



**Music Therapy Program
Department of Music
College of Arts & Sciences**

Undergraduate Handbook

2023 - 2024

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Welcome!

Welcome to Georgia College & State University, the College of Arts & Sciences, Department of Music's Music therapy Program. We are honored that you have chosen us for your music therapy academic and clinical training. Our goal is to provide you with a comprehensive and competency-based education that will allow you to succeed as a student, student clinician, intern, and ultimately as a board-certified music therapist!

We have a dedicated group of music therapy faculty and staff with a wide variety of backgrounds in music therapy clinical practice, teaching, and research. We look forward meeting you and contributing to your growth as you continue to advance your own clinical style and philosophy of music therapy.

Please feel free to reach out to any of the faculty whenever you have questions, concerns, or just need to chat. Again, on behalf of the entire Department of Music and the Undergraduate Music Therapy Program, welcome!

Sincerely,

Katie Whipple, MMT, LPMT, MT-BC (we will talk about what all these letters mean!)

Undergraduate Music Therapy Program Coordinator

Music Therapy Faculty & Staff Information

Gabrielle Banzon, MA, LPMT, MT-BC

Lecturer in Music Therapy & Clinic Coordinator

Health Sciences Building, Room 134

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Degrees Earned:

Bachelor of Music Therapy- Georgia College & State University

Master of Arts in Music Therapy- Texas Woman's University

In progress: Pd.D. – Music Therapy, Indiana University

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Neurologic Music Therapist

Degrees Earned:

Bachelor of Arts in Psychology and Music- University of Maryland, Baltimore County

Master of Music Therapy- Florida State University

Master of Business Administration, Georgia College & State University

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Neurologic Music Therapist

Degrees Earned:

Bachelor of Music Therapy – Converse College

Master of Music Education – Converse College

Ph.D. Music Education with Music Therapy Emphasis- University of Miami

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Lecturer of Music Therapy

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Neurologic Music Therapist

NICU Certified

Degrees Earned:

Bachelor of Science, Music Management – Florida Southern College

Master of Music Therapy – Florida State University

Ph.D. Music Education with Music Therapy Emphasis- Florida State University

Katie Whipple, MMT, LPMT, MT-BC

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Neurologic Music Therapist

Degrees Earned:

Bachelor of Music Therapy – Georgia College & State University

Master of Music Therapy – Georgia College & State University

In progress: Ed.D. – Higher Ed Leadership, Valdosta State University

About Music Therapy

Music Therapy is an allied health profession which combines the creative and healing aspects of music to attain quality of life through the enhancement of mental and physical well-being. This quality of life is based on principles of self-determination and self-actualization.

The Music Therapist, with a clear respect for human dignity, structures music experiences to assist people in discovering their full potential and in achieving desired behavioral changes. Music therapists assess emotional well-being, physical health, social functioning, communication abilities, and cognitive skills through musical responses. They design music therapy sessions for individuals and groups which may include music improvisation, song writing, lyric analysis, music and imagery, music performance, and learning through music. Music therapists also participate in multidisciplinary treatment planning, ongoing evaluation, and follow up.

Music Therapy Clients come from diverse backgrounds. Music therapists have the rare opportunity to work with a variety of different people of differing ages--from infants to older adults, from people who are developmentally delayed, mentally ill, or physically disabled to those who are learning disabled, emotionally disturbed or chemically dependent. More innovative programs have been started for people with life-threatening illnesses, for abused women and children, hospice care as well as in birthing centers.

Music Therapy Training at Georgia College is in the mentor-apprentice tradition, with small student-to-faculty ratios. Opportunity for clinical experience in the community is diverse, ranging from traditional to innovative health care areas. In addition, GC has a state-of-the-art music therapy clinic for use by students, faculty and the community.

Requirements of the Program

Admission into Music Therapy & Entrance Audition/Interview

To be accepted to the music therapy program, each prospective incoming music therapy major, freshman or transfer, must successfully pass an entrance audition and interview. The purpose of this audition/interview is to evaluate the student's level of preparation upon entering Georgia College and to acquaint the music faculty with the student's potential. The audition must be completed before a student can be placed in the proper course work. For those students who have not auditioned before registration, an audition date will be offered during the week before the semester begins, or they may audition during the regularly scheduled audition dates found on the Music Department website.

If students do not audition, they will be placed in pre-music major coursework (does not count toward the major) *with the exception of some music therapy courses*. Music Therapy students must successfully audition for the Music Department faculty, in addition to their Music Therapy Entrance Requirements. Any student not registered for applied lessons for more than two consecutive semesters must re-audition for acceptance into the program. The student may also be asked to play all major and minor scales, multiple octaves ascending and descending, and an excerpt of sight-reading. New age, popular, jazz, Christian contemporary, country, and other similar styles of music are not permitted for any audition. For specific audition requirements for each instrument or voice visit www.gcsu.edu/music.

Students may not begin major lessons without a successful audition but may take MUST 2110 – Introduction into Music Therapy and audition again in the spring.

Upon completion of the entrance auditions, the faculty may make one of the following recommendations:

1. That the student be accepted.
2. That the student take non-music major lessons and audition again.

The student will be notified of the final decision by letter.

As a music therapy student, you are part of the music department at Georgia College. Therefore, in addition to reading and understanding the requirement of the music therapy program, you are expected to be familiar with all the policies and information in the Undergraduate Music Department Handbook: <https://www.gcsu.edu/artsandsciences/music/current-students>

Acceptance as a Candidate for the Bachelor of Music Therapy Degree

At the conclusion of their sophomore year, music therapy majors must successfully pass a formal interview/audition for official acceptance as a candidate for the Bachelor of Music Therapy Degree. As part of the interview, each student will be asked to discuss music therapy, its definition, and their expectations for a career in music therapy. As part of the audition, students should be prepared to perform one piece on their principal instrument and to sing & accompany themselves on guitar and piano with ten memorized songs each (20 in total). **See page 8 for full audition criteria and page 9 for the rating form.**

To be eligible to take the Upper-Level Interview/Audition, each student must have successfully completed their Freshmen/Sophomore 1000 and 2000 level music therapy courses, their Guitar & Piano Proficiency Tests, and *have a minimum cumulative GPA of 2.5*. **Once accepted as a candidate for the Bachelor of Music Therapy Degree, music therapy majors must maintain this minimum GPA of 2.5.**

Music Therapy Student Portfolio

Each music therapy student will create an electronic portfolio, using the [Portfolium Platform](#), to keep a record of important documentation through their program of study. The portfolio also serves as an example of a student's musical skills, academic skills and knowledge, and clinical documentation skills and experiences that can be shared with clinical supervisors, internship directors, and faculty. A student must submit their portfolio to the undergraduate coordinator when applying for internships. You will create a separate project for each bulleted area below with your portfolio. See page 10 for more details.

End of Semester Seminars

All music therapy majors are expected to attend and participate in the End of Semester music therapy seminars. These seminars provide an opportunity for practicum students to display and communicate their music therapy process and progress with clients from a variety of clinical sites. Advanced Practicum students present a hands-on workshop as well. Students are provided the dates of the seminar at the beginning of each semester.

Liability Insurance

All students must have liability mal-practice insurance before engaging in clinical work. This is mandatory and the responsibility of each student to ensure they have the proper coverage while actively involved in clinical training, including pre-practicum, practicum, and internship placements. A certificate of liability must be provided with the initial coverage and each yearly renewal to Ms. Tammie Burke. Please visit <https://www.hpsso.com/> to purchase your liability insurance. Make sure to purchase the music therapy *student* rate.

Background Check and Drug Testing

Many agencies where clinical and practical experiences take place require students to undergo a criminal background check, urine drug screens and to meet the CDC standards for immunizations for health care professionals. Students desiring to enter a Music Therapy Program should consider these requirements. Agencies may refuse any student based on inability to meet these guidelines or other agency guidelines. Refusal of an agency to accept a student may delay or prevent a student from completing a program. Certification agencies may also refuse to license individuals who have committed certain criminal acts or other acts of moral turpitude.

Senior Exit Exam

All BMT degree candidates must complete the Music Therapy Senior Exit exam during one of their last two semesters of coursework and prior to the completion of degree requirements. Students are encouraged to register for the exam the semester before they plan to test. The music therapy senior exit exam will be given through the Georgia College Testing Center. Students need to call or email the Testing Center to schedule the Senior Exit Exam appointment. Timely inquiry, correct application, and registration are the responsibility of the student. There are 150 multiple-choice questions, and you will have 2.5 hours to complete the test. Students may pick up a copy of the study guide in the music therapy programs main office, Health Sciences Building, Room 130. Visit <https://www.gcsu.edu/testingcenter/test-offerings>

Graduation Application

To qualify for graduation, students must submit a degree application for the term in which they will complete all course and testing requirements. The graduation fee must [be paid online](#) prior to submitting the graduation application; students should attach a copy of their receipt to their application. Applications and fees can be found here: <https://www.gcsu.edu/registrar/graduation-and-commencement/deadlines>. Degrees are conferred three times per year, at the end of each semester. Students who complete requirements in May Term, or any other part of the summer semester, will be August graduates but may participate in the May commencement ceremony.

