

APPENDIX A – FURMAN

AMERICAN MUSIC THERAPY ASSOCIATION PROPOSED POLICIES FOR CANDIDATES FOR NATIONAL OFFICE

Revised 2016

Purpose

These policies were developed to ensure a fair and open election for all candidates and to generate member interest and participation in the election.

Acceptable Activities

- 1) When candidates are introduced at AMTA business meetings, they are encouraged to highlight their motivation for seeking the AMTA office and some of their ideas for what they would do if elected.
- 2) Candidates will submit written biographical statements and answers to questions from the nominating committee to be posted on the AMTA website prior to membership voting. The questions are: (1) Why do you want to be President / Vice President] of AMTA? (2) What do you perceive as the crucial needs to be addressed by our profession: (a) within your term of office, and (b) in the next 10-15 years?
- 3) At the national conference preceding the election the candidates will participate in a “Meet the Candidates” concurrent session to share information and answer questions from the audience moderated by the Nominating Committee Chair, the Past President. Questions will be submitted by interested parties online (we cannot guarantee all submissions are from AMTA members) using a dedicated hashtag, and collated through Facebook and twitter, i.e. #meetAMTAcandidates2016. The committee will work to live stream the session, and make it available for a short period of time after the session concludes for those unable to attend the session. , Appropriate consent from the candidates and session participants will be obtained.
- 4) Candidates may present at conferences, including their own region or other regions, and may answer questions related to their candidacy outside of their presentation time, since presentations should be restricted to their peer-reviewed proposal content. However, no overt campaigning will be allowed.¹
- 5) The 2015 Pilot Project with on line questions and postings will be repeated during this election cycle. See Guidelines for details.

Prohibited Activities and Consequences

- 6) Soliciting or accepting funds for the purpose of campaigning.
- 7) Requesting endorsements.
- 8) Initiating contact (telephone, mail, e-mail, or other internet means of communication) with AMTA members regarding the election.
- 9) Music therapy officials at the National, Regional and State level and employees of AMTA will not endorse a candidate through written, oral, email or any other form of public endorsement.
- 10) Failure to follow these policies will result in review by the Judicial Review Board. This review will include such penalties as disqualification of a candidate and/or voiding the election.

Dissemination

- 11) Each candidate will receive a copy of the guidelines and a statement to sign, certifying that he/she has read the guidelines, promises to abide by them, and will immediately report any deviations of which he/she becomes aware to the Nominating Committee (see page 3 of this document).
- 12) The guidelines will be posted on the AMTA website on the XXXX page.
- 13) Questions concerning these guidelines or other aspects of the election should be addressed to the Nominating Committee Chair, the Past President.

Proposed Guidelines for Posting Questions for and Responses of AMTA Candidates for Elected Office

¹ Overt campaigning is defined as actions, words, or materials with the obvious intent of promoting oneself for a position.

2015, 2017 Pilot Project for Internet Postings

To allow members the opportunity to interact with the candidates, the Nominating Committee will use the AMTA website to post candidates’ responses to questions submitted by members. The AMTA Nominating Committee will use the following guidelines to coordinate all website activity.

Generation and Collection of QUESTIONS:

- The collection of questions for candidates will begin in summer. Enews, the AMTA Facebook page, Twitter, and/or AMTA website announcements will be used to solicit questions from members.

- Both candidates for a given office will answer the same question. Individual questions for one of the candidates for an office will not be allowed.
- Questions from members will be sent to the designated Collector for the Nominating Committee, Andrew Knight at ajknightmtbc@gmail.com
- As needed the Collector will distribute submitted questions to the Nominating Committee for editing (to check spelling, grammar, or clarity) or to verify a question is relevant to the current election. The questions may be edited, and questions of a similar nature may be combined into one question for candidates.
- The Nominating Committee will select one question at a time to be posted with a maximum of two questions posted in a month. Duplicate questions of a previously posted question will not be used.
- In the event no questions are submitted for 10 days, the Nominating Committee will use one of the three to five questions the Nominating Committee developed. This will be done to continue to remind members of the election process.
- The Collector will send the selected question to the candidates for each office, and each candidate will have seven days to create a response.

