

AMTA School Directory continued.

North Carolina	State University of New York, Fredonia State University of New York, New Paltz Appalachian State University
North Dakota	* East Carolina University
Ohio	Queens University of Charlotte University of North Dakota Cleveland Consortium Baldwin-Wallace College College of Wooster
Oklahoma	* Ohio University
Oregon	University of Dayton
Pennsylvania	Southwestern Oklahoma State University Marylhurst University
	* Drexel University
	Duquesne University Elizabethtown College
	* Immaculata University
	Mansfield University Marywood University Seton Hill University Slippery Rock University
	* Temple University
South Carolina	Charleston Southern University
Texas	Sam Houston State University Southern Methodist University
	* Texas Woman's University
	University of the Incarnate Word West Texas State A&M University
Utah	Utah State University
Virginia	* Radford University
	* Shenandoah University
Wisconsin	Alverno College University of Wisconsin, Eau Claire
Canada	University of Windsor

\* Denotes programs awarding graduate degrees

The Colleges and Universities listed above offer degree programs approved by the American Music Therapy Association, Inc. as of October 1, 2004. Each of them awards the baccalaureate degree. For the most up-to-date information, please check the AMTA website at [www.musictherapy.org](http://www.musictherapy.org). For specific information, contact the Music Therapy Program Director at the above academic institutions.

### The American Music Therapy Association, Inc.

was founded in 1950. Its predecessors were the American Association for Music Therapy and the National Association for Music Therapy. AMTA's mission is to advance the public awareness of the benefits of music therapy and increase accessibility to quality music therapy services. Currently, AMTA establishes criteria for the education and clinical training of music therapists. Members of AMTA adhere to a Code of Ethics and Standards of Practice in their delivery of music therapy services. Through the Journal of Music Therapy and Music Therapy Perspectives, as well as other publications offered by AMTA, research findings and clinical studies relevant to the practice of music therapy are shared with interested professionals.

For further information about degree programs, membership, publications, conferences, employment opportunities or research, contact:

American Music Therapy Association, Inc.

8455 Colesville Road  
Suite 1000

Silver Spring, MD 20910

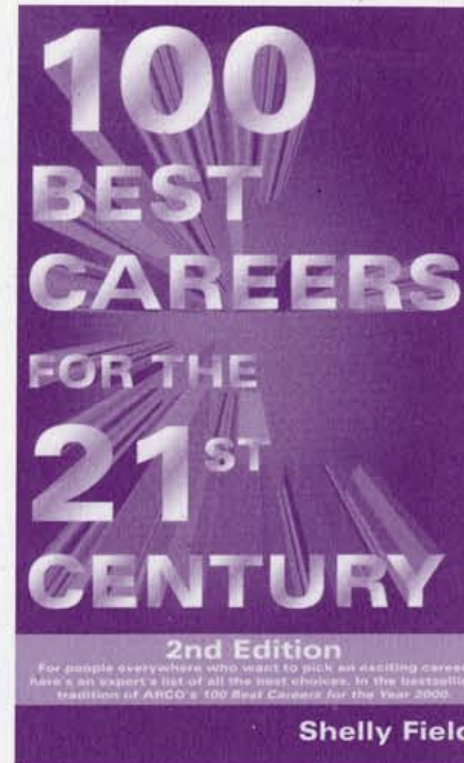
Phone: (301) 589-3300

Fax: (301) 589-5175

Email: [info@musictherapy.org](mailto:info@musictherapy.org)

Web: [www.musictherapy.org](http://www.musictherapy.org)

According to Shelly Field, author of 100 Best Careers for the 21st Century, music therapy, among other allied health professions listed, is a promising career. Health care professions are one of the few employment sectors experiencing growth. Health care jobs are predicted to continue growing well into the twenty-first century. The demand for treatment in non-institutional settings is increasing. Fortunately, music therapy jobs in non-institutional settings, such as outpatient clinics, home health care agencies, hospices, and adult day care centers, are also increasing.



American Music Therapy Association, Inc.

8455 Colesville Road, Suite 1000

Silver Spring, MD 20910

Phone: (301) 589-3300 ♦ Fax: (301) 589-5175

Email: [info@musictherapy.org](mailto:info@musictherapy.org)

Web: [www.musictherapy.org](http://www.musictherapy.org)

PHOTO CREDITS:

Cover background: Larry Burgess (University of Dayton)

Inside panels: AMTA file photos, Larry Burgess, Colmery O'Neill (Topeka VA Medical Center)

## MUSIC THERAPY AS A CAREER



American Music Therapy Association

A career in music therapy offers challenge, opportunity, and rewards to those interested in working with people of all ages with various disabilities or illnesses. Music therapists are employed in many different settings including general and psychiatric hospitals, mental health agencies, rehabilitation centers, day care facilities, nursing homes, schools and private practice. Music therapists provide services for adults and children with psychiatric disorders, developmental disabilities, speech and hearing impairments, physical disabilities, and neurological impairments, among others. Music therapists are usually members of an interdisciplinary team who support the goals for clients within the context of the music therapy setting.

