



## Music Therapy Board Certification

### Board Certification Domains – 2025: Application User Guide

From the 2024 Music Therapy Practice Analysis Study, Effective October 27, 2025

#### I. How are the Board Certification Domains determined?

A practice analysis identifies tasks, activities, context, and competencies needed for a job role. It updates examinations to ensure they test relevant skills for today's entry-level music therapy professionals.

The practice analysis process that updates the Board Certification Domains every five years consists of three main activities:

- 1. Practice Analysis Committee Meeting** – A gathering of MT-BC subject matter experts (SMEs) to discuss and develop a description of the scope of practice.
- 2. Practice Analysis Survey** – A broad survey conducted among MT-BC practitioners not participating in the SME panel to affirm the task and knowledge statements developed by the committee.
- 3. Development of Examination Specifications** – The formulation of the Board Certification Domains (BCDs), also known as the Exam Content Outline (ECO), by the MT-BC volunteer committee based on the outcomes of the survey.

MT-BC professionals determine the Board Certification Domains, with guidance from psychometricians and exam developers at CBMT's testing vendor.

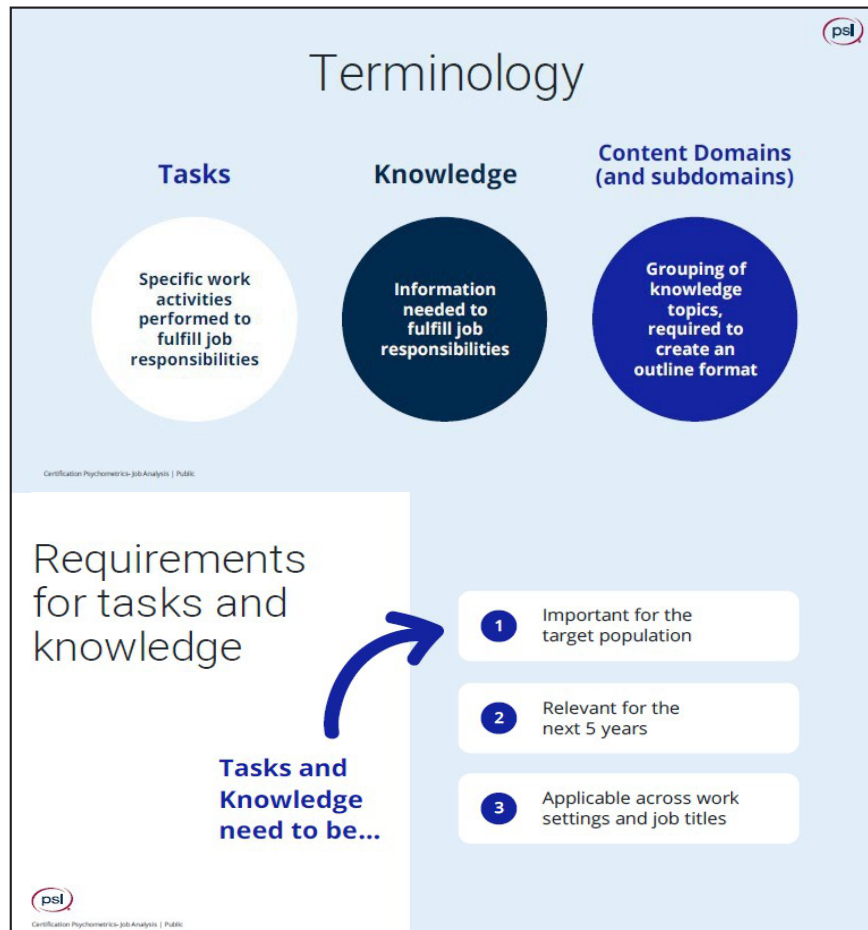
More details regarding the Practice Analysis Process: [Practice Analysis Process](#)

#### II. 2024 Practice Analysis primary outcomes:

- The five competency areas (content domain levels) from the 2019/2020 BCD remain unchanged.

Competency Areas	
1	Safety
2	Referral, Assessment, Interpretation of Assessment, and Treatment Planning
3	Treatment Implementation and Documentation
4	Evaluation and Termination of Treatment
5	Professional Development and Responsibilities

- Survey data defined knowledge areas that allow practitioners to complete tasks related to the job role, along with the number of exam questions for each domain.
- 75 knowledge statements categorized by domain and subdomain structure.
- 69 task statements classified under knowledge statements.



- A two-level classification system was employed to identify the level of cognitive thinking required for safe and effective job role performance. The levels are recall and application/analysis. The committee concluded that application/analysis is more critical and frequently utilized for safe and effective practice than recall.

### Cognitive Complexity Levels

Cognitive Level	Description
1 - Recall	Ability to identify, remember, or recognize specific information
2 - Application/Analysis	Ability to calculate, classify, interpret, or apply knowledge; Ability to analyze information, combine information together to arrive at a solution, and/or evaluate the usefulness of particular solution

Cognitive Level	Minimum Required	Maximum Allowable
Recall	15%	25%
Application/Analysis	75%	85%

Each MT-BC exam form contains between 15% to 25% recall questions and between 75% to 85% application/analysis questions.

### III. Using the Board Certification Domains for MT-BC exam preparation

The Board Certification Domain document outlines domains, subdomains, knowledge statements, task statements, and the number of exam questions by domain. It guides candidates on requirements for success and the exam structure.

		(# of exam questions)
Domain	<b>Domain V: Professional Development and Responsibilities (12 exam items)</b>	
Subdomain	<b>5A. Professional Development</b>	
Knowledge Statements	<b>Knowledge Statements: The knowledge needed to fulfill job responsibilities</b> 5A-1 Resources for continuing education (e.g., lessons, self-study, approved continuing education courses for music therapy) 5A-2 Self-assessment and identification of personal/professional skill development needs (e.g., musicianship, leadership, therapeutic effectiveness) 5A-3 Technological and media advancements in the profession 5A-4 Evidence-based research and current professional practices in music therapy 5A-5 Resources for professional growth (e.g., mentoring, clinical supervision)	
Task Statements	<b>Task Statements: The underlying responsibilities of the music therapist within this domain area</b> 50. Conduct self-assessments and participate in continuing education to address areas of professional growth and prioritize courses of action 51. Develop and expand musicianship, therapeutic effectiveness, leadership skills, and music trend awareness 52. Develop and advance technology and interactive media skills in practice 53. Maintain familiarity with the current research and literature in music therapy and related disciplines 54. Seek and receive clinical and peer supervision to encourage professional growth 55. Seek and provide mentorship as appropriate	

Knowledge Statements and Task Statements were used to write recall and application/analysis cognitive level questions for the MT-BC examination. The BCD document connects both under the domain and subdomain areas.

The Board Certification Domain document provides a comprehensive overview of what will be tested, and both types of “statements” are essential for effective preparation. Knowledge statements describe the information you need to understand, while task statements outline the duties you may be expected to perform within a particular domain of knowledge.

CBMT Approved Providers please note that all opportunities must be related directly to specific areas of the CBMT Board Certification Domains (BCD). Specific areas include the knowledge statements and/or task statements under a domain and/or subdomain as defined by the BCD.

*Questions concerning this document or the CBMT Board Certification Domains should be directed to [info@cbmt.org](mailto:info@cbmt.org).*