Preparation of RESPONSES

- Each candidate’s response must be no more than 250 words.
- Candidates will return their response to the designated Collector within seven days. The committee will consider granting an extension of the deadline if a candidate requests additional time to create a response due to an illness, disability, or other unexpected event.
- The Collector will prepare the responses, making them “camera ready,” for posting on the AMTA website. “Camera ready” refers to the layout of the heading, the question, and the responses of each candidate in alphabetical order by last name. The responses will be sent to the attention of Angie Elkins at National Office for posting and copied to Andrea Farbman.

Posting of Questions and Responses

- Responses will be posted within two days of being sent to National Office and will remain on the website until after the election.
- Questions and responses for the candidates for President Elect and for the candidates for Vice President Elect will be posted under separate headings on the website.

Signature Page

I have received a copy of the **American Music Therapy Association Proposed Policies for Candidates for National Office** and I certify I have read them and promise to abide by them. I will immediately report any deviations of which I become aware to the Nominating Committee.

Please return this page to Amy Furman at: afurman@mpls.k12.mn.us or to 6100 Beard Ave S, Edina, MN 55410.

Candidate Name (printed)	Candidate Name (signature)	Date
6-29-2015 Revised 10-12-2016		

PRESIDENT ELECT’S REPORT
Amber Weldon-Stephens, EdS, LPMT, MT-BC

Action Items:

- 1. I recommend the Board of Directors review the revisions to the Bylaws prior to submission to the AMTA membership at the first business meeting concerning the Ethics Board and electronic voting. (See Appendix A)**

APPENDIX A – WELDON-STEPHENS

Proposed Bylaws Changes 2016

Article IX. Additional Boards

Section 1. Ethics Board

c. The Assembly elects six members to the Ethics Board who will serve staggered terms of 4 years. One Ethics Board member will be elected in each even-numbered year, and two Ethics Board members will be elected in each odd-numbered year. The Board Chairperson will be elected annually by the six current Board members.

PROPOSED CHANGE:

c. The Assembly elects **eight** members to the Ethics Board who will serve staggered terms of 4 years. **Two** Ethics Board members will be elected yearly. The Board Chairperson will be elected annually by the **eight** current Board members.

Rationale: The Ethics Board is receiving an increasing number of complaints every year. Many of those complaints are proceeding to the Board's mid-level resolution process which takes a considerable amount of Board member time. In addition, there is potential need for the Board to conduct one or more formal hearings which requires the participation of at least four Board members. Any Board member who may have been involved in discussions of a case prior to the formal hearing is not eligible to participate in the hearing. Therefore, more Board members are needed to assure an adequate pool for the formal hearings.

Article XI. Nominations and Elections

Section 2. Ballots are mailed to the professional members of the Association, to be returned by the date indicated on the ballot, which will be 31 days from the date the ballot is sent. Ballots contain space for write-in candidates for each elected office.

PROPOSED CHANGE:

Section 2. Ballots are mailed or sent electronically to the professional members of the Association, to be returned by the date indicated on the ballot, which will be 31 days from the date the ballot is sent. Ballots contain space for write-in candidates for each elected office.

Rationale: Members have requested this change which will allow for faster processing after the votes have been received, and potentially reduce postage costs. Any electronic voting systems that are considered will be scrutinized for cyber security. Please note, several regions have successfully implemented electronic voting.

4. I recommend the Board of Directors review the definition of Student Membership as listed in the bylaws with regards to graduate students who were formerly professionals and their ability to serve on national committees as their regional representatives.

The question of service for a student member of AMTA after serving as a Professional Member prior to attending graduate school was addressed this year. In question is the clarity of our Bylaws as to what is the definition of "professional service."

Question to clarify:

1. Do we allow MT-BCs the opportunity to serve on national committees, representing their regions if they are student members of AMTA due to attending graduate schools?
2. Do we make Professional Membership mandatory to serve on a national committee as we already have to hold office and to vote?

The bylaws state:

Article III Membership

Section 2. Professional membership is open to music therapists and other professionals interested in music therapy. Such membership provides the privilege of participation in the activities of the Association, on both national and regional levels, including but not limited to the right to vote, to hold office, and to receive the Journal of Music Therapy, Music Therapy Perspectives, and other selected national and regional publications of the Association.