Upper-Level Music Therapy Audition & Acceptance as a Candidate for the Bachelor of Music Therapy Degree and the Equivalency Master's Degree

Music therapy majors must successfully pass a formal interview/audition for official acceptance as a candidate for the Bachelor of Music Therapy Degree or Equivalency Master of Music Therapy degree. For BMT majors, this will be completed at the end of their 2nd year and for Equivalency MMT majors this will be completed at the end of their 1st year. As part of the interview, each student will be asked to discuss music therapy, its definition, and their expectations for a career in music therapy.

As part of the audition, students should be prepared to perform one piece on their principal instrument and to accompany themselves on guitar and piano with ten, memorized songs each. In order to be eligible to take the Candidacy Interview/Audition, each student must have successfully completed their 1st and 2nd year 1000 level and 2000 level music therapy courses, Guitar & Piano Proficiency Tests, and have a minimum cumulative GPA of 2.5.

Once accepted as a candidate for the Bachelor of Music Therapy Degree music therapy majors must maintain a minimum GPA of 2.5. However, Equivalency MMT majors must maintain a 3.0 GPA. Upper-Level Music Therapy Auditions are held during exam week of Spring semester. An online sign-up sheet will be made available and sent to you prior to the week of exams.

There are three possible student outcomes based on the results of the Upper-Level Audition.

1. Pass/Accept – Student continues in MUST Program as per their current program of study
2. Provisional Acceptance – Student continues in MUST Program as per current program of study but must successfully re-audition on a specified date to assess skills identified by faculty
3. Non-Acceptance – Student temporarily discontinues MUST Program and must successfully re-audition on a specified date to assess skills identified by faculty before continuing with program

MUST Program Upper-Level Audition Guidelines Requirements

1. 10 songs from memory using guitar and voice.
 - a. Choose songs with varied strumming patterns.
 - b. Demonstrate at least one fingerpicking pattern.
 - c. Have at least 3 different chords in every selection and provide an intro.
 - d. Perform at least one song using ALL barre chords.
2. 10 songs from memory using piano and voice.
 - a. Varied accompaniment styles (more than just block chords). Don't forget your inversions!
 - b. Have at least 3 different chords in every selection.
 - c. You do not have to play the melody on the piano, but should provide an intro.
3. Primary instrument:
 - a. Play one composition from your primary instrument
 - b. You may bring your accompanist but it is not required.
 - c. Have one copy of the selection for faculty to read.
 - d. This is does NOT have to be from memory.
4. Bring 3 typed copies of your song list. Include the song title and artist and identify the key you are playing the song in. Designate which songs you utilize barre chords and fingerpicking.
5. Be sure your repertoire list is a mixture of genres and key signatures. You need to be able to demonstrate your ability to play different styles of music and in a variety of keys. For example, do not play all children's songs. Further, keys should be chosen that are in your comfortable singing range.
6. There is an interview portion to the audition. Be prepared to talk about your definition of music therapy, your strengths, areas of improvement, and how we can help you better prepare for internship and the professional world. You may also ask us questions!

Upper-Level Music Therapy Audition Rating Form

Name: _____ **Principal Instrument:** _____

Rating Scale: 0 = Not demonstrated; 1 = Acceptable, but needs work; 2 = Proficient

Passing score: 40/50; Provisional score: 35/50; Non-Acceptance score: Below 35

Note: A "0" in any bolded category may constitute a non-acceptance grade.

GENERAL MUSICIANSHIP		Score
Vocal intonation and support		
Vocal strength and balance with accompaniment		
Memory of lyrics (1 or less memory lapse per song)		
Ability to play in a variety of styles and musical genres		
Ability to play in a variety of keys		
Demonstrate musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice		
Musicianship Total:		
Comments:		
PIANO SKILLS		Score
Accurate chords changes (0 = more than 4 mistakes per song; 1 = 2 - 4 mistakes per song; 2 = 1 or less mistake per song)		
Chord changes in tempo (0 = more than 4 mistakes per song; 1 = 3 - 4 mistakes per song; 2 = 2 or less mistakes per song and keeps going)		
Tempo and accompaniment appropriate to song		
Appropriate introductions and endings		
Use of dynamics and expressivity		
Use of a variety of accompaniment patterns (block chords, broken chords, arpeggios)		
Incorporates both hands in each song		
Piano Skills Total:		
Comments:		
GUITAR SKILLS		Score
Accurate chords changes (0 = more than 4 mistakes per song; 1 = 2 - 4 mistakes per song; 2 = 1 or less mistake per song)		
Chord changes in tempo (0 = more than 4 mistakes per song; 1 = 3 - 4 mistakes per song; 2 = 2 or less mistakes per song and keeps going)		
Tempo and accompaniment appropriate to song		
Appropriate introductions and endings		
Use of dynamics and expressivity		
Use of guitar barre chords		
Use of fingerpicking and varied strumming patterns		
Guitar Skills Total:		
Comments:		
CLINICAL & PROFESSIONAL SKILLS		Score
Communicates personal connection to the music (is meaning being communicated, knowledge of song)		
Therapeutic presence (making eye contact; affect engaged; interaction)		
Submitted Portfolio by deadline		
Attends class regularly and punctually (does not miss class or is late outside the class policy)		
Interview skills (ability to articulate strengths, needs, understanding of music therapy, etc.)		
Clinical & Professional Skills Total:		
Comments:		
OVERALL SCORE:		



MUSIC THERAPY STUDENT PORTFOLIO

Each music therapy student will create an electronic portfolio, using the [Portfolio Platform](#), to keep a record of important documentation through their program of study. The portfolio also serves as an example of a student's skills and knowledge that can be shared with clinical supervisors, internship directors, and faculty. A student must submit their portfolio to the undergraduate or graduate coordinator when applying for internships. You will create a separate project for each bulleted area below with your portfolio.



1. MUSIC SKILLS

- ☐ **Repertoire of Songs List:**
You will develop song lists for several courses including Music & Recreation, Methods & Materials II, Guitar for Rec & Therapy, Piano for Rec & Therapy, Instrumental Survey, Practicum with Children, Practicum with Adults, & Advanced Practicum. As you learn new repertoire, add to your larger Repertoire list. You should have a minimum of 75 songs and a variety of genres, decades, and keys.
- ☐ **Videos of Singing and Accompaniment skills:**
 - ☐ Singing and playing guitar.
 - ☐ Singing and playing piano.
 - ☐ Singing and playing accompaniment of your choice.
- ☐ **Original Songs:**
An audio recording of one original song. This could be the group song from Intro to MT or a song created in another class, such as Guitar for Rec & Therapy or the ACPR song from Advanced Practicum. It could also include songs created not affiliated with class.



2. ACADEMIC SKILLS & KNOWLEDGE

- ☐ **Global Perspectives:**
You will submit your research article summary from Skills, related to a world music therapy topic.
- ☐ **Music Therapy Philosophy:**
You will develop and articulate your own music therapy philosophy. Upload your current philosophy from Principles with Adults.
- ☐ **Example of Scholarly Writing:**
Submit your revised, final Literature Review from Psych of Music.
- ☐ **Example of Research Skills:**
Submit a copy of your research poster from Research in Music.



3. CLINICAL DOCUMENTATION SKILLS & EXPERIENCES

- ☐ **Clear Record of Clinical training:**
(180 required prior to internship). Upload a copy of your signed hours completed in each class here for a complete record of your training.
- ☐ **Supervisory Conferences:**
Upload all written feedback from supervisors including supervisory conference reports, practicum observations reports, and session evaluations.
- ☐ **Resume and cover letter:**
This is created and revised in Practicum with Children. Maintain a current copy here. Make sure your resume includes your clinical experiences at Georgia College, along with the number of hours in each placement and brief outline of responsibilities.
- ☐ **Electronic Case Study:**
Upload your electronic case study from your most recent Practicum course. This should include all the clinical documentation required in class including the music therapy assessment, treatment plan, treatment evaluation, termination plan, session plans, and progress notes. Remember to not include any confidential client data.

Professionalism Evaluation for Student Music Therapists

Student's Name:

Date:

Evaluator's Name:

Class:

Please evaluate the student's level of performance in each of the following competencies by rating them according to the following scale:

1 - Emerging Clinician: This student does not yet demonstrate proficiency in the knowledge and skills necessary at this level of clinical training.

