

QUALITY, INTEGRITY AND PROFESSIONAL
COMMITMENT IN MUSIC THERAPY



THE CERTIFICATION BOARD
FOR MUSIC THERAPISTS

RECERTIFICATION MANUAL

SIXTH EDITION
2015

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INTRODUCTION

The Certification Board for Music Therapists

Introduction to the Sixth Edition

The mission of the Certification Board for Music Therapists is to ensure a standard of excellence in the development, implementation, and promotion of an accredited certification program for safe and competent music therapy practice. CBMT will:

- Define and assess the body of knowledge that represents current competent practice in the profession of music therapy;
- Create and maintain the music therapy credentialing process;
- Advocate for recognition of the MT-BC credential and for access to safe and competent practice;
- Provide leadership in music therapy credentialing.

Music therapy is a dynamic profession that continues to expand with new theory, knowledge, and innovative approaches to clinical practice and research. The CBMT is charged with reviewing and modifying the board certification examination and recertification programs to accurately reflect current knowledge and skills in the practice of music therapy.

The professional music therapist who receives and maintains the MT-BC credential is responsible for demonstrating current knowledge and skills in the practice of music therapy by participating in continuing education for recertification or by passing the board certification examination during a five-year cycle.

The Sixth Edition of the Recertification Manual includes current policies and procedures of CBMT and reflects revisions to previous editions. All certificants should adhere to the policies and procedures of the Sixth Edition for their current recertification cycle.

The Sixth Edition reflects the commitment of CBMT to continually review the documents and publications that support the programs of CBMT. The Recertification Manual (Sixth Edition) is designed to support and guide each certificant in the process of:

- 1) constructing a plan for continuing education that leads to Recertification,
- 2) carrying out the plan within the certificant's five-year cycle, and
- 3) documenting the plan in a manner consistent with accepted practice for national recertification programs accredited by NCCA.

PURPOSE OF THE RECERTIFICATION PROGRAM

The MT-BC program of the Certification Board for Music Therapists (CBMT) is fully accredited by the National Commission for Certifying Agencies (NCCA). By establishing and maintaining the recertification program, CBMT is in compliance with NCCA guidelines and standards that require certifying agencies to: 1) have a plan for periodic recertification; and 2) provide evidence that the recertification program is designed to measure or enhance the continuing competence of the individual.

The CBMT recertification program is designed to provide certificants with guidelines to assist them in remaining competent with current practice and further enhancing their knowledge in the profession of music therapy. The recertification program contributes to the professional development of the MT-BC through a program of continuing education, professional development and professional service opportunities. All three recertification categories are reflective of the Practice Analysis Study and relevant to the knowledge, skills and abilities required of the MT-BC. Documentation guidelines in the three categories require applying learning outcomes to certificants' practice and relating them to the CBMT *Board Certification Domains*. Integrating and applying new knowledge with current practice, developing enhanced skills in delivery of services to clients, and enhancing an MT-BC's overall abilities are direct outcomes of the recertification program. To support CBMT's commitment of ensuring the competence of the certificant and protecting the public, certification must be renewed every five years with the accrual of 100 recertification credits.

NCCA accreditation demonstrates that CBMT and its MT-BC program undergoes review to demonstrate compliance with certification standards set by an impartial, objective commission whose primary focus is competency assurance and protection of the consumer. This is valuable information for certificants, employers, government agencies, payers, courts and professional organizations. By participating in the CBMT Recertification Program certificants promote continuing competence in the clinical practice of music therapy.

CBMT BOARD CERTIFICATION DOMAINS

The CBMT *Board Certification Domains* is a profile of knowledge, skills, and abilities of current music therapy practice as identified through the Practice Analysis Study on a five-year cycle. The CBMT *Board Certification Domains* defines current knowledge, skills, and abilities the MT-BC can be expected to possess to practice music therapy. In addition, the CBMT *Board Certification Domains* serves to determine the content for the board certification examination, recertification, and continuing music therapy education providers.

The CBMT *Board Certification Domains* is the result of a lengthy process known as Practice Analysis, which is completed by a committee of music therapy content experts. The Practice Analysis process is coordinated and guided by non-music therapy test development experts hired by the CBMT. The process begins with a

survey of a broad cross-section of music therapists regarding their current music therapy practices. This is conducted once every five years. The survey outcomes serve to inform the remaining Practice Analysis components that include:

- Developing a list of objective and observable task statements considered essential for safe and effective music therapy practice
- Weighing and grouping the task statement into meaningful categories
- Creating the CBMT *Board Certification Domains* document from the categories and task statements
- Determining the percentage of board certification examination questions devoted to each category based on the weight of each statement in a category
- Repeating the process every five years to generate a new CBMT *Board Certification Domains*.

It is the responsibility of the certificant to be familiar and compliant with the items identified in the *CBMT Board Certification Domains*.

SUMMARY

The Recertification Program, initiated in 1988, offers the public an independent objective process that evaluates continuing competence. It is designed to recognize a wide variety of continuing educational and professional experiences that serve to measure or enhance continuing competence. The Recertification Program offers the board certified music therapist the opportunity to maintain and update clinical skills and knowledge, and to document his or her participation in continuing education.

The most notable changes to the Sixth Edition of the Recertification Manual:

- The document previously referred to as the CBMT *Scope of Practice* was renamed. This document is now called the CBMT *Board Certification Domains*.
- Individualized Self-Study is now called Mentored Self-Study.
- Certificants can enter recertification credits, maintain their accounts, and pay their yearly maintenance fees online at www.cbmt.org.
- The Examination Option for Recertification will be an option for recertification through January 1, 2017 at which time all certificants will need to complete 100 Recertification Credits to recertify.
- NBCC and CBMT are no longer acknowledging a reciprocal agreement for claiming Recertification Credits, effective May 2015.

RECERTIFICATION GUIDELINES

The Certification Board for Music Therapists

The Recertification Cycle

A music therapist is initially board certified by successfully passing the board certification examination and therefore earning the credential Music Therapist – Board Certified (MT-BC). The newly credentialed music therapist receives a certificate from CBMT that indicates valid board certification for five years. The MT-BC credential subjects the certificant to the rules and regulations set forth by the CBMT Board of Directors in accordance with NCCA Program Accreditation Standards. **CBMT reserves the right to revoke the certification of any MT-BC found in violation of the standards set forth in the *CBMT Code of Professional Practice* or found practicing outside the parameters defined by the *CBMT Board Certification Domains*.**

Following initial certification, the MT-BC will begin a five-year cycle in which he or she must demonstrate continuing competence by fulfilling recertification requirements as designated by CBMT.

If the conditions for recertification are not completed by the last day of the 5-year cycle, certification will expire. When certification expires, the music therapist must complete the requirements as if a new certificant (apply, pay for, and pass the board certification examination.)

MAINTENANCE FEE STRUCTURE

During each year of the Recertification cycle, the certificant will be assessed an annual maintenance fee. The annual maintenance fee covers the administrative costs of CBMT, including the Recertification Program, the activities of certification and recertification, maintenance and documentation of all certificant records, legislative assistance and other functions performed by CBMT on behalf of certificants. A late fee is assessed when the maintenance fee is overdue.

Board certification is granted when demonstrating competent knowledge and skills, not as a function of fee payment. The certificant remains board certified throughout the five-year cycle, whether or not credits are reported, and whether or not fees are paid. Recertification credits are recorded in the CBMT database, recertification exam applications are accepted, and the *Application for Recertification* is processed only when maintenance fees are up to date. **All maintenance and any accrued late fees must be paid in full by the last day of the five-year cycle in order for the certificant to apply for recertification.**

RECERTIFICATION OPTIONS

Recertification can occur in one of two ways through January 1, 2017. After January 1, 2017, certificants may only recertify through the Recertification Credit Option. The certificant must choose to take the board certification examination in the **fourth** year of the cycle; or complete 100 credits in the areas of Continuing Music Therapy Education (including 3 credits in ethics), Professional Development, and Professional Service.

THE TWO OPTIONS FOR RECERTIFICATION

The MT-BC must choose one of two options for recertification:

Examination Option

(Only through 1/1/17)

Take the CBMT examination in the **fourth** year of the five-year certification cycle.

NOTE: The exam may be taken only in the **fourth** year of the cycle.

or

Recertification Credit Option

Accrue a minimum of **100 recertification credits** during the five-year cycle. These credits must include **3 CMTE credits in ethics.**

The Examination Option

QUICK REFERENCE PROCEDURES

Available option until January 1, 2017

In order to fulfill Recertification requirements using the Exam Option, the certificant must have all items completed and postmarked by the last day of the 5th year of the cycle.

Years 1 through 3

- Pay the yearly maintenance fee online at www.cbmt.org (and late fee if it applies).

Year 4

- Pay the yearly maintenance fee online (and late fee if it applies).
- Complete the certification examination application found in the *Candidate Handbook* or on the website and pay the examination fee.
- Schedule the examination as directed in confirmation letter.
- If results indicate satisfactory competence in the major content areas, the certificant has met requirements for recertification.
- If results indicate deficiencies in one or more of the domain areas certificant must demonstrate remediation in each of the identified areas by participating and documenting recertification credits (CMTEs only) in those deficient domains before the end of the 5-year cycle for recertification.

Year 5

- Pay the yearly maintenance fee online (and late fee if it applies).
- If the exam was not passed in Year 4, document any required recertification credits (CMTEs only) due to domain deficiencies. Complete the *Remediation Credit Form* and submit to CBMT.
- Complete and submit the *Application for Recertification* found at www.cbmt.org on the Recertification tab.
- Certificant is recertified for another 5-year cycle.

THE EXAMINATION AS A RECERTIFICATION OPTION

The CBMT board examination is a valid and reliable measure of current music therapy practice and knowledge and its standardized and widespread administration make it a simple tool for documenting the certificant's knowledge. Each item in the examination item pool must directly relate to one of the task statements outlined on the *CBMT Board Certification Domains*. The CBMT Examination Committee reviews each test item to ensure that it reflects current music therapy practice, relates to the listing of task statements on the *CBMT Board Certification Domains*, and has been psychometrically validated. In this way, both the CBMT examination and the

CBMT *Board Certification Domains* are representative of current music therapy practice and continuing growth within the profession. As a measure of current practice skills, the examination taken for recertification will be different in content and emphasis from any previous version the certificant may have taken.

