

History of AMTA

The first curriculum specifically designed to train music therapists was established in 1944 at Michigan State University. The need to provide standards for hospital musicians trained in clinical music therapy techniques led to the formation of The National Association for Music Therapy (NAMT) in 1950. In 1971, a second national organization for music therapy, the American Association for Music Therapy (AAMT) was established at New York University in New York City. The **American Music Therapy Association** (AMTA) was officially formed on January 1st, 1998 through the unification of NAMT and AAMT. The aim of having one professional association is to lead and represent music therapy with a unified strong voice into the future. In 2010, AMTA celebrated the 60th anniversary of music therapy in the USA. Today, AMTA represents over 3,800 music therapists, affiliated members, and related associates worldwide.

History of AMTAS

In 1963, music therapy students created their first student newsletter, "MT Student", as an attempt to connect students in the nation. In 1977, The National Association for Music Therapy Students was formed. The Student Affairs Advisory Board (SAAB) was created in 1982. In 1984, the SAAB appointed the first SAAB advisor, to advise the NAMTS officers. 1986 brought the first student session at the NAMT national conference, each region performing a "Students say music therapy is..." song. In 1987, the first "Student Handbook" was created. NAMTS participated in the unification of NAMT and AAMT, and in 1998 The American Music Therapy Association Students (AMTAS) was formed. Since 1998, AMTAS created student scholarships, a website, and a Facebook page. They reinstated the President's Challenge, and in 2007 they created their first logo. In 2010, the website was revamped, and the SAAB guidebook was written.

In 2016, AMTAS held its first National Passages Conference. In 2017 AMTAS celebrated it's 40th Anniversary! The new logo was created and the SAAB guidebook was once again revamped.

Definition

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program (AMTA, 2005).

Music therapy is an established healthcare profession that uses music to address physical, emotional, cognitive, and social needs of individuals of all ages. Music therapy improves the quality of life for persons who are well and meets the needs of children and adults with disabilities or illnesses.

Music Therapists

Must have a bachelor's degree or higher in music therapy from one of AMTA's 72 approved colleges and universities, including 1200 hours of clinical training.

Must hold the MT-BC credential, issued through the Certification Board for Music Therapists, which protects the public by ensuring competent practice and requiring continuing education.

Some states also require licensure for board certified music therapists.

Purpose of AMTA

AMTA's mission is to advance public awareness of the benefits of music therapy and increase access to quality music therapy services in a rapidly changing world. In consideration of the diversity of music used in healthcare, special education, and other settings, AMTA unequivocally recommends the unique knowledge and skill of board certified music therapists. (musictherapy.org)

Purpose of AMTAS

AMTAS was created to provide valuable information about music therapy, including what music therapy is, how to get involved in music therapy, and how to begin your journey to becoming a professional music therapist. We are able to do this through a collaboration with the American Music Therapy Association (AMTA), working with them at the regional and national levels. AMTAS believes the future of music therapy begins with students.

Governing Bodies

A 15-member Board of Directors consisting of both elected and appointed officers governs AMTA. Other governing bodies include the Assembly of Delegates and Standing Committees. Assembly of Delegates Policies are set by an Assembly of Delegates consisting of representatives from each of the Association's seven regional chapters. Standing Committees and Boards Fifteen standing committees and three boards represent the following areas:

- Academic Program Approval
- International Relations
- Affiliate Relations
- Membership
- Professional Advocacy
- Workforce Development and Retention
- Clinical Practice Networking
- Association Internship Approval
- Continuing Education
- Diversity and Multiculturalism
- Government Relations
- Reimbursement
- Research
- Standards of Clinical Practice
- Technology
- Ethics Board
- Judicial Review Board
- Student Affairs Advisory

Please visit AMTA's website to learn more about the current tasks of each committee. All fifteen Standing Committees have one appointed student representative.

REGIONS

1. Great Lakes Region, including Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.
www.glamta.org
2. Southeastern Region, including Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.
www.ser-amta.org
3. Mid-Atlantic Region, including Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Virginia, and West Virginia.
www.mar-amta.org
4. Mid-Western Region, including Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, and Wyoming.
www.mw-amta.com
5. New England Region, including Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
www.musictherapynewengland.org
6. Southwestern Region, including New Mexico, Oklahoma, and Texas.
www.swamta.wildapricot.org
7. Western Region, including Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah, and Washington.
www.wramta.org
8. AMTA Students, including all Undergraduate and Graduate Student Members of AMTA.
www.amtas.org



AMTA Conferences

The AMTA hosts one National Conference in the fall and each AMTA region hosts a regional conference in the spring. At conferences, students can attend sessions and concerts, buy instruments and books, and connect with other therapists and students from their own region and across the nation. Students are also welcome to submit conference proposals as well.