Section 4. Student membership is open to declared music therapy majors enrolled in AMTA approved schools or other interested students. Such membership provides the privilege of participation in the activities of the Association, on both national and regional levels, and the right to receive the Journal of Music Therapy, Music Therapy Perspectives, and other selected national and regional publications of the Association. Student membership does not include the right to vote or to hold office at the national level. Such rights at the regional level are specified by the regional bylaws

Could change the following in Section 4: Student membership is open to declared music therapy majors enrolled in AMTA-approved schools or other interested students. Such membership provides the privilege of participation in the activities of the Association, on both national and regional levels, and the right to receive the Journal of Music Therapy, Music Therapy Perspectives, and other selected national and regional publications of the Association. Student membership does not include the right to vote, to serve on a national committee, or to hold office at the national level. Such rights at the regional level are specified by the regional bylaws.

HISTORIAN/PARLIAMENTARIAN'S REPORT

Bryan Hunter, PhD, LCAT, MT-BC

I submitted the following motion and rationale to the Board of Directors at its June mid-year meeting.

Motion: Resolved, that the AMTA Board of Directors appoint a task force of 3-5 persons to study and make a recommendation to the board regarding the feasibility of restructuring board membership to include one voting representative from each region from the Assembly of Delegates (7 seats in place of the current 4). Possible models include, but are not limited to, the Regional Presidents, Regional Past-Presidents, and Regional Presidents-elect. Priority consideration should be given to the Regional Presidents model.

Rationale:

The national agenda items listed in the section above are critical and require a coordinated effort that demands resources of time, personnel, and finances. Furthermore, regional business is growing in complexity requiring more assistance from the national office. Thus, an organizational structural change is needed to ensure that collaboration and coordination occurs at the national, regional, and state levels. The Regional Presidents (or possibly their designees), seated as voting Board of Director members, would be best suited to view how regional efforts could be brought to bear on the agenda items above and future ones affecting AMTA's mission.

The Board discussed the motion and voted on it, but did not pass it. Jean Nemeth proposed the following motion which was discussed and passed:

MOTION: Resolve, that the AMTA Board of Directors appoint a task force to study and make a recommendation to this board regarding the feasibility of restructuring board membership, to include one voting representative from each region from the Assembly of Delegates.

The task force has not yet been appointed, and I would encourage anyone interested in working on it to contact President Geiger.

I continue to believe that a board restructuring to align national, regional, and state efforts is critical to allow AMTA to address the future challenges and opportunities for growing the profession.

Action Item:

Motion to reconsider the above motion by Jean Nemeth with the following articulation:

Resolve, that the AMTA Board of Directors appoint a task force to study and make a recommendation to this board regarding the feasibility of restructuring board membership, to include one voting representative from each region from the Assembly of Delegates; and evaluate the possibility of that representative being the Regional Past-President.

MASTER'S LEVEL ENTRY SUBCOMMITTEE REPORT

Mary Ellen Wylie, PhD, MT-BC

The members of the MLE Subcommittee are:

Ron Borczon; Jim Borling; Cynthia Briggs; Jane Creagan; Amy Furman; Michelle Hairston; Marcus Hughes; Bryan Hunter; Ed Kahler; Ronna Kaplan; Eve Montague; Christine Neugebauer; Angie Snell; Mary Ellen Wylie (Chair)

This year members of the MLE Subcommittee have been involved in various tasks. Following is an update on the work of the Subcommittee and a look ahead to work in 2017.

Pro Bono Analytics

Pro Bono Analytics is a volunteer organization staffed by members of the Institute for Operations Research and the Management Sciences (INFORMS), the professional organization that deals with the application of advanced analytical methods to help make better decisions. Pro Bono Analytics consists of volunteers who assist nonprofit organizations.

In the spring of 2016, AMTA set up a formal agreement to work with Pro Bono Analytics, and Adam Clark was assigned to be our coach. He will ultimately create a spreadsheet and decision model for the MLE to use. This decision model will provide another tool for us as we continue to explore the issue of master's level entry.