The examination as a recertification option can be taken only in the fourth year of the certificant's recertification cycle to allow time for remediation should that be necessary. Certificants choosing the examination option must complete the application included in the *Candidate Handbook* or on the CBMT website, and pay all applicable fees. The examination is administered daily at various locations in the country and abroad. An examination application and a listing of assessment centers are available on the CBMT Examination page of the CBMT website.

Certificants are notified immediately of their examination results. Those performing satisfactorily in each of the CBMT *Board Certification Domains* major content areas of the examination will have met recertification requirements.

The examination is also used as a diagnostic tool, indicating strengths and deficiencies in basic knowledge of music therapy content. If there are deficiencies, the certificant remediates them through continuing education programs related to the deficient content areas before the last day of the recertification cycle.

REMEDICATION

Certificants found deficient in one or more content areas must engage in continuing education programs in the identified content area(s). The certificant will be notified of required remediation within 60 days of the examination date. The number of credits required to remediate identified deficiencies will range between 5 and 50, depending on the individual's performance within major content areas. These programs must be completed and reported by the last day of the last year of the certificant's current cycle; that is, by the expiration date on the certificate.

In choosing the examination as the recertification option, the certificant forfeits the ability to use credits earned prior to the examination for recertification purposes. Furthermore, credits earned in the current cycle prior to taking the examination for recertification may not be utilized or applied as remediation for any deficiencies found in the examination.

The Recertification Credit Option

QUICK REFERENCE PROCEDURES

In order to fulfill recertification requirements using the credit option, the certificant must have completed and postmarked all items by the last day of the fifth year of the cycle.

Years 1 through 4

- Pay the yearly maintenance fee online at www.cbmt.org (and late fee if it applies).
- Participate in and document earned recertification credits in the categories of Continuing Music Therapy Education (including 3 credits in ethics), Professional Development, and Professional Service. Maintain paper documentation of these credits.
- Enter and maintain your recertification credits using the Certificant Sign-In on www.cbmt.org.

Year 5

- Pay the yearly maintenance fee online (and late fee if it applies).
- Participate and document recertification credits to reach 100 credits in the categories of Continuing Music Therapy Education (including 3 credits in ethics), Professional Development, and Professional Service.
- Finalize your recertification credits using the Certificant Sign-In on www.cbmt.org.
- Complete the *Application for Recertification* found at www.cbmt.org.
- Maintain paper documentation of recertification credits for at least one year past your five-year recertification cycle in order to comply with random audits conducted by CBMT.
- Comply with the random audit if requested from CBMT.

QUICK REFERENCE SECTION

**NUMBER OF ALLOWABLE CREDITS FOR EACH ACTIVITY
CATEGORY PER FIVE-YEAR CYCLE**

CMTE Credits	
Graduate Coursework, Page 14	100
Graduate courses taken for credit	
Educational Courses, Page 15	100
Participating in workshops, programs, courses, etc.	
Self-Study Courses, Page 18	
Standardized Self-Study	100
Mentored Self-Study (no more than 20 credits per domain area)	60
Short Events, Page 21	25
Music Therapy Conference Credit, Page 22	15
Attendance at national and regional music therapy conferences, 5 CMTE credits per conference. (In addition to all other credits available at conferences.)	
Professional Development Credits, Page 23	80
Maximum 80 credits in combination with Professional Service Credits	
Professional Service Credits, Page 26	20
Maximum 80 credits in combination with Professional Development Credits	

Entering Your Recertification Credits Online

Using the Certificant Sign In, located on the home page of the CBMT website, you can enter and maintain your recertification credits. If you have submitted credits to the CBMT office, you can view them through the Sign In option; feel free to make any additions or edits to your credits. You may also view your recertification status, pay maintenance fees, and update your contact information*. If you have not registered yet, complete the following steps:

1. Sign onto the CBMT website at www.cbmt.org
2. Click on Sign In (3rd button down on the right side)
3. Under the Log In button, you will find the text: “Not registered yet? Sign up here.”
4. Click on “here.”
5. On the next screen, fill in your board certification number and name and click “Register.”
6. After you click “Register,” a temporary password will be emailed to you. Sign in again using your email address and the temporary password. If you cannot find the email with your temporary password in your Inbox, check your Spam folder. After you are signed into your account, you will have the option to reset your password. The link is located in the bottom of the My Profile screen.

* In order to officially change your name in our records, a photocopy of one of the following documents must be sent to the CBMT office: Marriage License, Divorce Decree, Other Court Document; copies of Driver’s License and Social Security Cards are not allowable documents.

Recertification Credit Categories

Three types of Recertification Credits may be earned:

Continuing Music Therapy Education Credits

Professional Development Credits

Professional Service Credits

CONTINUING MUSIC THERAPY EDUCATION (CMTE) CREDITS

The unit of measure for Continuing Music Therapy Education (CMTE) is the CMTE credit. The CMTE credit expresses a variety of different types of learning experiences in terms of a common unit of measure. CMTE credits may be earned via specific music therapy courses as well as courses in related fields that can be directly related to the *CBMT Board Certification Domains*. CMTE credits are defined by the CBMT and applied toward recertification requirements. The content of CMTE credits must relate to the *CBMT Board Certification Domains*. CMTE courses yield 1 CMTE credit for each 50-minute contact hour that involves interaction between the learner and the instructor.

Certificants accrue recertification credits in the following ways:

- 1) Completing graduate coursework in areas related to the *CBMT Board Certification Domains*.
- 2) Attending educational courses, such as workshops, trainings, related conferences, etc.
- 3) Reporting of a refereed journal article
- 4) Designing and completing umbrella groupings
- 5) Completing mentored standardized self-study programs
- 6) Attending short educational events, such as in-service trainings and conference presentations
- 7) Attending regional and national music therapy conferences

Items that are **excluded** when counting hours are as follows:

- 1) Study time spent outside class or seminar
- 2) Time used for reading, etc., that is not required for the completion of a course
- 3) Travel time
- 4) Meeting time devoted to organizational business, committee activities, entertainment, or such social activities as coffee hours, luncheons, dinners, etc. (Time for luncheon or dinner presentation that is integral to the educational experience may be included.)

CMTE Credit Requirement

Up to 100 CMTE credits may be earned toward the total recertification credits required.

To meet recertification requirements, certificants must obtain at least three (3) credits in ethics. These credits may not be in the categories of Professional Development Credits or Professional Service Credits.

The Three-Credit Minimum

Sufficient depth and intensity of experience is considered essential to effective continuing education. For meaningful learning to occur, the learner must have continual, sustained contact, of adequate duration, with the facilitator and materials of the learning experience. For this reason, CMTE credits can be earned in blocks of 3 or more credits.

Four Essential Elements of Continuing Music Therapy Education (CMTE):

- 1) Attendance at the event must be officially documented.
- 2) The event must be of adequate length and intensity to provide an in-depth learning experience.
- 3) The presenter must be qualified to provide a high-quality educational experience.
- 4) The learning objectives being addressed and met must directly relate to the current CBMT *Board Certification Domains*.

The CMTE credit contact hour consists of 50 minutes of direct educational program or contact.

Contact hours are calculated from clock hours (60 minutes). For example, 5 clock hours (300 minutes) is divided by 50 to equal 6 contact hours or 6 CMTE credits.

CMTE credits are not granted in units smaller than 1 credit. Fractions of hours are rounded down, e.g. 5.7 contact hours would be recorded as 5 CMTEs.

CMTE CREDIT FORMULA

clock hours x 60 = actual # of minutes

$\frac{\text{actual number of minutes}}{\div 50 \text{ minutes (contact hour)}} = \# \text{ of CMTE credits to report}$

Remember to ROUND DOWN to the nearest whole number.

Recertification Guidelines

GRADUATE COURSEWORK

The Board Certified Music Therapist may earn up to 100 CMTE credits per cycle for this category.

Certificants may receive CMTE credit for graduate coursework in which they enroll for credit and receive a passing grade. Any coursework claimed for CMTE credit must cover material related to the CBMT *Board Certification Domains*. Graduate credits are converted to CMTE credits as illustrated in the Conversion Table.

CONVERSION TABLE

Graduate Credits	CMTE Credits	Graduate Credits	CMTE Credits
1 semester hour	16	1 quarter hour	11
2 semester hours	33	2 quarter hours	22
3 semester hours	50	3 quarter hours	33
4 semester hours	66	4 quarter hours	44
5 semester hours	83	5 quarter hours	55
6 semester hours	100	6 quarter hours	66
		7 quarter hours	77
		8 quarter hours	88
		9 quarter hours	100

Graduate courses that are **audited** or for which **credit is not given** may be included as a component of a Mentored Self-Study program.

NOTE: Undergraduate coursework taken for credit must be claimed and documented as a Mentored Self-Study, and 20 credits may be awarded.

Required Documentation

The Board Certified Music Therapist may earn up to 100 CMTE credits per cycle for this category.

The required documentation for graduate coursework consists of the official transcript of the grade in the course.

EDUCATIONAL COURSES

The Board Certified Music Therapist may earn up to 100 CMTE credits per cycle for this category.

All educational courses must be at least 3 contact hours in duration. All must relate to the current CBMT *Board Certification Domains*.

Three categories of educational activities are available for CMTE Credits:

- **Approved educational programs;**
- **Non-Approved educational programs; and**
- **Umbrella groupings of related workshops.**

Approved Educational Courses

Approved educational courses are those that are offered by an Approved Provider, or have been approved in advance for CMTE credits by CBMT. Examples include CMTE courses offered at national and regional music therapy conferences and approved workshops. Educational courses can also include interactive, non-standardized, live online/distance-learning experiences. A current list of Approved Providers and current courses is published on the website, www.cbmt.org.

Required Documentation

The Board Certified Music Therapist may earn up to 100 CMTE credits per cycle for this category.

- 1) A copy of the CMTE certificate awarded by the CBMT Approved Provider upon completion of the course

Non-Approved Educational Courses

Non-approved courses may be claimed for CMTE credits. Non-Approved educational courses can also include interactive, non-standardized, live online/distance-learning experiences. The certificant is responsible for justifying the significance and validity of the non-approved course in relation to the domain areas of the examination and the recertification process. Experiences claimed for CMTE credits must meet the following major requirements:

- 1) Adherence of the subject matter to the CBMT *Board Certification Domains*
- 2) Sufficient length and depth of the learning experience

Recertification Guidelines

There is no guarantee the non-approved course submitted for credit will actually be approved. There is no provision for prior consultation or guarantees regarding admissibility of non-approved courses. If audited, such courses will be accepted if adequately documented and if they meet requirements for domain area, contact hours, and other applicable continuing education criteria and guidelines.

