

Conference Proposal Review Information

For all concurrent session and CMTE proposals, courses will be evaluated and rated by several reviewers in a blind review process using a rubric. Proposals will be evaluated on the following dimensions:

- Course title matches abstract and course description
- Course topic is relevant to our region, with an adequate research base/citations provided with proposal
- Content matches target track & audience
- Instructors appear qualified (blinded information)
- Learning objectives are clear, measurable, & clearly related to CBMT Board Certification Domains (please include relevant BCD e.g. "II.A.5.b To achieve therapeutic goals: apply receptive music methods")
- Content is appropriate to requested length (for CMTEs, course schedule is complete and provides correct # of instructional minutes)
- Content is innovative and unique, based on the presenters' work, experiences, and/or research
- Overall suitability for conference program

Rationale and Explanation of Diversity/Equity/Inclusion Question

It is imperative that all professional and student music therapists consider the sociocultural context of the people with whom they work and the music that is shared, while also maintaining continued awareness of the therapist's personal sociocultural context and how it impacts the clinical work and environment. Music therapists are responsible for continued self-work and learning in this area (see below for related citations from AMTA documents). With this increased understanding of the importance of cultural responsibility within music therapy theory, research, and practice, all conference proposals for 2019 must include a statement of cultural responsiveness that briefly describes the presenter(s) consideration of issues surrounding diversity, equity, and inclusion as they relate to the topic presented. These issues include cultural, individual and role differences as they relate to age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.

Applicants are required to reflect on these issues in their proposal in order for it to be considered. Please note that it is NOT expected that presenters include a diversity/equity/inclusion portion in their presentation, and your answer will not affect your overall proposal score as long as thought and effort is put into it.

Sample Statements:

1) I am a white, middle-class, queer, genderqueer, female at birth, music therapist who works in Philadelphia, often with African-American and white low-income families. As I most often work with people in their homes, I must maintain awareness of the ways in which my more privileged race and class has an effect on my presence in their homes. I am aware that I sometimes carry incorrect assumptions, which I attempt to consciously throw away before I walk in the door, and I make sure to be transparent about anything I don't understand. In my personal life, I do a lot of reading and conversing about systemic inequality in regards to race and class, which has helped me gain a deeper understanding of the ways in which marginalized people are systemically held back through generations.

2) Music therapy professional competences require therapists to 1) demonstrate awareness of one's cultural heritage and its influence on the therapeutic process, 2) select and implement effective culturally based methods for assessment, 3) demonstrate knowledge of and respect for diverse cultural backgrounds, and 4) demonstrate skill in working with culturally diverse populations. The presenter contends that to approach these aims without substantial cultural introspection and exploration of personal and systemic conditioned bias would be in potential harm to the clients we serve. Cultural responsiveness, therein, is deemed as an ethical imperative for music therapy educators and clinical supervisors and cultural humility as a necessary process of self-reflexivity on the part of the therapist as a means of establishing and maintaining constructive therapeutic relationships.

AMTA Code of Ethics:

*2.3.2 The MT refuses to participate in activities that are illegal or inhumane, that violate the civil rights of others, or that discriminate against individuals based upon race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation. **In addition, the MT works to eliminate the effect of biases based on these factors on his or her work.***

AMTA Professional Competencies:

*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.*

17.11 Demonstrate skill in working with culturally diverse populations.

AMTA Non-Discrimination and Equal Opportunity Policy:

*AMTA promotes awareness and knowledge of **how diversity factors may influence** development, behavior, learning, and therapy services.*