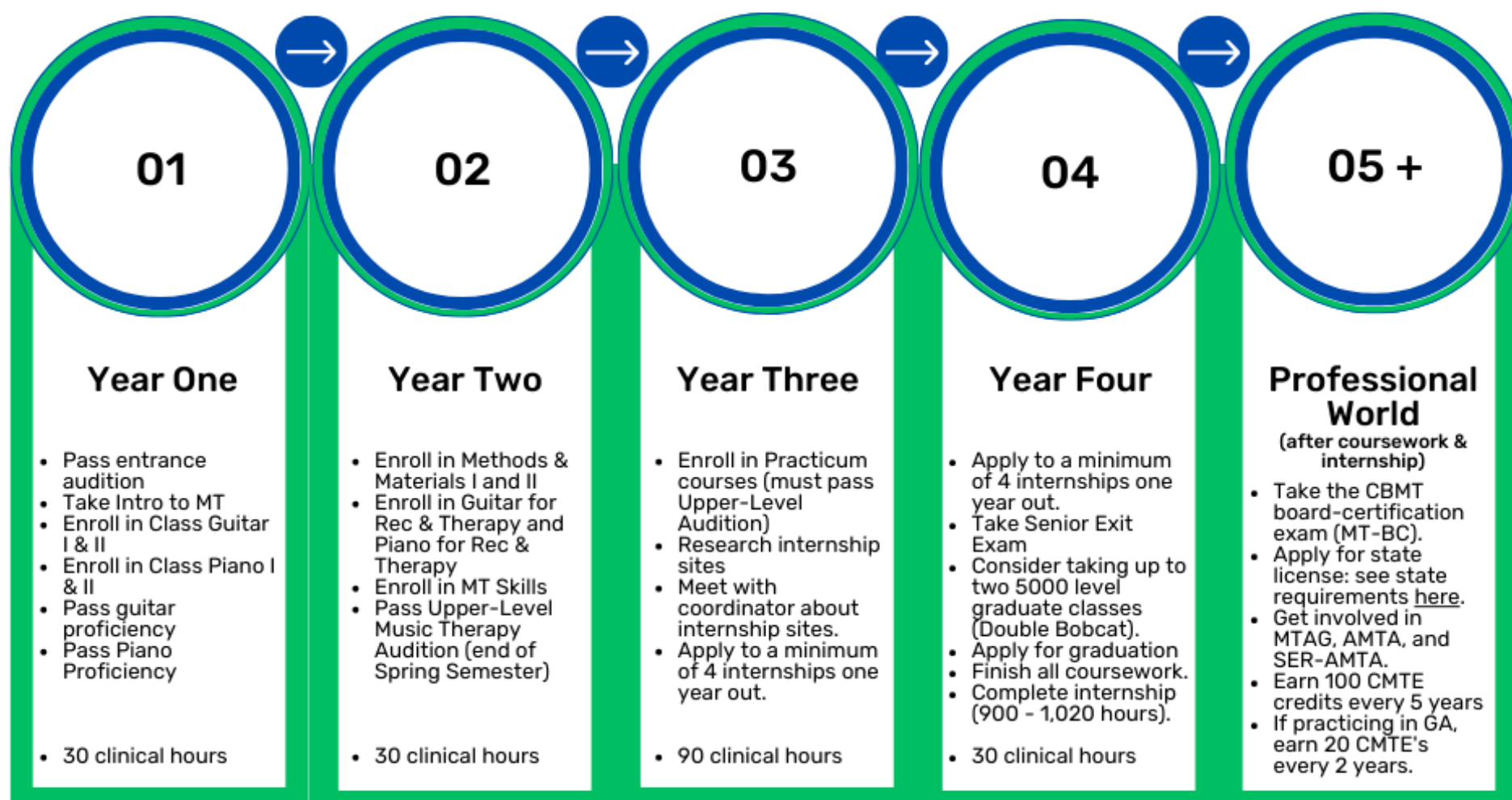
2 - Developing Clinician: This student demonstrates partial proficiency in the knowledge and skills necessary at this level of clinical training.

3 - Proficient Clinician: This student demonstrates proficiency in the knowledge and skills necessary at this level of clinical training, yet may lack consistency.

4 - Distinguished Clinician: This student demonstrates advanced proficiency in the knowledge and skills necessary at this level of clinical training.

N/O - Not Observed

Professional Standards	RATING	Comments
17.1 Interprets and adheres to the AMTA Code of Ethics.		
17.2 Adheres to the Standards of Clinical Practice.		
Personal Responsibility		
17.3 Demonstrates dependability: follows through with all tasks regarding education and professional training.		
17.6 Meets deadlines without prompting.		
Turns in assignments on time & communicating before assignments are due when extenuating circumstances arise.		
Punctuality: Arrives on time to class.		
Punctuality: Arrives on time to clinical sessions.		
Attends class consistently (i.e. not exceeding attendance policy).		
Attends clinical sessions consistently (i.e. as agreed by practicum contract).		
Adheres to clinical site dress code & wears GCSU name tag to clinical sessions.		
Follows clinical site rules and policies.		
Fulfills practicum contract responsibilities (frequency and duration of sessions).		
Comes prepared for class and sessions.		
Interpersonal Skills		
17.4 Accepts criticism/feedback with willingness and follow through in a productive manner. (i.e. attends supervisory conferences; incorporates feedback from faculty and on-site supervisors and peers when appropriate).		
17.5 Resolves conflicts in a positive and constructive manner.		
Communicates in a professional manner. (i.e. communicating consistently with faculty and onsite supervisor; copying faculty on email correspondence with on-site supervisors; communicating in a timely manner (within 24 hours), responding to emails		
Self-Awareness		
17.7 Expresses thoughts and personal feelings in a consistently constructive manner (i.e. using respectful language in conversation and email; adhering to ethical decision making)		
17.8 Demonstrates critical self-awareness of strengths and weaknesses. (ie. completing self-assessments in classes; engaging self-reflection during supervision)		
Cultural Responsivity		
17.9 Demonstrates knowledge of and respect for diverse cultural backgrounds.		
17.10 Treats all persons with dignity and respect, regardless of differences in race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation.		
17.11 Demonstrates skill in working with culturally diverse populations. (i.e. being aware of and using culturally sensitive language; avoiding slang; not using derogatory terms, ableist language, and respecting pronouns and gender identity).		
17.12 Adheres to all laws and regulations regarding the human rights of clients, including confidentiality. (i.e. using pseudonyms or initials for clients in ALL clinical paperwork; not sharing client information in conversations with others).		
17.16 Adheres to clinical and ethical standards and laws when utilizing technology in any professional capacity. (i.e. not sharing client information through technology with others, including but not limited to email, texts, apps, social media).		



* If you transfer in with academic credit, this timeline may vary. Consult with program coordinator.

Placement & Proficiency Information

1. Music Placement Information

- a. **Applied Lesson Instructor Placement:** Music therapy majors will be assigned an applied lesson instructor by the Department of Music. Students are required to take four semester hours of 1000 level applied lessons and 2 semester hours of 3000 applied lessons.
- b. **Ensemble Placement:** Music therapy majors are required to enroll in an ensemble for a minimum of 6 semesters. Placement recommendations are based on the students' primary instrument. Students are required to take four semester hours of 1000 level ensemble and 2 semester hours of 3000 ensemble. Students must be enrolled in a large ensemble each semester they are taking applied lessons.
- c. **Theory Placement Test:** Transfer students and freshman must take an examination for the purpose of determining appropriate placement in the theory sequence.

2. Music Proficiency Information

- a. **Guitar Proficiency Requirements:** Music Therapy Majors are required to meet certain standards in guitar proficiency. This is a prerequisite for acceptance as a candidate for the Bachelor of Music Therapy at the Junior level. Students may fulfill this requirement by successfully passing the Guitar Proficiency Test by **private appointment with the instructor of MUST 2300 Guitar Skills for Rec & Therapy I**.

See following pages for the Guitar Proficiency Test. If the student is a Classical Guitar major or has extensive experience with the guitar they may choose to take the proficiency test to assess whether they have the skills necessary to exempt Class Guitar I and/or Class Guitar II. *It is the student's responsibility to schedule the proficiency test with the instructor of MUST 2300 Guitar Skills for Rec & Therapy.*

- b. **Piano Proficiency Requirements:** All music therapy majors must meet certain standards in piano competency. This is a prerequisite for acceptance at the Junior level as a candidate for the Bachelor of Music Therapy degree. Students may fulfill this requirement by successfully passing the Piano Proficiency Test by **private appointment with instructor for MUST 2400 Piano Skills for Rec & Therapy I**.

If the student is a Piano major or has extensive experience with the piano they may choose to take the proficiency test to assess whether they have the skills necessary to exempt Class Piano I and/or Class Piano II. *It is the student's responsibility to schedule the proficiency tests with the instructor for MUST 2400 Piano Skills for Rec & Therapy.*

* Successful completion of the Guitar & Piano Proficiency Tests indicates that a student has acquired the minimum necessary skills. Internship sites typically expect greater skills and students are subsequently expected to continue with independent practice or elective courses offered in the Music Therapy Program.