CMTE credits are awarded for educational courses based upon the actual number of contact hours involved.

Required Documentation for Non-Approved Educational Courses

- 1) The activity title
- 2) The name of the activity sponsor
- 3) The name of the instructor
- 4) A written summary of the learning experience and its application to music therapy practice and the *CBMT Board Certification Domains* (approximately 250 words)
- 5) A copy of the brochure or syllabus for the activity
- 6) A copy of the certificate or proof of attendance (signature of presenter/presenter)
- 7) The number of contact hours in the activity or program

Report of Refereed Journal Article

The Board Certified Music Therapist may earn up to 20 CMTE credits per cycle for this category. 1 CMTE Credit per article, with a 3 CMTE Credit minimum.

Read an article published in a refereed journal, music therapy or non-music therapy, as long as it relates to the profession and to the *CBMT Board Certification Domains*. The articles must have been published within the certificant's five-year recertification cycle, and may not be part of a course of study or a research project.

Required Documentation for Report of Refereed Journal Article

- 1) Journal Name and Date of Publication
- 2) Article Author and Title
- 3) A written summary of the learning experience and its application to music therapy practice and the *CBMT Board Certification Domains* (approximately 250 words)
- 4) Copy of the Table of Contents in which the article is listed

Umbrella Groupings

The Board Certified Music Therapist may earn up to 100 CMTE credits per cycle for this category.

An umbrella grouping is a group of domain-related events (presentations, seminars, workshops, in-services, etc.) each fewer than 3 contact hours. These must be incorporated under a theme or unifying topic that relates to the *CBMT Board Certification Domains* and results in a total of at least 3 contact hours. It is not the responsibility of the provider nor the CBMT to place these events into umbrella groupings. **Placing events in an umbrella grouping and relating them to the *CBMT Board Certification Domains* is the sole responsibility of the certificant.** The following examples could be combined under a main umbrella topic:

- a. Models of Music Therapy
 - 1 hour – Introduction to G.I.M.
 - 2 hours – Behavioral Music Therapy Techniques
 - 2 hours – Overview of Creative Music Therapy
 - Total: 5 hours = 6 CMTE credits

- b. Therapeutic Drumming
 - 1 hour – African Rhythms
 - 1.5 hours – Facilitating Drum Circles
 - 2 hours – Rhythmic Entrainment
 - Total: 4.5 hours = 5 CMTE credits

- c. Current Issues in Learning Disabilities
 - 2 hours – Current Brain Research in Learning Disabilities
 - 2 hours – Non-verbal Learning Disabilities
 - 1 hour – Facilitating Learning through Music Therapy for Students with Learning Disabilities
 - Total: 5 hours = 6 CMTE credits

Programs that are reported as an umbrella grouping must be reported together and must be completed within a 12-month period of each other.

Required Documentation for Umbrella Groupings

- 1) The activity title
- 2) The name of the activity sponsor
- 3) The name of the instructor
- 4) A written summary of the learning experience and its application to music therapy practice and the *CBMT Board Certification Domains* (approximately 250 words)
- 5) A copy of the brochure or syllabus for the activity

Recertification Guidelines

- 6) A copy of the certificate or proof of attendance (signature of presenter/presider)
- 7) The number of contact hours in the activity or program
- 8) Umbrella groupings must list the unifying topic, session titles, date(s), and instructor(s) for each session and include items 1 – 7

NOTE: Only one summary is required for umbrella grouping. The summary should tie together all of the sessions listed under an umbrella grouping. The information gained in the sessions should be adequately expressed and the learning occurred should be apparent.

SELF-STUDY COURSES

The Self-Study option is designed to offer flexibility and provide continuing education opportunities to certificants for whom other options are not possible or practical. The two categories in the Self-Study option are Standardized Self-Study and Mentored Self-Study.

Standardized Self-Study Courses

The Board Certified Music Therapist may earn up to 100 CMTE credits per cycle for participating in Standardized Self-Study courses.

Standardized Self-Study consists of a prepared and programmed course of study relating to specific areas of the CBMT *Board Certification Domains*. Standardized Self-Study courses may be offered by Approved Providers or by a non-approved agency, institution, or association that offers programs that relate to CBMT *Board Certification Domains*.

Examples of Standardized Self-Study courses include:

- multi-media home study packages designed for individual use
- web-based learning
- other courses designed in a standardized format

The format for Standardized Self-Study usually consists of a mixed-media learning package with provisions for learner participation in the form of tests, papers, reports, etc.

Required Documentation for Self-Study Courses

The Board Certified Music Therapist may earn up to 100 CMTE credits per cycle for this category.

Approved Standardized Self-Study

- 1) Certificate of completion provided to the certificant by the provider of the Standardized Self-Study course

Non-Approved Standardized Self-Study

- 1) The activity title
- 2) The name of the activity sponsor
- 3) A written summary of the learning experience and its application to music therapy practice and the *CBMT Board Certification Domains* (approximately 250 words)
- 4) A copy of the brochure, literature or syllabus pertaining to the activity
- 5) A copy of the certificate or proof of attendance (see Glossary)
- 6) The number of contact hours in the activity or program

Mentored Self-Study

The Board Certified Music Therapist may earn up to 60 CMTE credits per cycle for engaging in Mentored Self-Study Courses, with no more than 20 CMTE credits accrued in a single domain area of the CBMT Board Certification Domains.

Mentored Self-Study consists of an individualized course of study appropriate to specific educational goals of the certificant and that relate to the *CBMT Board Certification Domains*. Mentored Self-Study is conducted under the supervision of a qualified mentor selected by the certificant.

Guidelines for use in developing Mentored Self-Study courses are outlined below. In developing a program for self-study, the certificant first must identify an area of growth and study related to the *CBMT Board Certification Domains*. Areas of study can cover a wide range of planned experiences. Once an area has been chosen, the certificant selects a qualified person to serve as a mentor. The mentor serves as clinical supervisor, teacher, or guide throughout the learning experience. The mentor should be an expert in the field of study; and must possess knowledge, expertise, and qualifications adequate and appropriate for the experience.

Certificants who design Mentored Self-Study courses must adhere to the following criteria, procedures, and guidelines:

1. The certificant and a mentor will prepare a joint written plan containing the following:
 - a) Statement of purpose(s) of the course of study, indicating a needs statement and a goals statement
 - b) Statement indicating the mentor's competence in the area(s) of study to be undertaken and the certificant's ability and readiness to pursue the study;
 - c) Learning objectives for the certificant that relate directly to the *CBMT Board Certification Domains* and are stated using measurable verbs;
 - d) Description of specific strategies and educational materials to be used in the course of study;
 - e) Statement describing how evaluation of learning outcomes will be documented;

Recertification Guidelines

- f) Rationale for the amount of CMTEs claimed, including method of calculation in determining number of hours required to meet learning objectives;
2. The certificant and mentor will design and implement a structured educational experience consistent in content and method with the stated objectives.
3. The certificant and mentor will each write one or two paragraphs evaluating the effectiveness of the course of study according to the stated objectives and content matter.
4. The certificant and mentor will provide documentation:
 - a) Dates of study
 - b) Amount of time spent in course of study by certificant
 - c) Amount of time spent with mentor (e.g., How often? How long?)
 - d) Procedure used to ensure that the work was done by the certificant claiming credit.
 - e) Signatures of both certificant and mentor.

Undergraduate courses taken for credit or audited graduate courses may be reported for up to 20 CMTE credits in this category.

Examples:

- Music lessons
- Research design
- Assessment development
- Supervision techniques
- Specialty area
- Technology
- Video/audio recordings of conference sessions

At the conclusion of the Mentored Self-Study, the certificant completes the Final Evaluation Form. This form contains all of the necessary documentation of the Mentored Self-Study. The certificant and mentor must document in writing the undertaking and accomplishment of every aspect of the program, and assume responsibility for their endeavor. The form should be retained in the certificant's file as part of the documentation required for CBMT audit.

Required Documentation for Mentored Self-Study

The Board Certified Music Therapist may earn up to 60 CMTE credits per cycle for this category, with no more than 20 CMTE credits accrued in a single content area of the CBMT Board Certification Domains.

Mentored Self-Study

- 1) Mentored Self-Study Final Evaluation Form completed by certificant and mentor

Undergraduate Coursework

- 1) A written rationale for taking the course, its application to music therapy practice, and its relationship to the *CBMT Board Certification Domains* (approximately 250 words)
- 2) An official transcript listing the name of the certificant, the course title, date of the courses, and a passing grade

SHORT EVENTS

The Board Certified Music Therapist may earn up to 25 CMTE credits per cycle for this category.

Live courses valued at fewer than 3 CMTE credits each may be submitted up to a limit of 25 CMTE credits per five-year recertification cycle. The experiences in this category are similar to those applied under the Educational Courses category, except that they are valued at fewer than 3 CMTE credits and have no required evaluation component.

Short events may be combined to form Umbrella groupings if they relate to the same area of the *CBMT Board Certification Domains*.

Required Documentation for Short Events

The Board Certified Music Therapist may earn up to 25 CMTE credits per cycle for this category.

- 1) A certificate or other proof of attendance at the event, with verification of the length of the activity
- 2) The signature of the presenter or presider, or an official certificate of attendance of the workshop or activity is acceptable as proof of attendance. A canceled check, name tag, or copy of workshop material is not acceptable proof of attendance.
- 3) If certificate does not show number of hours/credits being claimed, other documentation showing this (i.e. brochure, schedule) should be included to verify credits.

MUSIC THERAPY CONFERENCE CREDIT

The Board Certified Music Therapist may earn up to 15 CMTE credits per cycle for this category.

CMTE credit is available for attendance at AMTA national and regional music therapy conferences sponsored by national and regional music therapy associations that are CBMT Approved Providers of CMTE credits. These credits are in addition to all CMTE courses and concurrent sessions attended at national and regional conferences. The certificant may earn 5 CMTE credits per conference, with a maximum of 15 CMTE credits per five-year cycle.

Attendance at any other conference, including state and local music therapy association conferences and meetings, should be documented under Educational Courses for conference attendance greater than 3 hours and under Short Events for conference attendance less than 3 hours.

Required Documentation for Music Therapy Conference Credit

The Board Certified Music Therapist may earn up to 15 CMTE credits per cycle for this category.