During the summer, a Pro Bono Workgroup consisting of MLE members Amy Furman, Angie Snell, Jane Creagan, Bryan Hunter, and Mary Ellen Wylie began working with Adam Clark. He introduced the work group to a decision analysis method which employs 7 steps. Adam explained that the goal of this model is to be a reference for a decision, and the model will also serve as a record of our thinking as we progress through the steps. When finished, we should be very close to a "Decision Document."

The work group has focused on steps 1 and 2. The first step is: *Define our goal/objective for what we are trying to accomplish.* The work group used the MLE Essential Components/Core Values, and the definition of a 21st Century music therapist to develop the following fundamental objective statement: *The goal of the Pro Bono Workgroup is to ensure that credentialed music therapy professionals are skilled musicians and competent clinicians with the required theoretical understanding to apply music therapy to the best benefit of the patient in the ever-innovating field of music therapy, while not levying undue financial burden on the practitioner, client or other stakeholders.*

Next, Adam asked the workgroup to provide the ideal characteristics of a successful educational program, and its impact on music therapy professionals. These characteristics are being used in step 2 which is: Develop measures for each characteristic. Eight characteristics were identified during this analysis. These characteristics focus on the potential benefits and/or costs of a possible change in educational preparation. Characteristics include Music Skills Competency and Financial Burden. Currently, the workgroup is focused on developing various measures to be used in Step 2, and the goal is to complete Step 2 by early November.

Select Survey Information

In the last year two surveys were created by the MLE Subcommittee. One survey was sent to two groups of music therapy educators, educational Program Directors (PD) and Fulltime Faculty (FF) members. The second survey was sent to two groups of internship supervisors, National Roster (NR) and University Affiliated (UA) supervisors. The Subcommittee is working on summarizing numerical data and content analysis of the written comments. Stephen Demanchick from Nazareth College is assisting us with data analysis.

The purpose of the surveys was to gather information on: the current status of educational and internship programs in the U.S., the educational preparation of undergraduates and equivalency only students, the post-internship employment or educational activity of students, and the current views of educators' and internship supervisors' on Master's Level Entry. The two surveys have generated a substantial amount of information, and a report of all responses to the various questions is not feasible for this report. Therefore, we would like to share information on educational preparation of undergraduates and equivalency only students and the current views of educators' and internship supervisors' on Master's Level Entry.

To give you some information about the respondents, the response rate to the surveys was very good. A total of 142 Educators completed the survey (100% of Program Directors and 89% of Fulltime Faculty members), and a total of 269 Internship Supervisors responded (88% of National Roster and 51.4% of University Affiliated supervisors).

Educational Preparation

One purpose of the surveys was to gather information on the educational preparation of undergraduates and equivalency only students. Questions were posed for educators and internship supervisors on several aspects of preparation. One focus was surveying the views of educators and internship supervisors on the functional music skills of concluding seniors or equivalency only students ready to begin the internship. Educators and internship supervisors rated the functional music skills (including technology skills) of concluding seniors or equivalency only students using a 5 point scale: poor, fair, average, good, or excellent. A comparison of educator and internship supervisor mean ratings shows similarities. With 3.0 being the mid-point of the 5 point scale or average, and if the average range is defined as 2.5 to 3.4, then most of these skills were rated as average. A follow-up question might be is average a sufficient level of preparation for the internship?

Overall functional piano skills were considered the weakest functional skill area, while functional vocal skills were considered the strongest skill area (see bar graph). Additionally, 86% of both NR and UA internship supervisors indicated all of these functional music skills (piano, guitar, percussion, voice, & technology) were applicable to or used in the internship.

As another indicator of preparation, educators were asked if undergraduate or equivalency only students demonstrated professional maturity (self-awareness, authenticity, and empathy). 64% of PDs and 53% of FFs felt a vast majority (76-100%) of concluding seniors or equivalency only students demonstrated the professional maturity necessary to interact therapeutically in most clinical settings. While over half of the educators believe that these students demonstrate the needed professional maturity, there remains a question as to whether training at the undergraduate (or equivalency only) level adequately provides the necessary clinical skills.