Guitar Proficiency Test

End of first or second semester of freshman year (after completion of MUST 2250 Class Guitar I and/or MUST 2251 Class Guitar II).

- _____ 1. Correctly identify each guitar string by note, name, & number.
- _____ 2. Demonstrate the ability to tune the guitar using relative tuning (55545).
Criterion: Correct within 5 minutes.
- _____ 3. Demonstrate I, IV, V, V⁷, I chord changes in the following major keys:
C _____ D _____ E _____ G _____ A _____ F _____
- _____ 4. Demonstrate I, iv, V⁷, I in the following minor keys:
Am _____ Em _____
- _____ 5. Demonstrate the ability to use the capo for transposition. **Criterion:** Correct in 2 trials.
- _____ 6. Demonstrate the ability to transpose using I, IV, V, V⁷ chords in keys C, G, D, A, & E, F (from one to the other).
- _____ 7. Demonstrate the ability to play accompaniment chords in the 12-bar blues harmonic pattern. **Criterion:** Correct in 2 trials.
- _____ 8. Demonstrate the ability to play and sing using the following accompaniments with consistent, rhythmic accuracy:
_____ Strumming in duple & triple meter
_____ Bass strike & strum
_____ Fingerpicking
- _____ 9. Play and sing **two** prepared pieces appropriate for group singing, including an introduction. These may be chosen from The Melody Book (Hackett,) Handouts from Class Guitar.
Criterion: Correct in 2 trials.

Student: _____

Date: _____

Faculty Signature: _____

Date: _____

Semester/Year: _____

Music Therapy Piano Proficiency Test

End of first or second semester of freshman year (after completion of MUSC 1210 Class Piano I and/or MUSC 1220 Class Piano II.

_____ 1. Play and sing six (6) traditional, folk, and popular songs **by memory**, using three different accompaniment styles, with consistent, rhythmic accuracy:

_____ a. Play two songs with LH block chords, RH melody

_____ b. Play two songs with LH broken chords, RH melody

_____ c. Play two songs with LH bass note; RH chord

_____ i. Play one song with RH chord starting in root position

_____ ii. Play one song with RH chord starting in first inversion

_____ 2. Play the following chord progressions in this style: LH bass note, RH chord

_____ a. [I-IV-V-I] in C, D, F, G, A, Bb

_____ b. [i-iv-V(7)-i] in minor keys: a, e, b, d, g

_____ 3. Sight-read a simple melody (with chord names provided) and play a basic chordal accompaniment.

Student: _____

Date: _____

Faculty Signature: _____

Date: _____

Semester/Year: _____

Curriculum Overview

The Bachelor of Music Therapy degree program at Georgia College is designed to satisfy the current educational requirements prescribed by the AMTA and NASM. It is designed for those desiring a career in music therapy. Graduates of this program will be eligible to sit for the examination of the Certification Board of Music Therapists (CBMT). Qualified applicants will be eligible to receive the MT-BC credential.

The program consists of 4 years of academic work and 180 hours of pre-internship experiences, followed by 1020 hours of part-time or full-time, off campus internship. A condensed 3 years plus internship option is also available if summer courses are taken. Georgia College, in cooperation with other institutions of the University System of Georgia, has adopted a core curriculum to allow the transfer of credit from one University System institution to another without penalty to the student. The University System's core curriculum is comprised of five areas: Areas A-E.

Fine musicianship, a prerequisite for music therapy training, comes only with talent, effort, and time. Consequently, music therapy majors start their music studies concurrently with their general core courses. The remainder of the music therapy curriculum consists of studies in theoretical and clinical music therapy, special education, psychology, and other behavioral & social sciences. For an entire listing of course requirements and for a suggested progression through the curriculum required for the Bachelor of Music Therapy degree, refer to the recommended BMT Program of Study on the pages which follow.

In addition to fulfilling the requirements set out in the following pages, music therapy majors must maintain a minimum GPA of 2.5 and, in order to meet AMTA requirements, attain a minimum grade of C in all courses with the MUST or MUSC/MUED/MUEN/MUAP prefix.

Program of Study 2023-2024

FRESHMAN YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
MUAP 11__: Applied Lessons	1 _____	MUAP 11__: Applied Lessons	1 _____
MUEN 10_0: Music Ensemble	1 _____	MUEN 10_0: Music Ensemble	1 _____
MUSC 1990: Recital Class	0 _____	MUSC 1990: Recital Class	0 _____
MUSC 1500: Music Theory I~	3 _____	MUSC 1510: Music Theory II~	3 _____
MUSC 1501: Aural Skills I~	1 _____	MUSC 1511: Aural Skills II~	1 _____
MUST 0001: First Year Seminar	1 _____	MUST 2121: Music & Recreation	2 _____
<i>(only new Freshmen-doesn't count toward 124 hours)</i>		CORE A2: Math (your choice)**	3 _____
MUST 2110: Intro to Music Therapy	3 _____	CORE A1: English 1102**	3 _____
CORE: A1 English 1101**	3 _____	CORE E: PSYCH 1101 Intro to Psychology	3 _____
CORE B: GC1Y 1000: Critical Thinking**	3 _____	*a, b	Total hours: 17
*a, b			
Total hours: 16			

<Passing of Regent's Exam required in the Freshman Spring Semester>

SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
MUAP 11__: Applied Lessons	1 _____	MUAP 11__: Applied Lessons	1 _____
MUEN 10_0: Music Ensemble	1 _____	MUEN 10_0: Music Ensemble	1 _____
MUSC 1990: Recital Class	0 _____	MUSC 1990: Recital Class	0 _____
MUSC 2500: Music Theory III~	3 _____	MUSC 2510: Music Theory IV~	3 _____
MUSC 2501: Aural Skills III~	1 _____	MUSC 2511: Aural Skills IV~	1 _____
MUST 2300: Guitar Skills for Rec & Therapy I ~	2 _____	MUST 2400: Piano Skills for Rec & Therapy I ~	2 _____
MUST 2510: Methods & Materials I	2 _____	MUST 2520: Methods & Materials II	2 _____
CORE B: GC2Y Global Perspectives**	4 _____	MUST 2990: Music Therapy Skills Development	1 _____
CORE C2: MUSC 1105 or MUSC 1200	3 _____	CORE D: MATH 1401 Elementary Statistics	3 _____
Music & Civ. or Intro to Music Lit.		CORE E: HIST 1131 or 1132 World Civilization	3 _____
Total hours: 17		{Upper Level Auditions finals week}	Total hours: 17

JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
MUAP 31__: Applied Lessons	1 _____	MUAP 31__: Applied Lessons	1 _____
MUEN 30_0: Music Ensemble	1 _____	MUEN 30_0: Music Ensemble	1 _____
MUSC 3600: Music History Survey I~	3 _____	MUSC 3610: Music History Survey II~	3 _____
MUST 4011: MT Principles with Children	3 _____	MUST 4021: MT Principles with Adults	3 _____
MUST 4110: MT Practicum w/ Children~	1 _____	MUST 4120: MT Practicum w/ Adults~	1 _____
MUST 3520: Research in Music	3 _____	CORE D: Science (see BIOL 2160 pre-req.)	4 _____
Total hours: 12		{Begin applying to internships}	Total hours: 13

SENIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
MUSC 3400: Intro to Conducting~	2 _____	PSYC 3200: Abnormal Psychology~	3 _____
MUSC 3550: Intro to Instru. Choral Arranging~	2 _____	MUST 3510: Psychology of Music	3 _____
MUST 3600: Instrumental Survey	3 _____	MUST 4410: Leadership in MT	2 _____
MUST 4030: Advanced Practicum~	1 _____	MUST 4420: Improvisation in MT	2 _____
CORE E: POLS 1150, HIST 2111, or HIST 2112	3 _____	CORE C1: Humanities & Ethics (your choice)	3 _____
BIOL 2160~ or HSCS 2813:	4 _____	CORE D: Science (your choice)	4 _____
Human Anatomy & Physio. I or Anatomy of Human Move.		Total hours: 17	
{Apply for graduation}	Total hours: 15	{Take senior exit exam}	
<u>Fall Semester</u>		<u>Spring Semester</u>	
MUST 4990: Clinical Internship***	Total hours: 1-12	MUST 4990: Clinical Internship***	Total hours: 0-12

* If Music Therapy Piano Proficiency Not Passed or not a piano major:

a. MUSC 1210 Class Piano I (1 credit) and/or MUSC 1220 Class Piano II (1 credit)

* If Guitar Proficiency Not Passed or not a guitar major:

b. MUST 2250 Class Guitar I (1 credit) and/or MUST 2251 Class Guitar II (1 credit)

** CORE A (ENG 1102 & ENG 1102), CORE A2 (Math), & GC1Y must be taken during the first year or before 30 credits are earned. GC2Y must be taken before 60 credits have been earned.