An official certificate of attendance provided by the sponsoring association showing name of certificant attending the conference, name and date (month, day(s), year) of music therapy conference, Statement of Relationship, name of sponsoring association and CBMT Approved Provider number is required.

PROFESSIONAL DEVELOPMENT CREDITS

The Board Certified Music Therapist may earn up to 80 credits per cycle for this category. NOTE: The total number that may be earned for Professional Development and Professional Service combined is 80 credits.

Professional Development credits awarded should reflect a reasonable estimate of time spent in that activity. No attempt is made to give credit for actual number of hours spent.

Broadly speaking, these credits will fall into two categories:

- A. Publications
- B. Presentations and Program Development

A. PUBLICATIONS

1. Publication of a monograph or scholarly book **80 Credits**
2. Completion of a thesis or dissertation **80 Credits**
3. Publication of a chapter of a book **50 Credits**
4. Publication of an article in a refereed journal **50 Credits**
Note: See Glossary for definitions of refereed and non-refereed journals.
5. Submission of a substantial Federal, State or major foundation grant **50 Credits**
Note: Substantial grant is equal to \$5000.00 or greater amount. Lesser amount would be considered if there was substantial work involved.
6. Publication of an article in a non-refereed journal **10 Credits**
Note: See Glossary for definitions of refereed and non-refereed journals
7. Book review published in a refereed journal **10 Credits**
8. Original music composition **5 Credits per composition, limited to 20 Credits per cycle**

Required Documentation for Professional Development Credits

The Board Certified Music Therapist may earn up to 80 credits per cycle for this category.

Publications

- 1) Publication title
- 2) Abstract or outline
- 3) Date of publication
- 4) Type of submission (book, refereed article, thesis, dissertation, e-book, chapter in book, non-refereed article, and book review)

Recertification Guidelines

- 5) Copies of the published title page and copyright page. E-books must have proof of published year.

Dissertation and Theses

- 1) Official transcripts showing completion/acceptance of the document
- 2) If the title is not listed on the transcript, a copy of the title page is also required for documentation.

Book Review Published in a Refereed Journal

- 1) Publication Title
- 2) Verification from the editor that the review will be published

Grant Writing

- 1) Submission of cover sheet of grant
- 2) Grant Table of Contents
- 3) Verification letter from federal or state agency or major foundation signifying that the grant was submitted for review

Original Music Composition

- 1) Musical score of the original composition, at least 16 measures in length and correctly notated by hand or by computer software.
- 2) Audio recording of the composition on audiotape or CD.
- 3) Composition's therapeutic use must be included:
 - a) client population(s) for which appropriate
 - b) therapeutic domain(s) addressed
 - c) at least one specific therapeutic objective within the stated domain(s)
 - d) procedure for implementing the composition to meet the objective(s)

B. PRESENTATIONS AND PROGRAM DEVELOPMENT

1. Development of an AMTA-approved college/university educational program (undergraduate or graduate) **80 Credits**
2. Writing a proposal for an AMTA National Roster Internship Program **50 Credits**
3. Collaborating on the development of a university affiliated clinical training program **30 Credits**
4. Development and implementation of a professional workshop or course of study. This experience refers not to the typical conference presentation, but to the development of a major workshop or professional program that may be presented at any time. Such programs must be at least 3 contact hours in length. **20 Credits**

5. Presenter's first-time offering of a presentation at a professional meeting, conference, or symposium **10 Credits**

NOTE: This provision includes presenting at a poster session or participating on a panel.

Required Documentation for Presentations and Program Development

Presentations

- 1) Title of presentation
- 2) Abstract or program summary of presentation
- 3) Name of sponsoring organization
- 4) Name and date of conference or symposium
- 5) Location of conference or symposium
- 6) Copy of presentation or conference brochure listing the presentation, or other proof of sponsorship

Program Development Courses & Workshops

- 1) Syllabus, bibliography, and/or content outline
- 2) Sponsoring agency
- 3) Location of the program
- 4) Duration of the course or program
- 5) Number of participants
- 6) Copy of brochure (if printed)
- 7) Statement by sponsoring agency that the course was developed and implemented by the certificant

Academic Degree and Internship Programs

- 1) Educational Program: AMTA approval letter for an Educational Program (undergraduate or graduate)
- 2) National Roster Internship Program: AMTA approval letter
- 3) University Affiliated Internship Program: Letter agreeing to the affiliation with the supervising music therapist signed by the University Program Director

PROFESSIONAL SERVICE CREDITS

The Board Certified Music Therapist may earn up to 20 credits per cycle for this category. The total number that may be earned for Professional Development and Professional Service combined is 80 credits.

A. SERVICE TO MUSIC THERAPY ORGANIZATIONS

Maximum 20 credits per cycle in combination with Involvement in External Organizations and Providing Supervision in Internship and Pre-Internship Settings.

Service to the music therapy profession through involvement on boards, committees, and task forces of music therapy organizations qualifies for credit. Examples of music therapy organizations are national, regional, state, and local organizations whose primary purpose is the development or advancement of the field of music therapy. This category of credit may not be used for remediation of deficiencies after taking the examination for recertification. One credit per hour of activity is allowed.

B. INVOLVEMENT IN EXTERNAL ORGANIZATIONS

Maximum 20 credits per cycle in combination with Service to Music Therapy Organizations and Providing Supervision in Internship and Pre-Internship Settings.

Under some circumstances, advocacy of music therapy within external organizations may qualify for credits. Examples are federal organizations and institutions, state review boards, and public service organizations related to healthcare, education, or the arts. For more information, see the explanation of External Organizations that follows. This category of credit may not be used for remediation of deficiencies after taking the examination for recertification. One credit per hour of activity is allowed.

An external organization is one whose primary purpose and function is not the development or advancement of the field of music therapy. Among the types of representation eligible for credit are: membership or involvement on a governing, advisory, or review board, or board of directors of an agency or organization such as a hospital, special education school, custodial care facility, or community arts program for persons with disabilities. Testimony before state and federal legislative or executive bodies or committees and/or drafting legislation would also be included in this category, as would the preparation of materials for obtaining third party reimbursement.

NOTE: See Glossary for definitions of third party reimbursement and legislative testimony.

To receive credit for representation of the music therapy profession to external organizations, the certificant must demonstrate that:

- a) the mission of the organization concerns growth, development, or maintenance of quality of life in human services delivery; and
- b) the position required advocacy or representation by an individual with the professional knowledge and skills of a music therapist.

Required Documentation for Professional Service Credits

The Board Certified Music Therapist may earn up to 20 credits for Professional Service. The total number of Professional Development and Professional Service credits shall not exceed 80 credits.

Service to Music Therapy Organizations

The Board Certified Music Therapist may earn up to 20 credits per cycle in this category in combination with Involvement in External Organizations and Supervision in Internship and Pre-internship settings.

- 1) Statement of the mission of the organization
- 2) Documentation of time spent in organizational activities
- 3) Signature of chief presiding officer or committee chair of the organization indicating the time devoted by the certificant

Involvement in External Organizations

The Board Certified Music Therapist may earn up to 20 credits per cycle in this category in combination with Service to Music Therapy Organizations and Supervision in Internship and Pre-internship Settings.

For Membership on a Board

- 1) Statement of the mission of the organization
- 2) Statement of the role of the music therapist in this organization
- 3) Statement of abilities and expertise required by this position
- 4) Documentation of time spent in organizational activities
- 5) Signature of chief presiding officer or committee chair of the organization indicating the time devoted by the certificant and the quality of the certificant's participation

For Legislative Testimony

- 1) Title, number and copy of the bill
- 2) Log of time spent preparing and delivering testimony

For Legislative Drafting

- 1) Title, number and copy of the bill
- 2) Date submitted and to whom
- 3) Principal author of legislative draft
- 4) Log of time spent writing and preparing legislative draft

For Third Party Reimbursement (10 credits per submission)

- 1) Proof of reimbursement while maintaining confidentiality in accordance with any applicable laws

C. PROVIDING SUPERVISION IN INTERNSHIP AND PRE-INTERNSHIP SETTINGS

Maximum 20 credits per cycle in combination with Service to Music Therapy Organizations and Involvement in External Organizations.

Supervision provided by music therapy pre-internship supervisors: **1 credit per student, maximum, 5 credits per year, and 20 credits per cycle.**

Supervision provided by music therapy intern supervisors: **4 credits per year while having at least one intern, maximum 20 credits per cycle.**

When students/interns receive supervision from multiple supervisors, each supervisor may claim supervision credit for that student.

If a student is supervised for 2+ years, credits may be submitted for each year.

The internship program may be AMTA-approved or a University affiliated program but must be a music therapy internship.

Required Documentation for Providing Supervision in Internship and Pre-Internship Settings

The Board Certified Music Therapist may earn up to 20 credits per cycle in this category in combination with Service to Music Therapy Organizations and Involvement in External Organizations.

- 1) Signatures of the certificant and her or his supervisor/manager verifying that the certificant provided supervision to pre-intern students and/or interns

ANNUAL REPORTING OF CREDITS

It is the responsibility of all Board Certified Music Therapists to report their individual recertification credits to the CBMT. Certificants who choose the credit option will use a self-reporting format to apprise the CBMT of recertification credits. The certificant should record all credits completed during the previous 12 months, as well as any prior unreported credits. Enter your recertification credits online at www.cbmt.org, but *do not* send verifying documentation unless requested for audit. (A hard copy submission form may be requested from the CBMT office.)

Credits that span two recertification cycles may be claimed only for the cycle during which the activities are completed. Credits that occurred before the current reporting year and previously went unreported (for whatever reason), may be reported as long as they were completed during the current five-year cycle. The certificant should submit all credits earned. While 100 credits are required per five-year cycle for recertification, there is no limit on the number of credits that may be reported. A listing of the certificant's total number of credits that have been reported for the current cycle is immediately updated each time a certificant enters his/her credits on the CBMT website.

Acceptance of Credit Claims

When reporting credits, certificants should keep all related paper documentation on file. Documentation will be required only when a certificant is selected for audit. If selected for audit, the certificant will receive a letter requesting materials. Except in the case of graduate and/or undergraduate coursework, which requires an official transcript, a certificant, should send only *copies* of documentation, *not* originals.

Retention of Documentation

It is highly recommended that each certificant maintain a documentation file for recertification credits. When credits are completed, the certificant should save required documentation in this file so that it will be available for audit, if necessary. Upon audit, activities will *not* be allowed for credit unless the required documentation can be provided. All documentation and records must be retained for at least one year beyond the certificant's current five-year recertification cycle.

