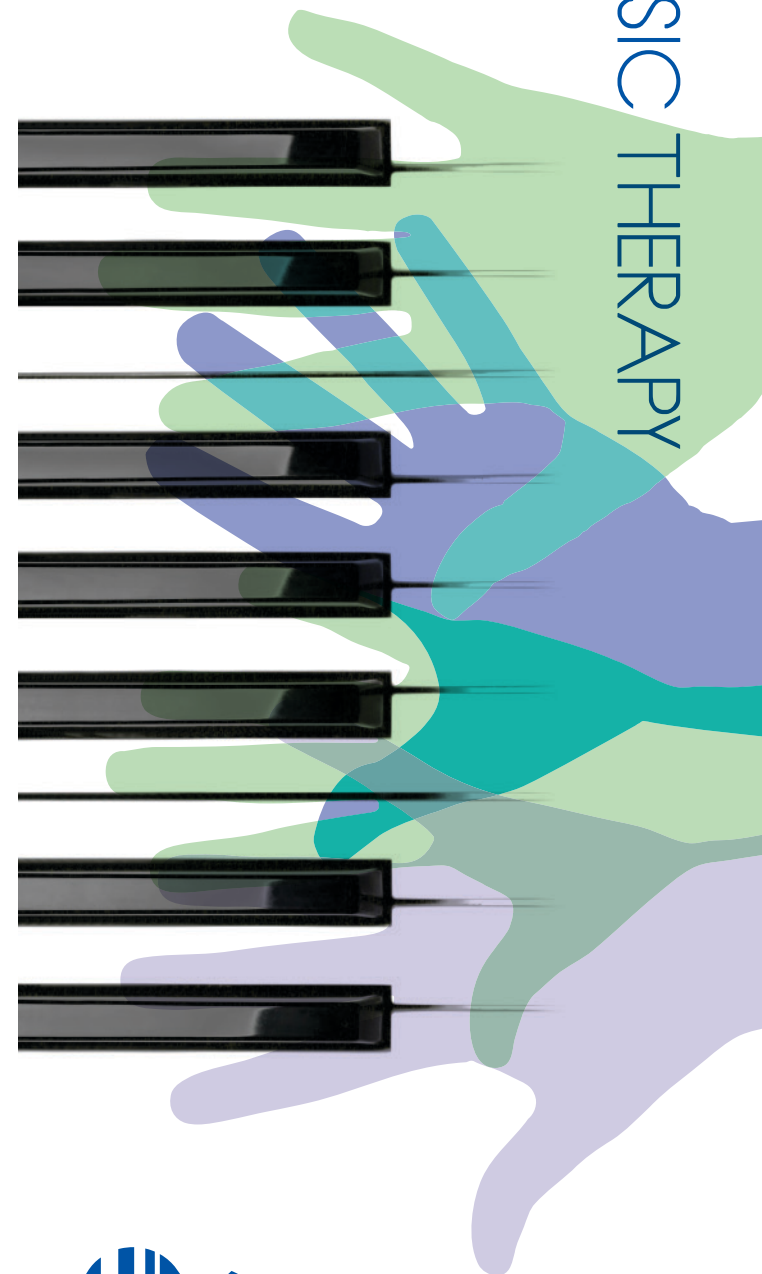
Information :

Association de musicothérapie
du Canada

1.800.996.CAMT
(1.800.996.2268)

camt@musictherapy.ca
www.musictherapy.ca

MUSIC THERAPY



Canadian
Association for
Music Therapy

What is Music Therapy?

Music therapy is the skillful use of music and musical elements by an accredited music therapist to promote, maintain, and restore mental, physical, emotional, and spiritual health. Music has nonverbal, creative, structural, and emotional qualities. These are used in the therapeutic relationship to facilitate contact, interaction, self-awareness, learning, self-expression, communication, and personal development.

What Do Music Therapists Do?

Music therapists use a variety of active and receptive interventions which are formulated to meet the needs and preferences of their clients. The therapist designs programs to meet specific objectives which are aimed at improving health, well-being, and quality of life for persons of all ages and abilities.

What is a Music Therapist?

A music therapist is a graduate of an approved undergraduate or graduate music therapy training program. Music Therapist Accredited (MTA) is the credential granted to music therapists who have completed all of the necessary requirements for certification, including a supervised 1000 hours internship at a site that has been approved by the Canadian Association for Music Therapy (CAMT).

Knowledge and Competencies include:

- Knowledge of music and its impact on human behavior
- Advanced music skills including the ability to use clinical improvisation
- Knowledge of specific music therapy models, approaches, and techniques
- Understanding of psychosocial and neurobiological development
- Understanding of the characteristics and needs associated with different pathologies
- Documentation skills including the ability to write assessments, treatment plans, evaluations, and progress reports

Where Do Music Therapists Provide Service?

- Hospitals
- Day Treatment Programs
- Community programs
- Correctional Centres
- Long Term Care Facilities
- Substance Abuse and Addictions Centres
- Schools
- Hospices
- Mental Health Facilities
- Private Practice

Benefits of Music Therapy

Goals of music therapy intervention may include:

- Improve communication skills
- Facilitate learning
- Assist with processing of complex emotional issues
- Improve self-esteem
- Promote independent mobility
- Provide alternative forums for self-expression

What is CAMT?

The Canadian Association for Music Therapy is a non profit professional association dedicated to promoting excellence in music therapy practice, education, and research; to further the awareness of music therapy in Canada, and to increase access to high quality music therapy services.

Information:

Canadian Association
for Music Therapy

1.800.996.CAMT
(1.800.996.2268)

camt@musictherapy.ca
www.musictherapy.ca

MUSICOTHÉRAPIE



Association
de musicothérapie
du Canada



Distance Education Programs in Canada

Canadian Virtual University

Association of Canada's leading universities specializing in online and distance education. You can browse by university, course or by program.

<http://www.cvu-uvc.ca/english.html>

Athabasca University

Online university out of Alberta. Ability to start courses at any time. Applicants do not require a specific grade point average (GPA) and are not required to submit transcripts from secondary school to be admitted to and to register in courses.

<http://www.athabascau.ca/>

Thompson Rivers University Distance and Online Education

Online courses, out of British Columbia. Courses begin with the typical school year (fall, winter, summer). Applicants do not require a specific grade point average (GPA) and are not required to submit transcripts from secondary school to be admitted to and to register in courses.

<http://www.tru.ca/distance.html>

University of Manitoba - Extended Education

Online courses, out of Manitoba. Courses begin with the typical school year (fall, winter, summer). Applicants are required to submit transcripts from secondary school/university to be admitted to the university and to register in courses.

<http://umanitoba.ca/coned/>

TÉLUQ université à distance (UQAM)

Online courses, out of Quebec. In French only. Ability to start courses at any time.

<http://www.teluq.quebec.ca/>