*** MUST 4990 Clinical Internship: Internship is required prior to graduation, after the completion of all coursework *and* 180 pre-internship training hours. Students must enroll for at least 1 credit of internship for one semester and must be enrolled in Clinical Internship for each semester in which they are actively in internship.

~Denotes pre-requisite requirements- see undergraduate course catalog.

TOTAL for GRADUATION: 124

Graduation Checklist

Area F: 18 semester hours		Credit Hrs.	Semester(s) Completed/ Grade
MUAP 1100	Applied Study	4	
MUEN 1000	Music Ensemble	4	
MUSC 1500	Music Theory I	3	
MUSC 1501	Aural Skills I	1	
MUSC 1510	Music Theory II	3	
MUSC 1511	Aural Skills II	1	
MUST 2121	Music and Recreation	2	
Major Requirements: 64 semester hours		Credit Hrs.	Semester(s) Completed/ Grade
MUST 2110	Introduction to Music Therapy	3	
MUST 2300	Guitar Skills for Rec & Therapy I	2	
MUST 2400	Piano Skills for Rec & Therapy I	2	
MUST 2510	Methods & Materials I	2	
MUST 2520	Methods & Materials II	2	
MUST 2990	Music Therapy Skills Development	1	
MUST 3510	Psychology of Music	3	
MUST 3520	Research in Music	3	
MUST 3600	Instrumental Survey	3	
MUST 4011	MT Principles with Children	3	
MUST 4110	MT Practicum w/ Children	1	
MUST 4021	MT Principles with Adults	3	
MUST 4120	MT Practicum w/ Adults	1	
MUST 4030	Advanced Practicum	1	
MUST 4410	Leadership in MT	2	
MUST 4420	Improvisational Methods In MT	2	
MUAP 3100	Applied Study (upper level)	2	
MUEN 3000	Major Ensemble (upper level)	2	
MUSC 2500	Music Theory III	3	
MUSC 2501	Aural Skills III	1	
MUSC 2510	Music Theory IV	3	
MUSC 2511	Aural Skills IV	1	
MUSC 3400	Introduction to Conducting	2	
MUSC 3550	Intro to Instru Choral Arranging	2	
MUSC 3600	Music History I	3	
MUSC 3610	Music History II	3	
PSYC 3200	Abnormal Psychology	3	
BIOL 2160 or HSCS 2813	Human Anatomy & Physiology I	4	
MUST 4990*	Clinical Internship in Music Therapy	1-12 variable	

Core Requirements (42 hours) Completion dates:

Area A: _____ Area B: _____ Area C: _____ Area D: _____ Area E: _____

Music Therapy Academic & Clinical Training Milestones:

MUST 0001 First-Year Academic Seminar (1 hour) _____

MUSC 1990 Recital Class (0 hours/4 semesters) _____

Piano Proficiency _____ Guitar Proficiency _____ MT Junior Admission _____

180 pre-internship clinical hours _____ Senior Exit Exam _____

Internship Acceptance _____ Internship Completion _____

** Internship is required prior to graduation, after the completion of all coursework and 180 pre-internship training hours. Students must enroll for at least 1 credit of internship for one semester and must be enrolled in Clinical Internship for each semester in which they are actively in internship.*

Clinical Training Component

All music therapy majors must earn a total of 1,200 clinical training hours before graduation and eligibility to sit for the board certification exam. Further, all music therapy majors must earn 180 supervised, clinical training hours, per AMTA clinical training standards (standard 3) prior to their internship. Students earn hours their very first semester in the program and are required to experience a minimum of three client populations. Students are only allowed to earn hours with facilities and organizations in which the music therapy program has a contractual agreement. Students must also individually purchase and maintain liability insurance each semester in which they are earning clinical hours or they will not be allowed to earn hours. Records of signed clinical hours are kept electronically and within each student's individual file in the music therapy office. However, it is the student's responsibility to maintain their own personal record of their signed clinical hours. It is suggested students make a copy of their signed clinical hours and file in their portfolio before turning into their professor at the end of the semester. Students may earn more than 180 hours, but at least 900 of the 1,200 clinical hour training requirement must be earned in internship (see next section).

The requirement of 180 hours of pre-internship clinical experiences is divided into the following categories:

Pre-Practicum Hours: Minimum of 60 hours. These hours must be completed, documented, and approved by the Music Therapy faculty prior to beginning MUST 4110 or MUST 4021. Required courses of Introduction to Music Therapy (MUST 2110), Music and Recreation (MUST 2121), Methods & Materials in Music Therapy I (MUST 2510) and Methods & Materials in Music Therapy II (MUST 2520) will structure and supervise these clinical experiences.

Practicum Hours: Minimum of 90 hours. These hours must be completed under the direct supervision of music therapy faculty. Required courses of Practicum with Children (MUST 4110) and Practicum with Adults (MUST 4120) will structure and supervise these clinical experiences. Documentation will contain assessment procedures, treatment plans, formal progress notes, evaluation, and closure documentation.

Advanced Practicum Hours: Minimum of 30 hours. These hours must be completed under the direct supervision of music therapy faculty. Advanced Practicum (MUST 4030) will structure and supervise these clinical experiences (30 hrs.).

Clinical Training Schedule: 180 hours

Class	Category	Hours
Intro to MT	Pre-Practicum	15
Music & Rec	Pre-Practicum	15
Methods & Materials I	Pre-Practicum	15
Methods & Materials II	Pre-Practicum	15
Practicum with Children	Practicum	45 (30 major/15 minor)
Practicum with Adults	Practicum	45 (30 major/15 minor)
Advanced Practicum	Advanced Practicum	30
		180

Internship

After successful completion of all other coursework and prior to graduation, music therapy majors are required to complete a music therapy internship with an AMTA approved site or University Affiliated internship site. Formats and schedules of internships vary according to the needs of the facility, but students typically earn 1,020 hours during internship (6 months, full time). Note, students must earn a minimum of 900 hours of their overall required 1,200 clinical hours during their internship. The number of required hours and internship start dates may also vary according to the needs of the internship. Students are assisted in selecting appropriate internship sites from the wide variety located throughout the country, but ultimately each student is responsible for application and acceptance for internship. Further, students must be enrolled in MUST 4990 Music Therapy Internship for each semester in which they are actively in their internship. Credit hours vary (0-12) to allow students to register for credit hours that fit their needs. However, at least 1 credit of internship is needed to graduate, per the program of study.

Internship Procedures: Time Line

Junior Year:

- ◆ Make an individual appointment with the Program Coordinator for Undergraduate Music Therapy to discuss internship.
- ◆ Decide priorities.
- ◆ Make initial inquiries.

Senior Year:

- ◆ 1 year prior to eligibility apply to a **minimum of 4 sites** (Eligibility: completion of all coursework, proficiency tests, letter of eligibility from the undergraduate music therapy coordinator).
- ◆ Application for internship is a competitive process. Students are encouraged to initially apply to no less than four internship sites.
- ◆ Students will submit the “Letter of Recommendation Request” along with their Music Therapy Student Portfolio.

Completion of Internship:

- ◆ Graduation (students may participate in December or May graduation ceremony closest to their internship period; the internship must be completed no later than the following August).
- ◆ Apply to take the certification exam of the Certification Board for Music Therapists at the next exam date after internship completion.

Internship Policies of the American Music Therapy Association:

1. Internship must be completed within 2 years of completion of coursework.
2. Students may apply for internship any time within 1 year of anticipated internship start date.
3. Students may contact any number of internship sites for preliminary information.

Choosing an Internship Site: Considerations in Making a Decision

1. *Financial:*

- ◆ Placements may or may not provide room and board or a stipend.
- ◆ Consider the cost of living if room and board is not provided; this will vary from location to location.
- ◆ Consider costs that might be incurred during your job search after graduation.

2. *Geographic*

- ◆ Are you willing to relocate? If so, you will have greater choice of internship sites.
- ◆ Consider the advantages of internship in a region where you would like to work later.

3. *Philosophy*

- ◆ What treatment philosophy do you wish to pursue?
- ◆ Get specific information on their philosophy, particularly if they have indicated an “eclectic” approach.

4. *Clientele*

- ◆ Consider with whom you would eventually like to work.
- ◆ Some sites provide experience with only one population, while others have two or three. If undecided, those with variety may be more helpful for you.

5. *Special Demands/Opportunities*

- ◆ Do they meet your needs and expectations?

6. *Student Evaluations*

- ◆ What do other interns think of this site?
- ◆ Have other interns had success in job placement there or in the neighboring community?

Intern Search:

A listing of all available AMTA-accredited internship sites is available online at: www.musictherapy.org . This is an invaluable tool providing you with a variety of parameters by which to search out & find the internship for you. University-affiliated internships are possible. Please see undergraduate music therapy program coordinator for details. An updated list of current University Internships are also available on Georgia View in the Music Therapy Majors course shell.