Internship supervisors were asked to characterize interns' prerequisite clinical foundation skills (therapeutic applications, principles and relationships) at the beginning of the internship using a 5-point scale from poor to excellent. The ratings of NR and UA supervisors were similar and indicate students have the prerequisite clinical foundation skills at the beginning of the internship. 85% of NR and 86% of UA supervisors reported that at the start of the internship student prerequisite clinical foundation skills were average, good, or excellent.

In addition, internship supervisors were asked to rate (using a 4-point strongly disagree to strongly agree scale) their interns development by the conclusion of the internship. Six entry level skills were the focus; for each skill a significant number of supervisors agreed or strongly agreed that interns developed that skill by the conclusion of the internship, and the agreement between NR and UA supervisors was strong.

Internship supervisors were also asked if they observed differences between Bachelor's/Equivalency only interns and Equivalency/Master's interns. Just over half of supervisors (60% of NR and 56% of UA) indicated they had observed differences, 20% of supervisors indicated they had not, and 25% or less (19% NR and 25% UA) indicated they were unsure. Respondents who indicated they observed differences were also asked to explain their answer. Comments and explanations appeared to fall within 12 categories. Nine of those categories identified Master's/

Master's Equivalency students as displaying more advancement in some area or skill. Those categories were in order:

- 1) more emotional maturity and/or life experience (56 responses)
- 2) a deeper understanding of concepts, applications, and/or theory behind therapeutic interventions (24 responses)
- 3) more competent musically and/or shows more musicianship (13 responses)
- 4) more self-awareness and/or awareness of their environment/client (10 responses)
- 5) more professionalism (9 responses)
- 6) better communication/ verbal processing skills (8 responses)
- 7) more confidence/ self-assuredness (7 responses)
- 8) more independent compared to undergraduate students who needed "hand holding" (7 responses).
- 9) more critical thinking skills (3 responses)

In contrast, three of the top 12 response categories were contrary indicating Master's Equivalency students were less developed than Bachelor's/Equivalency only students, and the Master's/Equivalency students:

- 1) have a lack of knowledge or clinical skills and/or are less prepared (19 responses)
- 2) have less developed functional music skills (9 responses)
- 3) did not have enough time to learn/train/ gain experience or have overall less pre-internship clinical experience than UG students. (7 responses)

The majority of responses support the idea that M/ ME students are more developed, but there is not 100% consistency, and a large minority of respondents felt strongly that Master's Equivalency students specifically had a lack of development due to circumstantial constraints of their education.

Views on the Proposed Master's Level Entry

The Subcommittee wanted to know the views of educators' and internship supervisors' on the proposed Master's Level Entry. Participants were asked if they supported a move to Master's Level Entry. A total of 343 people responded to this question by indicating yes, no or unsure. About half of all educators (46% & 53%) said yes. About one-third of all educators said no, and less than one-quarter were unsure. The percentage of all internship supervisors indicating yes was half or greater. Less than ¼ of all internship supervisors selected no and about ¼ were unsure.

Respondents were invited to provide any explanation for the option they selected. Additional statements were presented for all three options. Some participants wrote longer explanations that addressed more than one topic; therefore, written responses were subdivided to reflect the various topics of their comments.

A total of 34 educators added a written explanation for answering "yes" to the question, and the top 5 explanations were:

- 1) more preparation of students is needed focusing on more time to prepare and time needed to prepare for certain jobs as in mental health facilities (14 responses),
- 2) the current curriculum is full (11 responses),
- 3) other professionals in allied health or the creative arts are required to have a Master's degree (9 responses),
- 4) graduates will be more mature (5 responses), and
- 5) it will benefit clients (3 responses).

Twenty-three explanations were given by educators for selecting "no" to the question, and the top 5 reasons were:

- 1) it will result in fewer graduates and people in the workforce, and one person mentioned this goes against the mission of AMTA to provide access to quality services (6 responses),
- 2) the current curriculum is rigorous and may only need some revisions (6 responses),
- 3) the cost of the MLE (5 responses),
- 4) the proposed model has flaws (4 responses), and
- 5) we need state recognition or licensure first (4 responses).