AUDIT PROCEDURE

Ultimately, it is the responsibility of the CBMT to uphold and enforce the high standards that have been set for the recertification program. The random audit procedure is the mechanism used for this task.

The CBMT audit is conducted each year. A percentage of all certificants who have reported credits are randomly selected to participate. Every certificant who has reported credits stands an equal chance of being audited regardless of previous audit history. Please note that it is possible that a given individual could be audited more than once in the same five-year recertification cycle.

The audit is conducted in the following manner:

1. A computerized random selection process identifies the names of those persons to be audited from the pool of current certificants.
2. A notification letter is sent to those selected for audit, requesting that copies of documentation of all credits reported to date be sent to the CBMT office by a specified deadline. The reported credits are listed on a computer printout that is mailed to the certificant with the audit notification letter. The CBMT office *must* receive materials by the specified deadline. Prior to the deadline, a reminder notice is sent to each person who has not yet submitted materials.
3. Through the audit process materials are examined for quality and accuracy. Established audit procedures ensure that all materials are evaluated according to the same standards and by means of identical procedures. The procedure typically results in one of the following outcomes:
 - Credits are accepted as reported
 - Some or all credits are denied (often due to lack of proper documentation)
 - Errors in calculating amount of credits are corrected
 - Credits not placed in the proper category are moved
4. A letter is sent to the certificant indicating the results of the audit. Each certificant audited has the opportunity to request clarification or reconsideration of audit results.
5. If there is no response or question regarding audit results within the specified time limit outlined in the letter sent from CBMT, the results of the audit are considered final. The record of credits is changed, if necessary, to reflect results of the audit.

The audit process is random and is *not* a reflection of doubt as to the honesty or accuracy of a certificant's reporting of credits. Financial and staffing limits do not allow the CBMT to audit every claim and it is important that each certificant maintain a complete file of documentation related to continuing music therapy education activities. Responsible, accurate, and complete documentation by certificants will ensure the audit is a simple process of sending copies of materials when requested.

Non-respondents will be subject to future audit. A certificant who fails to respond to a request for documentation for audit will be automatically audited the following year, and each year thereafter until the required documentation is submitted. If a certificant fails to respond to the audit within the five-year cycle, his/her board certification will be revoked.

CBMT APPENDIX

The Certification Board for Music Therapists

- A. *CBMT Board Certification Domains*
- B. *CBMT Code of Professional Practice*
- C. *Glossary*

The CBMT *Board Certification Domains*

The CBMT *Board Certification Domains* is a profile of the current knowledge and skills of music therapy practice. For purposes of Certification and Recertification, this outline serves to define the knowledge and skills that the MT-BC should possess to practice in the field. In this manual, and in other publications of the CBMT, references are made to the *CBMT Board Certification Domains*.

The development of the *CBMT Board Certification Domains* is the product and culmination of a lengthy process known as Practice Analysis. The process is conducted as follows:

- A broad cross-section of music therapists is surveyed regarding their current music therapy practices.
- From the survey, a list of objective and observable task statements is developed. These tasks are considered essential for successful music therapy practice. The items are then weighted and grouped into meaningful categories.
- The groupings result in the *CBMT Board Certification Domains* document. The weights of various categories determine the percentage of Exam questions devoted to each category.
- The entire process is repeated, with a new *CBMT Board Certification Domains* document generated every five years to accurately reflect current practice.

The Practice Analysis process is conducted by a committee of experts in various areas of music therapy clinical practice. The members of the Practice Analysis Committee are selected by the CBMT for their recognized expertise and collective breadth of knowledge in areas of music therapy practice. The Practice Analysis is coordinated and guided by test development experts who are hired by the CBMT.

Each item in the CBMT Examination item pool must relate directly to one of the task statements derived from the *CBMT Board Certification Domains*. With each new Practice Analysis, the CBMT Examination Committee reviews each test item to ensure that it reflects current practice and relates to the new listing of task statements. In this way, the CBMT Examination and the *CBMT Board Certification Domains* are representative of current music therapy practice.

BOARD CERTIFICATION DOMAINS

FROM THE 2014 MUSIC THERAPY PRACTICE ANALYSIS STUDY, EFFECTIVE APRIL 1, 2015

I. Referral, Assessment, and Treatment Planning: 40 items

A. Referral

1. Utilize or develop appropriate referral protocol for population.
2. Evaluate the appropriateness of a referral for music therapy services.
3. Prioritize referrals according to immediate client needs when appropriate.
4. Educate staff, treatment team, or other professionals regarding appropriate referral criteria for music therapy based on population needs.

B. Assessment

1. Observe client in music and/or non-music settings.
2. Obtain client information from available resources (e.g., client, caregiver, documentation, family members, other professionals, treatment team members).
3. Identify client functioning level, strengths, and areas of need within the following domains:
 - a) cognitive.
 - b) communicative.
 - c) emotional.
 - d) musical.
 - e) physiological.
 - f) psychosocial.
 - g) sensorimotor.
 - h) spiritual.
4. Identify client's:
 - a) active symptoms.
 - b) behaviors.
 - c) clinical history.
 - d) cultural and spiritual background, when indicated.
 - e) family dynamics and support systems.
 - f) learning styles.
 - g) manifestations of affective state.
 - h) music background and skills.
 - i) preferences.
 - j) social and interpersonal relationships.
 - k) stressors related to present status.
 - l) resources.
5. Document intake and assessment information.
6. Understand the possible effects of medical and psychotropic drugs.
7. Select musical assessment tools and procedures.
8. Select non-musical assessment tools and procedures.
9. Adapt existing assessment tools and procedures.
10. Develop assessment tools and procedures.

11. Create an assessment environment or space conducive to the assessment protocol and/or client's needs.
12. Engage client in musical and non-musical experiences to obtain assessment data.
13. Identify client response to different:
 - a) types of musical experiences (e.g., improvising, recreating, composing, and listening) and their variations.
 - b) types of non-musical experiences.
 - c) styles of music.
 - d) elements of music (e.g., tempo, pitch, timbre, melody, harmony, rhythm, meter, dynamics, form, lyrics).

C. Interpret Assessment Information and Communicate Results

1. Evaluate reliability and presence of bias in information from available resources.
2. Identify factors which may impact accuracy of information gathered during assessment (e.g., precipitating events, medications, health considerations).
3. Draw conclusions and make recommendations based on analysis and synthesis of assessment findings.
4. Acknowledge therapist's bias and limitations in interpreting assessment information (e.g., cultural differences, clinical orientation).
5. Communicate assessment findings and recommendations in oral, written, or other forms (e.g., video, audio).

D. Treatment Planning

1. Involve client in the treatment planning process, when appropriate.
2. Consult the following in the treatment planning process:
 - a) clinical and research literature and other resources.
 - b) client's family, caregivers, or personal network, when appropriate.
 - c) other professionals, when appropriate.
3. Coordinate treatment with other professionals.
4. Evaluate the role of music therapy within the overall therapeutic program.
5. Consider length of treatment when establishing client goals and objectives.
6. Establish client goals and objectives that are:
 - a) achievable.
 - b) measurable.
 - c) realistic.
 - d) specific.
 - e) time-bound.

Appendix A

7. Use a data collection system for measuring clinical outcomes to reflect criteria in objective.
 8. Create environment or space conducive to client engagement.
 9. Consider client's age, culture, language, music background, and preferences when designing music therapy experiences.
 10. Design music therapy experiences that address client goals and objectives based on available research; clinical expertise; and the needs, values, and preferences of the client.
 11. Use appropriate musical instruments and equipment consistent with treatment needs.
 12. Use non-music materials consistent with music therapy goals and clients' learning styles (e.g., adaptive devices, visual aids).
 13. Plan sessions of appropriate duration and frequency.
 14. Determine group and/or individual placement based on assessment findings.
 15. Structure and organize music therapy experiences within each session to create therapeutic contour (e.g., transitions, pacing, sequencing, energy level, intensity).
 16. Design programs to reinforce goals and objectives for implementation outside the music therapy setting.
 17. Document treatment plan.
- r) functional independence.
 - s) generalization of skills to other settings.
 - t) grief and loss.
 - u) group cohesion and/or a feeling of group membership.
 - v) impulse control.
 - w) interactive response.
 - x) initiation and self-motivation.
 - y) memory.
 - z) motor skills.
 - aa) musical and other creative responses.
 - ab) neurological and cognitive function.
 - ac) nonverbal expression.
 - ad) on-task behavior.
 - ae) oral motor control.
 - af) pain (i.e., physical, psychological).
 - ag) participation/engagement.
 - ah) physiological symptoms.
 - ai) pragmatics of speech.
 - aj) preparedness for stressful situations.
 - ak) quality of life.
 - al) range of motion.
 - am) reality orientation.
 - an) responsibility for self.
 - ao) self-awareness and insight.
 - ap) self-esteem.
 - aq) sense of self with others.
 - ar) sensorimotor skills.
 - as) sensory integration.
 - at) sensory orientation (i.e., maintenance attention, vigilance).
 - au) sensory perception.
 - av) social skills and interactions.
 - aw) spirituality.
 - ax) spontaneous communication/interactions.
 - ay) strength and endurance.
 - az) support systems.
 - ba) verbal and nonverbal communication.
 - bb) verbal and/or vocal responses.
 - bc) vocal production.
 - bd) wellness.

II. Treatment Implementation and Termination: 70 items

A. Implementation

1. Develop a therapeutic relationship by:
 - a) building trust and rapport.
 - b) being fully present and authentic.
 - c) establishing boundaries and communicating expectations.
 - d) providing ongoing acknowledgement and reflection.
 - e) providing a safe and contained environment.
 - f) recognizing and managing aspects of one's own feelings and behaviors that affect the therapeutic process.
 - g) recognizing and working with transference and countertransference dynamics.
 - h) understanding group dynamics and process.
2. Provide music therapy experiences to address client's:
 - a) ability to empathize.
 - b) ability to use music independently for self-care.
 - c) abuse and trauma.
 - d) activities of daily living.
 - e) adjustment to life changes or temporary or permanent changes in ability.
 - f) aesthetic sensitivity.
 - g) affect, emotions and moods.
 - h) agitation.
 - i) aggression.
 - j) anticipatory grief.
 - k) attention (i.e., focused, sustained, selective, alternating, divided).
 - l) auditory perception.
 - m) autonomy.
 - n) bereavement.
 - o) coping skills.
 - p) development of speech.
 - q) executive functions (e.g., decision making, problem solving).
3. Recognize how the following theoretical orientations inform music therapy practice:
 - a) behavioral.
 - b) cognitive.
 - c) holistic.
 - d) humanistic/existential.
 - e) neuroscience.
 - f) psychodynamic.
4. Recognize how the following music therapy treatment approaches and models inform clinical practice:
 - a) behavioral.
 - b) culture centered.
 - c) community music therapy.
 - d) developmental.
 - e) humanistic.
 - f) improvisational.
 - g) medical.