Letters of Inquiry:

1. Emails of inquiry should be sent out at least 1 year in advance of your intended date of internship.
2. This correspondence should include: an introduction to yourself (who and where) and your anticipated dates of internship.
3. Most internship sites will respond with a formal application form and an information packet. Read these carefully and then write down any further questions you might have. As you compile this information, begin eliminating those which do not seem right for you.

4. Follow up those emails from sites which you are considering with a telephone call if you have any further questions. Telephone calls will indicate an interest on your part and can leave a good impression. Have questions written down before you call so that you will get all the information you need and so that you will sound organized.
5. If possible, a visit to your potential site might help you better determine if this is the place where you would like to live and work for 6 months.

Developing a List of Potential Sites:

1. Develop a list of potential sites in the order of your preference.
2. Include at least two (2) alternative sites to apply to in case your choices become inactive or do not accept you.

The Application Process:

1. Send applications to your four top internship choices.
2. Students will submit the “Letter of Recommendation Request” along with their Music Therapy Student Portfolio to the Undergraduate Program Coordinator as they will have to send a letter to each confirming your eligibility to intern. Also, indicate start & end dates for each site.
2. Keep a copy of all correspondence/application forms that you send in case of any difficulties with the mail.
3. Use a filing system (electronic or index cards) to keep track of all applications and responses from internship sites.
4. You might want to follow up an application with a telephone call to confirm that they have received all the necessary materials from you, particularly your references. They may not telephone to request items they have not received.

Acceptance Letters:

1. You are expected to acknowledge an internship acceptance in a timely fashion (30 days, unless otherwise specified).
2. Program Coordinator of Undergraduate Music Therapy at GC must be informed concerning when and where you have been accepted. A copy of your letter confirming your intent to intern at that site will suffice. Start and end dates of internship should be included. This information is given to the undergraduate coordinator of music therapy to begin the contract procedures. **NOTE:** Even if you are accepted by the internship site, the internship itself is not guaranteed until a formal MOU (Memorandum of Understanding) is in place between GC and the internship site.
3. If one or more site accepts you, it is important for you to decline the offer of internship in writing as soon as possible (30 days, unless otherwise specified).

Internship Written and Presentation Requirements for Music Therapy Majors:

1. One email concerning the events of the past month (to be received the last day of **every** month during your internship, regardless of when it starts; if an internship ends partway through the month, the final email should be postmarked the final day of internship). Send to katie.whipple@gcsu.edu

Please Include:

- a) Month of internship
 - b) Are you observing, co-leading, leading?
 - c) What documentation are you doing?
 - d) What meetings do you attend?
 - e) What extra training have you received?
 - f) Describe any interesting sessions or clients.
 - g) What did you learn at GCSU that is helping you?
 - h) What do you wish you had learned more about?
 - i) What is good about your internship?
 - j) What concerns are you having?
2. One copy to be sent to the Program Coordinator for Undergraduate Music Therapy of every formal assignment required by internship supervisor (whether that assignment is in written or audiovisual format).
 3. Each student is expected to present to current GC music therapy majors during or upon completion of the internship. This is arranged through the current president of the GC Music Therapy Society.

Initial Evaluation of Student Competencies

Student's Name: enter your name here

Number of pre-internship clinical training hours:

Evaluator: Supervising faculty member

Affiliated College/University/Internship Site:

Georgia College & enter name of internship facility here

Evaluator's address:

Georgia College, CBX 067

Music Therapy Programs, Department of Music

Milledgeville, GA, 31061

Telephone: 478-445-2647

Fax: 478-445-4532

E-mail: katie.whipple@gcsu.edu

This evaluation is completed *collaboratively* between the student and faculty.

The evaluation is based on the level of competence expected for an **entry-level music therapist** (not entry-level MT intern). These competencies may have been met by fulfilling coursework and/or observed in supervised clinical training. Comments are included, as necessary.

The students' level of performance in each of the following competencies is rated according to the following scale:

4-Exceeds Entry Level Competence

3-Entry Level Competence

2-Below Entry Level Competence

1-Not Competent

N/O-Not Observed

Directions:

Please consult the [AMTA Professional Competencies](#) for a complete description of all knowledge, skills, and abilities included in each of the areas below. *If a student is not competent (1) or below entry level competence (2) in a particular area please notate the specific competencies that need to be targeted in the right-hand column. (i.e. 2.1 Compose songs with simple accompaniment).*

Each competency in the left column should include a rating, but only competencies rated at a 2 or below requires a targeted AMTA competency to be listed in the right-hand column. However, if the student is rated 3 or higher on a specific competency, but wishes to continue focusing on improvement in that specified area, it can be indicated in the right-hand column as well.

COMPETENCY AREA	RATING	Targeted AMTA Professional Competency
MUSIC FOUNDATIONS		
Music Theory & History	_____	_____
Composition & Arranging Skills	_____	_____
Major Performance Medium Skills	_____	_____
Functional Music Skills		
Keyboard Skills	_____	_____
Guitar Skills	_____	_____
Voice Skills	_____	_____
Non-symphonic Instrument Skills	_____	_____
Improvisation Skills	_____	_____
Conducting Skills	_____	_____
Movement Skills	_____	_____
CLINICAL FOUNDATIONS		
Therapeutic Applications	_____	_____
Therapeutic Principles	_____	_____
The Therapeutic Relationship	_____	_____
MUSIC THERAPY		
Foundations and Principles	_____	_____
Client Assessment	_____	_____
Treatment Planning	_____	_____
Therapy Implementation	_____	_____
Therapy Evaluation	_____	_____
Documentation	_____	_____
Termination/Discharge Planning	_____	_____
Professional Role/Ethics	_____	_____
Interdisciplinary Collaboration	_____	_____
Supervision & Administration of Programs	_____	_____
Research Methods	_____	_____

Evaluator's Signature:

Date:

Individualized Intern Contract

Intern: _____ Pre-Internship Hours: _____ School: Georgia College

MT Faculty Advisor: _____ Length of Internship: _____

Clinical Training Director: _____

Clinical Training Site: _____

The intern must complete a minimum of 1200 hours of clinical training with at least 180 hours in pre-internship experiences and with at least 1020 hours in internship experiences.

The intern has completed at least 180 hours in pre-internship experiences. The intern needs to complete a minimum of 1020 hours in internship experiences.








Starting Date: _____ Projected completion date: _____

Intern's Work Schedule: _____

RESPONSIBILITIES

Intern Responsibilities:

The intern will:

-  Adhere to AMTA National Roster Internship Guidelines, internship program personnel requirements, policies and procedures.
-  Adhere to AMTA Standards of Clinical Practice and Code of Ethics.
-  Seek feedback and clarification through regular communication with supervising therapist and/or Clinical Training Director.
-  Maintain regular communication with the academic faculty via monthly reports, and possibly e-mails and calls when needed.
-  Complete a midterm and final "intern self evaluation" and final "intern site evaluation"
-  Request a "Welcome to the Professional World" packet from the National Office at the mid-point of the internship.
-  Six months following the internship, complete the post internship site evaluation and send it to the Clinical Training Committee regional representative and the Academic Faculty.

Clinical Training Director Responsibilities:

The Clinical Training Director will provide the following supervision and support of the intern as well as coordinate the training program:

- ♪ Develop an individualized contract in partnership with the intern and academic faculty no later than the end of the first month of the internship.
- ♪ Provide the intern with a thorough orientation, including facility tour, review of AMTA documents, the CBMT Code of Professional Practice, applicable Policies and Procedures of the Site, and Intern Dismissal Policies.
- ♪ Provide viable music therapy role models for intern.
- ♪ Assign other professional staff (music therapists, music staff) to provide support in the training process.
- ♪ Establish and coordinate a network of supportive professional contacts.
- ♪ Provide the intern with one hour of individual consultation per week.
- ♪ Ensure the intern has an average of 10 hours per week of observation and constructive feedback.
- ♪ Complete and review midterm and final evaluations with the music therapy intern.
- ♪ Communication information to the intern regarding ongoing seminars, conferences, workshops and community resources.
- ♪ Provide the intern with a site evaluation to be completed at the end of the internship and review with intern.
- ♪ Maintain continuous communication with the intern and his/her academic faculty.
- ♪ Initiate performance improvement plans with the intern and academic faculty, when necessary.

Academic Faculty Responsibilities:

The Academic Faculty will:

- ♪ Complete initial evaluation of student's professional competencies no later than the first week of the internship.
- ♪ Assist student and Clinical Training Director with completion of individualized contract. Contract should be completed no later than the end of the first month of the internship.
- ♪ Maintain continuous communication throughout the internship with student and Clinical Training Director via monthly student reports, feedback on written evaluations and two clinical observations or work review (for UA internships).
- ♪ Monitor contractual agreement through review of midterm and final evaluation, intern self evaluation, and intern's site evaluation.
- ♪ Verify, in consultation with the CTD, successful completion of internship per contractual agreement.