Fewer educators (15) provided an explanation for why they selected unsure. The top 5 reasons in this category were: 1) impact on the workforce and salaries, 2) state recognition needed, 3) they could see the pros and cons of a move to the MLE, 4) a multi-level of music practice is needed, and 5) there are issues with the proposed model.

Information needed to reach a decision

Educators and internship supervisors who answered unsure to the question do you support the MLE were asked to indicate what information was needed to reach a decision.

The "unsure" answer was selected by 22% of PDs and 12% of FF educators. If there was more than one content area in a response it was divided and responses were put into the appropriate area. Comments were grouped according to three themes: 1) curriculum, 2) financial/credibility, and 3) miscellaneous.

- 60% of the respondents offered comments about curriculum issues that ranged from what would happen to

the undergraduate degree to asking what the graduate degree would look like, or offering a remark about the internship.

- 17% percent of respondents' comments were about increased wages/credibility or the increased debt the graduate would incur.

- The final 22% of comments were labeled miscellaneous because they did not fit the first two areas and included requests for more information or the statement that no more information is needed.

Internship supervisors were asked to respond to the same question. Twenty-six responses were given by NR supervisors and 23 by UA supervisors. Of the total 49 responses by internship supervisors, 21 (43%) consisted of "Don't Know" or offered an unrelated opinion or comment to the question. The remaining 28 responses can be grouped into a few themes.

- Twelve responses (43%) requested more information about the model, with specific questions about curriculum or the internship.

- Cost was the underlying theme in seven comments (25%) with respondents asking for information on the time and money needed to earn a Master's degree as well as on employment and salaries after earning the graduate degree.

- The third most frequent request (by 5 people) was for research. One person suggested the music therapy research base needed to be developed first before pursuing MLE.

- Others asked that MTs who currently have a Master's be polled or that clinicians be surveyed.

- Others indicated they needed to know the reason or justification for the change.

- The final group of responses fell into an "Other" category and included the need for details of implementation, information on whether or not this is the right time for a change, or a request that a 2-year music therapy assistant course/program be developed.

The number one issue for educators was the curriculum whereas the most number one issue for internship supervisors was the model. Finances was in the second position for both educators and internship supervisors.

Future Work

The MLE Subcommittee will continue the process of summarizing the data to obtain information on the educational preparation of undergraduates and equivalency only students. We will also compile data to learn of the current status of educational and internship programs in the U.S, the post-internship employment or educational activity of students, and the views of educators' and internship supervisors' on Master's Level Entry. In addition, Subcommittee members will be giving 2 presentations at the annual conference; one will be for the Assembly of Delegates, and the other will be a concurrent session for members. Content will include: information about Pro Bono Analytics, the process of analyzing the surveys, selected results from the surveys and future work of the MLE Subcommittee. We are already making plans to again present a concurrent session at each of the regional conferences in the spring of 2017.

In the summer of 2013 and 2014 the Subcommittee members had face-to-face 1 & ½ day long meetings, and we found those meetings to be stimulating, productive, and crucial for discourse and debate. The Subcommittee is planning to have a longer meeting in the summer of 2017 to further discuss all the information we have gathered. Following is a suggested timeline for the remainder of this year and in to next year.

Suggested Timeline

2016

October: Report to Board completed. Presentations for annual conference completed.

November: MLE meets for 4-5 hours on Wednesday, Nov.9. Give presentations at annual conference.

December Follow-up on business from conference

2017

January Work on analysis/ summary of surveys.

February Create MLE presentation for regional conferences. Pro Bono Workgroup completes its work and Decision Model completed.

March Presentations at regional conferences. MLE works with Decision model.

April Presentations at regional conferences. Work on analysis/ summary of surveys.

May Complete report of the surveys. Plan for a MLE meeting in June. Answer any remaining "Not Yet Investigated" questions

June 4 day retreat of MLE

August - October Work on a final report to the Board of Directors.

November Present report to the Board. Presentations for the Board of Directors, Assembly of Delegates and members.

We always welcome your input and ideas.
Respectfully Submitted,
Mary Ellen Wylie, PhD, MT-BC
Chair, MLE Subcommittee