- h) neurological.
- i) psychodynamic.
- 5. To achieve therapeutic goals:
 - a) apply the elements of music (e.g., tempo, pitch, timbre, melody, harmony, rhythm, meter, dynamics).
 - b) apply receptive music methods.
 - c) apply standard and alternate guitar tunings.
 - d) apply a variety of scales, modes, and harmonic progressions.
 - e) arrange, transpose, or adapt music.
 - f) compose vocal and instrumental music.
 - g) empathize with client's music experience.
 - h) employ active listening.
 - i) employ functional skills with:
 - 1.) voice.
 - 2.) keyboard.
 - 3.) guitar.
 - 4.) percussion instruments.
 - j) employ music relaxation and/or stress reduction techniques.
 - k) exercise leadership and/or group management skills.
 - l) facilitate community building activities.
 - m) facilitate transfer of therapeutic progress into everyday life.
 - n) identify and respond to significant events.
 - o) improvise instrumental and vocally.
 - p) integrate current technology into music therapy practice according to client need.
 - q) integrate movement with music.
 - r) observe client responses.
 - s) provide visual, auditory, or tactile cues.
 - t) provide verbal and nonverbal guidance.
 - u) provide guidance to caregivers and staff to sustain and support the client's therapeutic progress.
 - v) mediate problems among clients within the session.
 - w) select adaptive materials and equipment.
 - x) share musical experience and expression with clients.
 - y) sight-read.
 - z) use creativity and flexibility in meeting client's changing needs.
 - aa) use music to communicate with client.
 - ab) use song and lyric analysis.
 - ac) utilize a varied music repertoire (e.g., blues, classical, folk, jazz, pop) from a variety of cultures and subcultures.

B. Safety

1. Recognize and respond to situations in which there are clear and present dangers to a client and/or others.
2. Recognize the potential harm of music experiences and use them with care.
3. Recognize the potential harm of verbal and physical interventions during music experiences and use them with care.
4. Observe infection control protocols (e.g., universal precautions, disinfecting instruments).
5. Recognize the client populations and health conditions for which music experiences are contraindicated and adapt treatment as indicated.

6. Comply with safety protocols with regard to transport and physical support of clients.
7. Inspect materials and instruments on a regular basis.

C. Termination and Closure

1. Assess potential benefits and detriments of termination.
2. Determine exit criteria.
3. Inform and prepare client.
4. Coordinate termination with a client's overall treatment.
5. Provide a client with transitional support and recommendations.
6. Help client work through feelings about termination.
7. Address client needs during staffing changes (e.g., therapist leaves job, job transfer, leave of absence).

III. Ongoing Documentation and Evaluation of Treatment: 10 items

A. Documentation

1. Develop and use data-gathering techniques and forms.
2. Record client responses, progress, and outcomes.
3. Employ language appropriate to population and facility.
4. Document music therapy termination and follow-up plans.
5. Provide periodic treatment summaries.
6. Adhere to internal and external legal, regulatory, and reimbursement requirements.
7. Provide written documentation that demonstrates evidence-based outcomes related to addressed goals/interventions.

B. Evaluation

1. Identify information that is relevant to client's treatment process.
2. Differentiate between empirical information and therapist's interpretation.
3. Acknowledge therapist's bias and limitations in interpreting information (e.g., cultural differences, clinical orientation).
4. Review treatment plan regularly.
5. Modify treatment plan regularly.
6. Respond to signs of distress (e.g., psychological, physical) and limits of client tolerance to treatment.
7. Analyze all available data to determine effectiveness of therapy.
8. Consult with music therapy and non-music therapy professionals.
9. Communicate with client and/or client's family, caregivers, treatment team, and personal network as appropriate.
10. Make recommendations and referrals as indicated.
11. Compare the client and therapist subjective experience/response to the elements, forms, and structures of music.

IV. Professional Development and Responsibilities: 10 items

A. Professional Development

1. Assess areas for professional growth and set goals.
2. Review current research and literature in music therapy and related disciplines.
3. Participate in continuing education.

Appendix B

4. Engage in collaborative work with colleagues.
5. Seek out and utilize supervision and/or consultation.
6. Expand music skills.
7. Develop and enhance technology skills.

B. Professional Responsibilities

1. Document all treatment related communications.
2. Document all non-treatment related communications.
3. Maintain and expand music repertoire.
4. Interact with the client in an authentic, ethical, and culturally competent manner that respects privacy, dignity, and human rights.
5. Respond to public inquiries about music therapy.
6. Conduct information sharing sessions, such as in-service workshops, for professionals and/or the community.
7. Communicate with colleagues regarding professional issues.
8. Maintain professional and effective working relationships with colleagues and community members.
9. Work within a facility's organizational structure, policies, standards, and procedures.
10. Maintain client confidentiality as required by law (e.g., HIPAA, IDEA).
11. Supervise staff, volunteers, practicum students, or interns.
12. Adhere to the CBMT Code of Professional Practice.
13. Fulfill legal responsibilities associated with professional role (e.g., mandated reporting, release of information).
14. Practice within scope of education, training, and abilities.
15. Maintain equipment and supplies.
16. Engage in business management tasks (e.g., marketing, payroll, contracts, taxes, insurance).
17. Prepare and maintain a music therapy program budget.
18. Prepare accountability documentation for facility administration and/or local, state, and federal agencies.
19. Maintain assigned caseload files (e.g., electronic, digital, audio, video, hard copies) in an orderly manner.
20. Serve as a representative, spokesperson, ambassador, or advocate for the profession of music therapy.

This document, *CBMT Board Certification Domains*, was developed from the results of the 2014 Music Therapy Practice Analysis Study. *CBMT Board Certification Domains* defines the body of knowledge that represents competent practice in the profession of music therapy and identifies what a board certified music therapist, a credentialed MT-BC, may do in practice. Continuing Music Therapy Education credits must relate to an area identified in the *CBMT Board Certification Domains*. This new document will be utilized as the source of reference for exam content, certification, and recertification requirements beginning on April 1, 2015.

CBMT CODE OF PROFESSIONAL PRACTICE

PREAMBLE

The CBMT is a nonprofit organization which provides board certification and recertification for music therapists to practice music therapy. The members of the Board of Directors comprise a diverse group of experts in music therapy. The Board is national in scope and blends both academicians and clinicians for the purpose of establishing rigorous standards which have a basis in a real world practice, and enforcing those standards for the protection of consumers of music therapy services and the public.

The CBMT recognizes that music therapy is not best delivered by any one sub-specialty, or single approach. For this reason, the CBMT represents a comprehensive focus. Certification is offered to therapists from a wide variety of practice areas, who meet high standards to the Practice of Music Therapy. To the extent that standards are rigorously adhered to, it is the aim of the CBMT to be inclusive, and not to be restrictive to any sub-specialty.

Maintenance of board certification will require adherence to the CBMT's Code of Professional Practice. Individuals who fail to meet these requirements may have their certification suspended or revoked. The CBMT does not guarantee the job performance of any individual.

I. COMPLIANCE WITH CODE OF PROFESSIONAL PRACTICE

As a condition of eligibility for and continued maintenance of any CBMT certification, each certificant agrees to the following:

A. Compliance with CBMT Standards, Policies and Procedures

No individual is eligible to apply for or maintain certification unless in compliance with all the CBMT standards, policies and procedures. Each individual bears the burden for showing and maintaining compliance at all times. The CBMT may deny, revoke, or otherwise act upon certification or recertification when an individual is not in compliance with all the CBMT standards, policies, and procedures. Nothing provided herein shall preclude administrative requests by the CBMT for additional information to supplement or complete any application for certification or recertification.

B. Notification

The individual shall notify the CBMT within sixty (60) days of occurrence of any change in name, address, telephone number, and any other facts bearing on eligibility or certification (including but not limited to: filing of any criminal charge, indictment, or litigation; conviction; plea of guilty; plea of nolo contendere; or disciplinary action by a licensing board or professional organization). A certificant shall not make and shall correct immediately any statement concerning the certificant's status which is or becomes inaccurate, untrue, or misleading.

All references to 'days' in the CBMT standards, policies and procedures shall mean calendar days. Communications required by the CBMT must be transmitted by certified mail, return receipt requested, or other verifiable methods of delivery when specified. The certificant agrees to provide the CBMT with confirmation of compliance with the CBMT requirements as requested by the CBMT.

C. Property of the CBMT

The examinations and certificates of the CBMT, the name Certification Board for Music Therapists, and abbreviations relating thereto are all the exclusive property of the CBMT and may not be used in any way without the express prior written consent of the CBMT. In case of suspension, limitation, revocation, or resignation from the CBMT or as otherwise requested by the CBMT, the individual shall immediately relinquish, refrain from using, and correct at the individual's expense any outdated or otherwise inaccurate use of any certificate, logo, emblem, and the CBMT name and related abbreviations. If the individual refuses to relinquish immediately, refrain from using and correct at his or her expense any misuse or misleading use of any of the above items when requested, the individual agrees that the CBMT shall be entitled to obtain all relief permitted by law.

II. APPLICATION AND CERTIFICATION STANDARDS

In order to protect consumers of music therapy services and the public from harm and to insure the validity of the MT-BC credential for the professional and public good, CBMT may revoke or otherwise take action with regard to the application or certification of a certificant in the case of:

- A. Ineligibility for certification, regardless of when the ineligibility is discovered;
- B. Failure to pay fees required by the CBMT;
- C. Unauthorized possession of, use of, or access to the CBMT examinations, certificates, and logos of the CBMT, the name 'Certification Board for Music Therapists', and abbreviations relating thereto, and any other CBMT documents and materials;
- D. Obtaining or attempting to obtain certification or recertification by a false or misleading statement or failure to make a required statement; fraud or deceit in an application, reapplication, representation of event/s, or any other communication to the CBMT;

- E. Misrepresentation of the CBMT certification or certification status;
- F. Failure to provide any written information required by the CBMT;
- G. Failure to maintain confidentiality as required by law;
- H. Gross or repeated negligence or malpractice in professional practice, including sexual relationships with clients, and sexual, physical, social, or financial exploitation;
- I. Limitation or sanction (including but not limited to revocation or suspension by a regulatory board or professional organization) relating to music therapy practice, public health or safety, or music therapy certification or recertification;
- J. The conviction of, plea of guilty or plea of nolo contendere to a felony or misdemeanor related to music therapy practice or public health and safety;
- K. Failure to timely update information to CBMT; or
- L. Other violation of a CBMT standard, policy or procedure as outlined in the CBMT Candidate Handbook, Recertification Manual, or other materials provided to certificants.