Student Competency Needs: Based upon academic faculty's assessment of student's competencies; to be completed by faculty, student, and clinical training director.

Music Foundation Needs:

Clinical Foundation Needs:

Music Therapy Needs:

Student's Improvement Plan: To be completed collaboratively by faculty, student and clinical training director; write in objective form and include level of performance expected at midterm and final evaluation; identify method of evaluation, evaluator, and role of evaluator.

Music Foundations:

Clinical Foundations:

Music Therapy:

By signing below, I the intern, acknowledge that I have read the contract and understand that I must fulfill it in order to successfully complete my internship.

Intern Signature _____ Date: _____

By Signing below, I the Academic Faculty, acknowledge that I have read the contract and will provide support to the intern during his/her internship as stated in the contract and abide by AMTA standards and guidelines.

Faculty Signature _____ Date: _____

By Signing below, I the Clinical Training Director, acknowledge that I have read the contract and will provide the support to the intern during his/her internship as stated in the contract and abide by the AMTA standards and guidelines.

Clinical Training Director _____ Date: _____

General Information

Facilities/Instruments/Equipment Available for Use by Music Therapy Majors

Health Sciences Building will be accessible for classes, study, rehearsal, music practice, or clinical practice during the following hours: Monday through Friday: 8:00 a.m. - 5:00 p.m.; other times will be by appointment. Eating, and drinking are **not** permitted in the classrooms.

Music Therapy Clinic Rooms

The GCSU Music Therapy Clinic rooms are available for student use during the course of their clinical practica. Scheduling must be approved in advance (see Tammie Burke, Coordinator of Office Services).

Music Therapy Instruments

Music Therapy equipment/instruments are available for students to use in their coursework and are located in the Music Therapy room 103, 114 and 116. The Music Therapy instruments include a full array of traditional accompaniment and percussion instruments, as well as contemporary technological instruments (e.g., accordion, autoharps, guitars, ukuleles, harps, Orff instruments, drums, djembes, tubanos, hand held drums, bells, kokirikos, guiros, Omnichords, and electronic keyboards).

This equipment/instruments must be checked out and in through Graduate Assistants or Student Workers in Room 114 Health Sciences Bldg. Equipment/instruments are available for loan only to Music Therapy majors or those enrolled in music therapy classes. The equipment/instruments are for use during clinical practica and in working on course projects. All those borrowing music therapy instruments/equipment must sign the Agreement for Use of Equipment and Instruments form and abide by the following policies:

Loan Policies for On or Off-Campus Use, Including Use in Clinic or Another Room - All Equipment Must be:

1. Signed out by Music Therapy Graduate Assistants or Student Workers on-line check out form. The equipment/instruments must be listed individually by description, inventory number, and amount/number of each instrument. **See Graduate Assistant and Student Worker schedule posted on the door of 114 Health Sciences.**
 - a. Checked back in by a Music Therapy Graduate Assistant or Student Worker and returned to **their original location on the same day**, with verification of the number and condition of the instruments/books made by a student worker. **(Music Therapy Faculty are not responsible for check-in or check-out.)**
2. Standard check out procedures allow for a 24 hour check out period, unless prior approval is given by the Graduate Assistant and/or Student Worker.
3. Should any equipment/instruments be damaged, lost, or stolen, the student who signed the equipment/instruments out is responsible for the cost of repairs or replacement as determined by the Chair of the Music Department.
4. Equipment not returned by the designated time will result in a hold on further check out privileges.
5. Failure to return equipment by the end of the semester will result in an Academic Department Hold, which will prevent students from receiving transcripts, grades, graduation, and accounts receivable (unable to receive financial aid check).

6. Students must sign the Agreement for Use of Equipment and Instruments form before checking out equipment/instruments.

Remember –

- Borrowing and using equipment and instruments is a privilege.
- Plan ahead when borrowing and returning – know the schedules of Music Therapy student workers, and Graduate Assistant. **See Graduate Assistant and Student Worker schedule posted on the door of 114 Health Sciences.**
- Keys for the rooms **may not be borrowed** from faculty, office staff, student worker or Graduate Assistant.
- Be considerate of your classmates and their borrowing needs.

Music Therapy Piano Lab

This state-of-the-art room is equipped with electric pianos, individual computers, and software to complete a variety of music therapy related activities. Hours of use are posted on the door, Health Sciences Building, Room 109.

Music Therapy Tech Room

The Music Therapy Tech Room, HSB 112, houses a Somatron chair and a telehealth station with recording equipment. This equipment and space are available for student recording, telehealth sessions, and Somatron sessions. Please see Gabrielle Banzon, Room 134, to utilize the equipment.

Keeping Involved

The annual conference of the **American Music Therapy Association (AMTA)** is held each fall either as a virtual symposium or in varying cities throughout the country; attendance is approximately 2,000. In addition, the annual conference of the **Southeastern Region of the AMTA** is held each spring in varying cities throughout the southeast region; typically attended by 200+ music therapists. These conferences provide an unparalleled learning opportunity and student attendance is strongly encouraged.

Membership in the GCSU Music Therapy Society is mandatory for all first-year students. Membership in the **Music Therapy Association of Georgia (MTAG)** is mandatory for all Music Therapy majors. MTAG is an excellent way to meet potential internship supervisors, colleagues, and other students. This association focuses on job development in Georgia, government relations that effect music therapists, and education for the public to increase awareness of the profession of music therapy. Student members also have the opportunity to apply for the annual MTAG internship scholarship. Membership in the American Music Therapy Association is not required, but is highly encouraged for 3rd and 4th year students. AMTA offers a reduced student rate and student members are eligible to apply for national AMTA scholarships.

American Music Therapy Association

Professional Competencies

Preamble to AMTA Professional Competencies

The American Music Therapy Association has established competency-based standards for ensuring the quality of education and clinical training in the field of music therapy. As the clinical and research activities of music therapy provide new information, the competency requirements need to be reevaluated regularly to ensure consistency with current trends and needs of the profession and to reflect the growth of the knowledge base of the profession. The Association updates these competencies based on what knowledge, skills, and abilities are needed to perform the various levels and types of responsibilities to practice at a professional level.

In November 2005 the AMTA Assembly of Delegates adopted the Advisory on Levels of Practice in Music Therapy. This Advisory, which was developed by the Education and Training Advisory Board, distinguishes two Levels of Practice within the music therapy profession: Professional Level of Practice and Advanced Level of Practice. This Advisory describes the Professional Level of Practice as follows:

A music therapist at the Professional Level of Practice has a Bachelor's degree or its equivalent in music therapy and a current professional designation or credential in music therapy (i.e., ACMT, CMT, MT-BC, or RMT). At this level, the therapist has the ability to assume a supportive role in treating clients, collaborating within an interdisciplinary team to contribute to the client's overall treatment plan.

The AMTA Professional Competencies are based on music therapy competencies authored for the former American Association for Music Therapy (AAMT) by Bruscia, Hesser, and Boxhill (1981). The former National Association for Music Therapy (NAMT) in turn adapted these competencies as the NAMT Professional Competencies revised in 1996. In its final report the Commission on Education and Clinical Training recommended the use of these competencies, and this recommendation was approved by the AMTA Assembly of Delegates in November 1999. The AMTA Professional Competencies has had several minor revisions since its adoption in 1999.

A. MUSIC FOUNDATIONS

1. Music Theory and History
 - 1.1 Recognize standard works in the literature.
 - 1.2 Identify the elemental, structural, and stylistic characteristics of music from various periods and cultures.
 - 1.3 Sight-sing melodies of both diatonic and chromatic makeup.
 - 1.4 Take aural dictation of melodies, rhythms, and chord progressions.
 - 1.5 Transpose simple compositions.
2. Composition and Arranging Skills
 - 2.1 Compose songs with simple accompaniment.
 - 2.2 Adapt, arrange, transpose, and simplify music compositions for small vocal and nonsymphonic instrumental ensembles.
3. Major Performance Medium Skills
 - 3.1 Perform appropriate undergraduate repertoire; demonstrate musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.
 - 3.2 Perform in small and large ensembles.
4. Functional Music Skills
 - 4.1 Demonstrate a basic foundation on voice, piano, guitar, and percussion.
 - 4.1.1 Lead and accompany proficiently on instruments including, but not limited to, voice, piano, guitar, and percussion.
 - 4.1.2 Play basic chord progressions in several major and minor keys with varied accompaniment patterns.