Music therapy is an established healthcare profession in which music is used within a therapeutic relationship to address physical, emotional, cognitive, and social needs of individuals. After assessing the strengths and needs of each client, the qualified music therapist provides the indicated treatment including creating,

singing, moving to, and/or listening to music. Through musical involvement in the therapeutic context, clients' abilities are strengthened and transferred to other areas of their lives. Music therapy also provides avenues for communication that can be helpful to those who find it difficult to express themselves in words. Research in music therapy supports the effectiveness of music therapy in many areas such as overall physical rehabilitation and facilitating movement, increasing people's motivation to become engaged in their treatment, providing emotional support for clients and their families, and providing an outlet for expression of feelings.



By creating, singing, moving, or listening to music, a range of abilities in each client is brought into focus.

Personal qualifications include an interest in people and a desire to help others empower themselves. The essence of music therapy practice involves establishing caring and professional relationships with people of all ages and abilities. Empathy, patience, creativity, imagination, an openness to new ideas, and understanding of oneself are also important attributes. Because music therapists are musicians as well as therapists, a background in and love of music are also essential. Individuals considering a career in music therapy are advised to gain experience through volunteer opportunities or summer work in nursing homes, camps for children with special needs, hospitals, and other healthcare or education settings.

The approved curriculum is designed to impart entry level competencies in three main areas: musical foundations, clinical foundations, and music therapy foundations and principles as specified in the AMTA Professional Competencies. Entry level study includes practical application of music therapy procedures

and techniques learned in the classroom through required fieldwork in healthcare and educational facilities in the community and/or on-campus clinics. Students learn to assess the needs of clients, develop and implement treatment plans, and evaluate and document clinical changes.

The education of a music therapist is unique among college degree programs because it not only allows a thorough study of music, but encourages examination of one's self as well as others. Students may begin their study on the undergraduate or graduate level. The entry-level curriculum includes clinical coursework and extended internship requirements in an approved mental health, special education, or health care facility. Upon successfully completing academic and clinical training, and subsequently passing the national examination administered by the independent Certification Board for Music Therapists, the graduate acquires the credential, Music Therapist-Board Certified (MT-BC).

Individuals who have a baccalaureate degree in a



Music therapy education encourages examination of one's self as well as others.

related field may elect to complete the equivalency program in music therapy offered by most AMTA-approved universities. Under this program, the student completes only the coursework necessary for equivalent music therapy training without necessarily earning a second baccalaureate degree. Some schools require that the student's initial degree be in music.

Graduate programs in music therapy examine, with greater breadth and depth, issues relevant to the clinical, professional, and academic preparation of music therapists, usually in combination with established methods of research inquiry. Selected universities offer doctoral study in music therapy, some of which include coursework in music therapy in combination with doctoral study in related areas.

Numerous opportunities for employment are available to music therapists across a wide range of populations and in a variety of settings. For example, music therapists are employed in general hospitals, nursing homes, senior centers, substance abuse programs,

hospice care, oncology centers, correctional facilities, schools, physical rehabilitation centers, outpatient clinics, halfway houses, community mental health agencies, and adult/child day care facilities. Two emerging areas include working with music retailers aiding in the development and selection of products, and in wellness programs to prevent illness or disability.

Typically, full-time therapists work a standard 40-hour workweek. Some therapists prefer part-time work and choose to develop contracts with specific agencies, providing music therapy services for an hourly fee. In addition, a growing number of clinicians are choosing to create private practices in music therapy.



## AMTA School Directory

Alabama	University of Alabama
Arizona	Arizona State University
California	California State University, Northridge Chapman University * University of the Pacific * Colorado State University * Naropa University
Colorado	Howard University
District of Columbia	* Florida State University
Florida	* University of Miami * Georgia College & State University * University of Georgia
Georgia	* Illinois State University Western Illinois University
Illinois	Indiana-Purdue University
Indiana	* St. Mary of the Woods College University of Evansville
Iowa	* University of Iowa Wartburg College
Kansas	* University of Kansas
Kentucky	University of Louisville
Louisiana	* Loyola University
Massachusetts	Anna Maria College Berklee College of Music * Lesley University
Michigan	Eastern Michigan University * Michigan State University * Western Michigan University
Minnesota	Augsburg College * University of Minnesota
Mississippi	Mississippi University for Women William Carey College
Missouri	Drury University Maryville University * University of Missouri, Kansas City
New Jersey	* Montclair State University
New York	Molloy College Nazareth College * New York University

For the most up-to-date list of schools, see the AMTA website at [www.musictherapy.org](http://www.musictherapy.org)

(over)