III. ESTABLISHMENT OF SPECIAL DISCIPLINARY REVIEW AND DISCIPLINARY HEARING COMMITTEES

- A. Upon the recommendation by the Chair, the CBMT Board of Directors may elect by a majority vote (i) a Disciplinary Review Committee and (ii) a Disciplinary Hearing Committee, to consider alleged violations of any CBMT disciplinary standards set forth in Section II. A-L above or any other CBMT standard, policy, or procedure.
- B. Each of these Committees shall be composed of three members drawn from CBMT certificants.
- C. A committee member's term of office on the committee shall run for three years and may be renewed.
- D. A committee member may serve on only one committee and may not serve on any matter in which his or her impartiality or the presence of actual or apparent conflict of interest might reasonably be questioned.
- E. At all times during the CBMT's handling of the matter, the CBMT must exist as an impartial review body. If at any time during the CBMT's review of a matter, any member of the CBMT Disciplinary Review Committee, Disciplinary Hearing Committee, or Board of Directors identifies a situation where his or her judgment may be biased or impartiality may be compromised, (including employment with a competing organization), the member is required to report such matter to the Executive Director immediately. The Executive Director and Board Chair shall confer to determine whether a conflict exists, and if so, shall replace the member.
- F. Committee action shall be determined by majority vote.
- G. When a committee member is unavailable to serve due to resignation, disqualification, or other circumstance, the Chair of CBMT shall designate another individual to serve as an interim member.

IV. REVIEW AND APPEAL PROCEDURES

A. Submission of Allegations

- i. Allegations of a violation of a CBMT disciplinary standard or other CBMT standard, policy or procedure are to be referred to the Executive Director for disposition. Persons concerned with possible violation of CBMT's rules should identify the persons alleged to be involved and the facts concerning the alleged conduct in as much detail and specificity as possible with available documentation in a written statement addressed to the Executive Director. The statement should identify by name, address and telephone number the person making the information known to the CBMT and others who may have knowledge of the facts and circumstances concerning the alleged conduct. Additional information relating to the content or form of the information may be requested.
- ii. The Executive Director shall make a determination of the substance of the allegations within sixty (60) days and after consultation with counsel.
- iii. If the Executive Director determines that the allegations are frivolous or fail to state a violation of CBMT's standards, the Executive Director shall take no further action and so apprise the Board and the complainant (if any).
- iv. If the Executive Director determines that good cause may exist to question compliance with CBMT's standards, the Executive Director shall transmit the allegations to the Disciplinary Review Committee.

B. Procedures of the Disciplinary Review Committee

- i. The Disciplinary Review Committee shall investigate the allegations after receipt of the documentation from the Executive Director. If the majority of the Committee determines after such investigation that the allegations and facts are inadequate to sustain a finding of a violation of CBMT disciplinary standards, no further adverse action shall be taken. The Board and the complainant (if any) shall be so apprised.
- ii. If the Committee finds by majority vote that good cause exists to question whether a violation of a CBMT disciplinary standard has occurred, the Committee shall transmit a statement of allegations to the certificant by certified mail, return receipt requested, setting forth:
 - a. The applicable standard;
 - b. Of facts constituting the alleged violation of the standard;
 - c. That the certificant may proceed to request: (i) review of written submission by the Disciplinary Hearing Committee; (ii) a telephone conference of the Disciplinary Hearing Committee; or (iii) an in-person hearing (at least held annually proximate to the annual meeting of the CBMT) for the disposition of the allegations, with the certificant bearing his or her own expenses for such matter;
 - d. That the certificant shall have fifteen (15) days after receipt of such statement to notify the Executive Director if he or she disputes the allegations, has comments on available sanctions, and/or requests a written review, telephone conference hearing, or in-person hearing on the record;

e. That, in the event of an oral hearing in person or by phone, the certificant may appear in person with or without the assistance of counsel, may examine and cross-examine any witness under oath, and produce evidence on his or her behalf;

f. That the truth of allegations or failure to respond may result in sanctions including possible revocation of certification; and

g. That if the certificant does not dispute the allegations or request a review hearing, the certificant consents that the Committee may render a decision and apply available sanctions. (Available sanctions are set out in Section V, below.)

iii. The Disciplinary Review Committee may offer the individual the opportunity to negotiate a specific sanction in lieu of proceeding with a written review or hearing. The individual may ask the Disciplinary Review Committee to modify its offer, and the Committee may do so in its sole discretion. Any agreed-upon sanction must be documented in writing and signed by CBMT and the individual. If the individual is unwilling to accept the Disciplinary Review Committee's offer, the requested review or hearing will proceed as provided below.

C. Procedures of the Disciplinary Hearing Committee

i. Written Review. If the individual requests a review by written briefing, the Disciplinary Review Committee will forward the allegations and response of the individual to the Disciplinary Hearing Committee. Written briefing may be submitted within thirty (30) days following receipt of the written review request by the Disciplinary Hearing Committee. The Disciplinary Hearing Committee will render a decision based on the record below and written briefs (if any) without an oral hearing.

ii. Oral Hearing. If the individual requests a hearing:

a. The Disciplinary Review Committee will:

(1) forward the allegations and response of the certificant to the Disciplinary Hearing Committee; and

(2) designate one of its members to present the allegations and any substantiating evidence, examine and cross-examine witness(es) and otherwise present the matter during any hearing of the Disciplinary Hearing Committee.

b. The Disciplinary Hearing Committee shall then:

(1) schedule a telephone or in-person hearing as directed by the certificant;

(2) send by certified mail, return receipt requested, a Notice of Hearing to the certificant. The Notice of Hearing will include a statement of the time and place selected by the Disciplinary Hearing Committee. The certificant may request a modification of the date of the hearing for good cause. Failure to respond to the Notice of Hearing or failure to appear without good cause will be deemed to be the individual's consent for the Disciplinary Hearing Committee to administer any sanction which it considers appropriate.

c. The Disciplinary Hearing Committee shall maintain a verbatim audio and/or video tape or written transcript of any telephone conference or in-person hearing.

d. The CBMT and the certificant may consult with and be represented by counsel, make opening statements, present documents and testimony, examine and cross-examine witnesses under oath, make closing statements, and present written briefs as scheduled by a Disciplinary Hearing Committee.

e. The Disciplinary Hearing Committee shall determine all matters relating to the hearing or review. The hearing or review and related matters shall be determined on the record by majority vote.

f. Formal rules of evidence shall not apply. Relevant evidence may be admitted. Disputed questions of admissibility shall be determined by majority vote of the Disciplinary Hearing Committee.

iii. In all written reviews and oral hearings:

a. The Disciplinary Hearing Committee may accept, reject, or modify the recommendation of the Disciplinary Review Committee, either with respect to the determination of a violation or the recommended sanction.

b. Proof shall be by preponderance of the evidence.

c. Whenever mental or physical disability is alleged, the certificant may be required to undergo a physical or mental examination at the expense of the certificant. The report of such an examination shall become part of the evidence considered.

d. The Disciplinary Hearing Committee shall issue a written decision following the hearing or review and any briefing. The decision shall contain factual findings, legal conclusions, and any sanctions applied. The decision of the Disciplinary Hearing Committee shall be mailed promptly by certified mail, return receipt requested, to the certificant. If the decision rendered by the Disciplinary Hearing Committee is that the allegations are not supported, no further action on them shall occur.

D. Appeal Procedures

i. If the decision rendered by the Disciplinary Hearing Committee is not favorable to the certificant, the certificant may appeal the decision to the CBMT Board of Directors by submitting a written appeal statement within thirty (30) days following receipt of the decision of the Disciplinary Hearing Committee. CBMT may file a written response to the statement of the certificant.

ii. The CBMT Board of Directors by majority vote shall render a decision on the appeal without oral hearing, although written briefing may be submitted by the certificant and CBMT.

iii. The decision of the CBMT Board of Directors shall be rendered in writing following receipt and review of any briefing. The decision shall contain factual findings, legal conclusions, and any sanctions applied and shall be final. The decision shall be transmitted to the certificant by certified mail, return receipt requested.

iv. A Director may not: (a) review a matter at the appeal stage if he/she heard the matter as a member of the Disciplinary Hearing Committee; (b) review any matter in which his/her impartiality might reasonably be questioned, or (c) review any matter which presents an actual, apparent, or potential conflict of interest.

v. In all reviews:

a. The Board of Directors may affirm or overrule and remand the determination of the Disciplinary Hearing Committee.

b. In order to overturn a decision of the Disciplinary Hearing Committee, the individual must demonstrate that the Committee's decision was arbitrary or capricious [e.g., was inappropriate because of: (a) material errors of fact, or (b) failure of the Disciplinary Review Committee or the Disciplinary Hearing Committee to conform to published criteria, policies, or procedures]. Proof is by preponderance of the evidence.

V. SANCTIONS

A. Sanctions for violation of any CBMT standard set forth herein or any other CBMT standard, policy, or procedure may include one or more of:

i. Mandatory remediation through specific education, treatment, and/or supervision;

ii. Written reprimand to be maintained in certificant's permanent file;

iii. Suspension of board certification with the right to re-apply after a specified date;

iv. Probation;

v. Non-renewal of certification;

vi. Revocation of certification; and

vii. Other corrective action.

B. The sanction must reasonably relate to the nature and severity of the violation, focusing on reformation of the conduct of the individual and deterrence of similar conduct by others. The sanction decision may also take into account aggravating circumstances, prior disciplinary history, and mitigating circumstances. No single sanction will be appropriate in all situations.

VI. SUMMARY PROCEDURE

Whenever the Executive Director determines that there is cause to believe that a threat of immediate and irreparable harm to the public exists, the Executive Director shall forward the allegations to the CBMT Board. The Board shall review the matter immediately, and provide telephonic or other expedited notice and review procedure to the certificant. Following such notice and opportunity by the individual to be heard, if the Board determines that a threat of immediate and irreparable injury to the public exists, certification may be suspended for up to ninety (90) days pending a full review as provided herein.