- 4.1.3 Play and sing a basic repertoire of traditional, folk, and popular songs with and without printed music.
 - 4.1.4 Sing in tune with a pleasing quality and adequate volume both with accompaniment and a capella.
 - 4.1.5 Sight-read simple compositions and song accompaniments.
 - 4.1.6 Harmonize and transpose simple compositions in several keys.
 - 4.1.7 Tune stringed instruments using standard and other tunings.
 - 4.1.8 Utilize basic percussion techniques on several standard and ethnic instruments.
 - 4.2 Develop original melodies, simple accompaniments, and short pieces extemporaneously in a variety of moods and styles, vocally and instrumentally.
 - 4.3 Improvise on pitched and unpitched instruments, and vocally in a variety of settings including individual, dyad, small or large group.
 - 4.4 Care for and maintain instruments.
 - 5. Conducting Skills
 - 5.1 Conduct basic patterns with technical accuracy.
 - 5.2 Conduct small and large vocal and instrumental ensembles.
 - 6. Movement Skills
 - 6.1 Direct structured and improvisatory movement experiences.
 - 6.2 Move in a structured and/or improvisatory manner for expressive purposes.
- B. CLINICAL FOUNDATIONS**
- 7. Therapeutic Applications
 - 7.1 Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.
 - 7.2 Demonstrate basic knowledge of the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications.
 - 7.3 Demonstrate basic knowledge of typical and atypical human systems and development (e.g., anatomical, physiological, psychological, social.)
 - 7.4 Demonstrate basic understanding of the primary neurological processes of the brain.
 - 8. Therapeutic Principles
 - 8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship.
 - 8.2 Demonstrate basic knowledge of the dynamics and processes of therapy groups.
 - 8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches.
 - 9. The Therapeutic Relationship
 - 9.1 Recognize the impact of one's own feelings, attitudes, and actions on the client and the therapy process.
 - 9.2 Establish and maintain interpersonal relationships with clients and team members that are appropriate and conducive to therapy.
 - 9.3 Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.
 - 9.4 Utilize the dynamics and processes of groups to achieve therapeutic goals
 - 9.5 Demonstrate awareness of the influence of race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation on the therapeutic process.

C. MUSIC THERAPY

- 10. Foundations and Principles
 - Apply basic knowledge of:
 - 10.1 Existing music therapy methods, techniques, materials, and equipment with their appropriate applications.
 - 10.2 Principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice.
 - 10.3 The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.
 - 10.4 The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.
 - 10.5 Philosophical, psychological, physiological, and sociological basis of music as therapy.

- 10.6 Use of current technologies in music therapy assessment, treatment, evaluation, and termination.
- 11. Client Assessment
 - 11.1 Select and implement effective culturally-based methods for assessing the client's strengths, needs, musical preferences, level of musical functioning, and development.
 - 11.2 Observe and record accurately the client's responses to assessment.
 - 11.3 Identify the client's functional and dysfunctional behaviors.
 - 11.4 Identify the client's therapeutic needs through an analysis and interpretation of assessment data.
 - 11.5 Communicate assessment findings and recommendations in written and verbal forms.
- 12. Treatment Planning
 - 12.1 Select or create music therapy experiences that meet the client's objectives.
 - 12.2 Formulate goals and objectives for individual and group therapy based upon assessment findings.
 - 12.3 Identify the client's primary treatment needs in music therapy.
 - 12.4 Provide preliminary estimates of frequency and duration of treatment.
 - 12.5 Select and adapt music, musical instruments, and equipment consistent with the strengths and needs of the client.
 - 12.6 Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.
 - 12.7 Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy).
 - 12.8 Plan and sequence music therapy sessions.
 - 12.9 Determine the client's appropriate music therapy group and/or individual placement.
 - 12.10 Coordinate treatment plan with other professionals.
- 13. Therapy Implementation
 - 13.1 Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur.
 - 13.2 Provide music therapy experiences that address assessed goals and objectives for populations specified in the Standards of Clinical Practice.
 - 13.3 Provide verbal and nonverbal directions and cues necessary for successful client participation.
 - 13.4 Provide models for and communicate expectations of behavior to clients.
 - 13.5 Utilize therapeutic verbal skills in music therapy sessions.
 - 13.6 Provide feedback on, reflect, rephrase, and translate the client's communications.
 - 13.7 Assist the client in communicating more effectively.
 - 13.8 Sequence and pace music experiences within a session according to the client's needs and situational factors.
 - 13.9 Conduct or facilitate group and individual music therapy.
 - 13.10 Implement music therapy program according to treatment plan.
 - 13.11 Promote a sense of group cohesiveness and/or a feeling of group membership.
 - 13.12 Develop and maintain a repertoire of music for age, culture, and stylistic differences.
 - 13.13 Recognize and respond appropriately to effects of the client's medications.
 - 13.14 Maintain a working knowledge of new technologies and implement as needed to support client progress towards treatment goals and objectives.
- 14. Therapy Evaluation
 - 14.1 Design and implement methods for evaluating and measuring client progress and the effectiveness of therapeutic strategies.
 - 14.2 Establish and work within realistic time frames for evaluating the effects of therapy.
 - 14.3 Recognize significant changes and patterns in the client's response to therapy.
 - 14.4 Recognize and respond appropriately to situations in which there are clear and present dangers to the client and/or others.
 - 14.5 Modify treatment approaches based on the client's response to therapy.
 - 14.6 Review and revise treatment plan as needed.
- 15. Documentation
 - 15.1 Produce documentation that accurately reflects client outcomes and meet the requirements of internal and external legal, regulatory, and reimbursement bodies.

- 15.2 Document clinical data.
- 15.3 Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner.
- 15.4 Effectively communicate orally and in writing with the client and client's team members.
- 15.5 Document and revise the treatment plan and document changes to the treatment plan.
- 15.6 Develop and use data-gathering techniques during all phases of the clinical process including assessment, treatment, evaluation, and termination.
- 16. Termination/Discharge Planning
 - 16.1 Assess potential benefits/detriments of termination of music therapy.
 - 16.2 Develop and implement a music therapy termination plan.
 - 16.3 Integrate music therapy termination plan with plans for the client's discharge from the facility.
 - 16.4 Inform and prepare the client for approaching termination from music therapy.
 - 16.5 Establish closure of music therapy services by time of termination/discharge.
- 17. Professional Role/Ethics
 - 17.1 Interpret and adhere to the AMTA Code of Ethics.
 - 17.2 Adhere to the Standards of Clinical Practice.
 - 17.3 Demonstrate dependability: follow through with all tasks regarding education and professional training.
 - 17.4 Accept criticism/feedback with willingness and follow through in a productive manner.
 - 17.5 Resolve conflicts in a positive and constructive manner.
 - 17.6 Meet deadlines without prompting.
 - 17.7 Express thoughts and personal feelings in a consistently constructive manner.
 - 17.8 Demonstrate critical self-awareness of strengths and weaknesses.
 - 17.9 Demonstrate knowledge of and respect for diverse cultural backgrounds.
 - 17.10 Treat all persons with dignity and respect, regardless of differences in race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation.
 - 17.11 Demonstrate skill in working with culturally diverse populations.
 - 17.12 Adhere to all laws and regulations regarding the human rights of clients, including confidentiality.
 - 17.13 Demonstrate the ability to locate information on regulatory issues and to respond to calls for action affecting music therapy practice.
 - 17.14 Demonstrate basic knowledge of professional music therapy organizations and how these organizations influence clinical practice.
 - 17.15 Demonstrate basic knowledge of music therapy service reimbursement and financing sources (e.g., Medicare, Medicaid, Private Health Insurance, State and Local Health and/or Education Agencies, Grants).
 - 17.16 Adhere to clinical and ethical standards and laws when utilizing technology in any professional capacity.
- 18. Interprofessional Collaboration
 - 18.1 Demonstrate a basic understanding of professional roles and duties and develop working relationships with other disciplines in client treatment programs.
 - 18.2 Communicate to other departments and staff the rationale for music therapy services and the role of the music therapist.
 - 18.3 Define the role of music therapy in the client's total treatment program.
 - 18.4 Collaborate with team members in designing and implementing interdisciplinary treatment programs.
- 19. Supervision and Administration
 - 19.1 Participate in and benefit from multiple forms of supervision (e.g., peer, clinical).
 - 19.2 Manage and maintain music therapy equipment and supplies.
 - 19.3 Perform administrative duties usually required of clinicians (e.g., scheduling therapy, programmatic budgeting, maintaining record files).
 - 19.4 Write proposals to create new and/or maintain existing music therapy programs.
- 20. Research Methods
 - 20.1 Interpret information in the professional research literature.

- 20.2 Demonstrate basic knowledge of the purpose and methodology of historical, quantitative, and qualitative research.
- 20.3 Perform a data-based literature search.
- 20.4 Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.

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Student Handbook Receipt

I have read the Georgia College & State University, College of Arts & Sciences, [Music Therapy Undergraduate Student Handbook](#) and the [Undergraduate Music Department Handbook](#) and agree to adhere to the policies stated herein.

Student Signature

Date

Print Name

*When requested, signed form must be submitted to:

---For Undergraduate Music Therapy Students – Mrs. Katie Whipple

It is required that a signed copy of this sheet is placed in your files in the Music Therapy Office.