VII. PERIOD OF INELIGIBILITY FOLLOWING REVOCATION

If certification is revoked based on noncompliance with the Code of Professional Practice, then the individual is automatically ineligible to apply for certification or re-certification for the periods of time listed below:

A. In the event of a felony conviction directly related to music therapy practice or public health and/or safety, no earlier than seven (7) years from the exhaustion of appeals or release from confinement (if any), or the end of probation, whichever is later:

B. In any other event, no earlier than five (5) years from the final decision of revocation. After these periods of time, eligibility will be considered as set forth in CBMT's Eligibility Review and Appeal Policy.

After these periods of time, eligibility will be considered as set forth in CBMT's Eligibility Review and Appeal Policy.

VIII. CONTINUING JURISDICTION

CBMT retains jurisdiction to review and issue decisions regarding any matter which occurred prior to the termination, expiration, or relinquishment of certification.

ADOPTED: FEBRUARY 8, 1997

EFFECTIVE DATE: JANUARY 1, 1998

REVISED: FEBRUARY 7, 1998

REVISED: FEBRUARY 8, 2001

REVISED: OCTOBER 4, 2011

Glossary

A

Abstract: An outline or description (of approximately 250 words) that summarizes a presentation or publication being submitted for CMTE credit that is necessary for audit documentation.

Appeal: The process a certificant or applicant undertakes regarding disputes related to admissibility of credits submitted, expiration of certification, revocation of certification, and other adverse decisions.

Appellant: The individual making an appeal.

Applicant: A music therapist or Approved Provider (individual or group) seeking first time board certification or Approved Provider status.

Approved Provider: An institution, agency, or association that is approved by CBMT to issue CMTE credit to certificants for participation in continuing education courses. For more information, please contact the CBMT office.

Audit: A random review of recertification credit reports. Audit participants are selected randomly each year. Every certificant who has reported credits stands equal chance of being audited, regardless of previous audit history. Non-respondents to an audit will be selected for audit each successive year until a response is received or certification expires.

B

BC Status: Credential recognition given to music therapists demonstrating competence through exam or accruing recertification credits. This term is also the name given to the newsletter issued by CBMT to all certificants.

C

CBMT: The Certification Board for Music Therapists, founded in 1983 to enhance the quality, integrity, and professional commitment to Music Therapy.

CBMT Code of Professional Practice: The document by which all board certified music therapists and examination candidates must abide in relation to their professional practice. This document provides the enforceable means of revoking the credential or taking disciplinary action against a certificant should protection of the public require such action.

CBMT Board Certification Domains: This document defines the current knowledge and skills necessary to practice in the music therapy profession. It is the outline of categories covered on the CBMT examination. The *CBMT Board Certification Domains* is the product of a Practice Analysis, which is conducted every 5 years.

CEU: Continuing Education Unit where 1 CEU is equivalent the contact hours contained in 10 CMTEs. A generic unit of continuing education granted by colleges, universities, and other educational institutions.

Certificant: A Board Certified Music Therapist.

Certification Exam: Standardized examination used to measure comprehensiveness of the current *CBMT Board Certification Domains*.

Clinical Supervision: A contractual agreement between a certificant and an outside consultant who provides ongoing clinical feedback on a variety of issues related to the music therapy clinical process as identified in the *CBMT Board Certification Domains*.

Appendix C

Clock hour: 60 minutes, as differentiated from a contact hour for CMTE credits which is 50 minutes.

CMTE: Continuing Music Therapy Education. It is a recertification category where certificants may accrue up to 100 CMTE credits in continuing music therapy education in accordance with the CBMT requirement options.

Conference Credit: 5 CMTE credits available for attendance at national and regional music therapy conferences sponsored by national or regional associations that are Approved Providers of continuing music therapy education courses.

Computation of CMTE credits: See descriptions and formulas in manual under Continuing CMTE Credits.

Contact hour: 50 minutes spent in Continuing Music Therapy Education, a single CMTE credit.

Continuing education: A variety of professional courses and educational pursuits that may serve to enhance competence.

Cycle years: The five years of the certification cycle. The initial cycle begins following satisfactory completion of the certification examination and ends 5 years later.

D

Deficient areas: A domain area in which an examinee has demonstrated a lack of basic knowledge and skills according to results of the CBMT exam.

Documentation: Specific records and information required by the CBMT in the event of an audit of recertification credits.

Domain area: A specific category within the content outline of the examination, e.g. “Assessment and Treatment Planning”, “Treatment Implementation and Termination”, “Ongoing Documentation and Evaluation of Treatment” and “Professional Development and Responsibilities.”

E

Educational courses: Workshops, courses, and programs of at least 3 contact hours in duration or an umbrella of related workshops, courses, and programs each fewer than 3 hours in duration and all of which relate to the CBMT *Board Certification Domains*.

Expired certification: Non-certification of the MT-BC on the last day of his/her current cycle when not in compliance with one or more criteria for recertification.

External organization: One whose primary purpose is not the development of the profession of music therapy. Examples include boards of directors or review boards of hospitals, special education schools, custodial care facilities, or community arts programs for persons with disabilities.

F

First-time course: Initial offering of a professional course, e.g. the first presentation of a newly developed workshop or presentation.

G

Graduate coursework: Graduate level classes taken for credit which relates to the CBMT *Board Certification Domains*.

L

Late fee: Cost assessed by the CBMT to the certificant for each year in which a maintenance fee is overdue.

M

Maintenance fee: Annual cost assessed by the CBMT to the certificant during the current year designed to cover costs of maintaining records and administering the recertification program.

Mentor: A qualified person chosen by a certificant to serve as teacher or guide for a mentored self-study experience; an expert in the field of study.

Mentored Self-Study: An individualized program of study appropriate to specific educational goals of the MT-BC and relating to one domain of the CBMT *Board Certification Domains*. The individualized self-study is conducted under the supervision of a qualified mentor selected by the certificant.

MT-BC: Music Therapist-Board Certified; certificant.

N

NCCA: National Commission for Certifying Agencies.

Non-approved provider: Any institution, agency, or association offering continuing education courses where prior CBMT approval status has not been granted.

Non-refereed journal: A journal where an editor selects items for publication.

Non-respondent: A certificant who fails to respond to a request for documentation for audit.

O

Official Transcript: A sealed document from the registrar of an educational institution that serves as proof of successful completion of academic work.

P

Practice Analysis: A process repeated every five years in which a committee surveys music therapists' current knowledge and skills of music therapy practice. This then generates a new list of knowledge, skills, and abilities considered essential for the successful practice of music therapy.

Presentation: An educational course attended by certificants to receive CMTE credits; a professional course related to the CBMT *Board Certification Domains* and offered for the first time by the certificant to either public or professional audiences.

Professional course: Activities related to the CBMT *Board Certification Domains* which foster professional growth of the certificant.

Professional Conference: Conferences other than national or regional music therapy conferences for which credits can be claimed as educational course credits.

Program development: The development and implementation of a professional course or workshop that must result in an experience of at least 3 contact hours in length. This experience does *not* include the typical conference presentation.

Appendix C

Proof of attendance: A dated form or certificate signed by the presenter or presider that provides written verification of the title, date, and length of a workshop or activity and attendance of the certificant claiming the credits.

Publication: An option as a professional development credit. Examples include a book, a refereed article, a thesis, dissertation, or other published article.

R

Recertification: The process in which certification is re-granted to a MT-BC upon expiration date of five-year cycle.

Recertification cycle: A term of five years during which the MT-BC (certificant) pursues recertification in one of two ways: 1) Taking the certification exam, or 2) accruing 100 recertification credits.

Refereed journal: A journal which employs an editorial board to conduct a blind review of articles submitted for publication (e.g. *Journal of Music Therapy*; *Nordic Journal of Music Therapy*; *Music Therapy Perspectives*, etc.).

Remediation: A process by which a certificant whose CBMT exam results identified deficient domain(s) may complete a minimum number of CMTE credits in the identified area(s) within an allotted year.

S

Short event: An educational course of fewer than 3 contact hours or fewer than 3 CMTE credits.

Sponsoring organization: An agency, institution, or association offering continuing education activities. The sponsoring organization may or may not be an approved provider.

Standardized Self-Study: A prepared and programmed course of study relating to an area of the CBMT *Board Certification Domains*. Standardized Self-Study courses may be offered by an Approved Provider or have been approved by CBMT for CMTE credits or by a qualified agency, institution, association, or other body.

U

Umbrella grouping: A group of workshops, courses, and programs each fewer than 3 contact hours in length which may be incorporated under a unifying theme or topic relating to the CBMT *Board Certification Domains* and which combine to result in a total of at least 3 contact hours.

Undergraduate coursework: Academic work that can be claimed for CMTE credit as a Mentored Self-Study.

Final Evaluation of Mentored Self-Study Course

A. Description of the Self-Study Program:

Name of Student: _____

CBMT Certificate # _____ Number of CMTEs claimed: _____

Name of Mentor: _____

Method(s) used in study program: (e.g.: lessons, supervision, research, course)

Content area or subject of study:

Inclusive Dates of Study: _____

Number of contact hours spent in study activities: _____

Describe the method of calculation used to determine the number of CMTE credits claimed for this study program:

Student's signature below certifies that the statements above are accurate and that this program was conducted in compliance with the CBMT *Code of Professional Practice*.

Signature of Student

Date

B. Summary of Self-Study PROGRAM PLAN (one paragraph only):

Outline on this page the individual elements of the program plan, including:

- a. purpose of the study
- b. statement of student's need for this study program
- c. statement of student's goals for this study program
- d. statement of mentor's competence in the subject area of the study program
- e. statement of student's readiness to pursue the program
- f. explicit behavioral objectives of the student undertaking this program
- g. educational materials used in this program of study

(There is one additional pages to be completed.)

C. Mentor's Statement of Student's Achievement.

Mentor: Write a paragraph or two evaluating the student's learning experience, based upon the stated objectives and content matter. Describe the procedure employed to assure that the work was done by the student, if this is not immediately apparent.

Signature of Mentor

Date

D. Student's Evaluation of the Learning Experience.

Student: Attach to this form an evaluation of your learning experience, based upon the stated objectives and the content of the program. (Maximum: one typed page)
Sign and date the attached page.