Passages

Passages are student-run conferences aimed at giving students, interns, and new professionals practical experience with presentations and research. A national passages is held annually at the fall nation conference prior to its start. Many regions also hold their own annual passages conference. Contact your regional or national executive board for further information about the conference as well as submitting a presentation.

International Music Therapy Conference

The World Federation of Music Therapy (WFMT) hosts an international music therapy conference every three years. Current information can be obtained at www.wfmt.info. The European Confederation of Music Therapy (ECMT) hosts an international conference located in Europe every three years. More details are available at www.musictherapyworld.net. The Canadian Association of Music Therapy hosts an annual music therapy conference in Canada. Visit www.musictherapy.ca. Music Therapy is a growing profession. Many countries around the world have annual music therapy conferences. Visit the international associations' websites to obtain detailed information. Explore the world of music therapy.

International E-Journal: Voices at www.voices.no

AMTA Publications

The major AMTA publications are:

- The Journal of Music Therapy: A quarterly research-oriented journal.
 - Music Therapy Perspectives: A semi-annual, practice-oriented journal
 - Music Therapy Matters: A quarterly online newsletter focusing on AMTA business and current happenings in the field.
 - Music Therapy E-news: An E-newsletter relevant to the profession of music therapy sent out frequently.
 - AMTA-Pro: Online Symposiums from music therapists for music therapists.
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Who is on the Student Affairs Advisory Board?

The Student Affairs Advisory Board consists of the SAAB Advisor and 20 voting members:

- The AMTAS Executive Board (6)
- The President from each individual region (7)
- The Student Affairs Advisor from each region (7)

The SAAB considers any concerns brought to its attention by students or related to students. Professional members of the SAAB are elected/appointed by the students of each region in accordance with its respective Bylaws.

Purpose of SAAB

To examine issues that impact students and to provide a forum where they are able to bring up any concerns. We are working closely with the AMTA Board of Directors. The regional student advisors, and the national student advisor would like to stay in touch and up-to-date with current student life. We would like to hear from you about

- What you think we are doing well as an organization?
- What improvements would you suggest?

Please don't hesitate to contact us and get involved. We are here for you and would like to have you on board!



AMTAS Membership

AMTAS Membership is open to students who are declared music therapy majors enrolled at an AMTA-approved school. Student membership will provide the privilege of participation in the activities of the Association, both on the national and regional levels, and the right to receive the *Journal of Music Therapy*, *Music Therapy Perspectives*, and other selected national and regional publications of the Association. Student membership does not include the right to vote or to hold office at the national level. Such rights at the regional level will be specified by the regional Bylaws.

Benefits of being an AMTAS member are manifold:

- AMTAS keeps you informed
- AMTAS keeps you connected
- AMTAS saves you money
- AMTAS offers leadership opportunities
- Answers questions

To become a member:

Fill out an AMTA Membership Registration Form at www.musictherapy.org

AMTAS Board of Directors

The student association's Board of Directors consists of thirteen (13) voting members and one (1) non-voting member:

- President
- President-Elect
- Vice President
- Secretary
- Treasurer
- Parliamentarian
- Seven (7) Student Representatives, one (1) from each AMTA region, and
- The SAAB Advisor, without the right to vote

Duties for each of the officers may be viewed in the AMTAS Bylaws, available on the AMTAS website or by contacting the AMTAS Parliamentarian.

AMTAS National Executive Board:

President: president.amtas@gmail.com

The President serves as Chief Executive Officer of AMTAS. The President's main responsibilities include overseeing scholarship submissions and acting as a liaison between various organizations and executive boards.

President-Elect:

presidentelect.amtas@gmail.com

The President-Elect's role is to assist the President as requested and study the duties of the President in anticipation of assuming the position. The President-Elect also acts as a correspondent with the Standing Committee Student Representatives.

Vice President:

vicepresident.amtas@gmail.com

The Vice President's main responsibilities include updating the AMTAS website as well as communicating information such as scholarship opportunities, via social media. The VP controls the AMTAS social media accounts and website.

Parliamentarian:

parliamentarian.amtas@gmail.com

The Parliamentarian's duties include ensuring all AMTAS meetings are conducted according to Robert's Rules of Order. The Parliamentarian also reviews the AMTAS Bylaws and presents recommended changes to be approved.

Secretary: secretary.amtas@gmail.com

The Secretary's main responsibility is to keep minutes for all AMTAS and SAAB meetings. In addition, the Secretary

manages the newsletters and podcasts published on the AMTAS website.

Treasurer: treasurer.amtas@gmail.com

The Treasurer is entrusted with the custody and supervision of the financial affairs of AMTAS. The Treasurer's duties include keeping track of creating the budget, overseeing fundraisers and scholarship opportunities, and helping rewrite financial policies and procedures.

SAAB Advisor: advisor.amtas@gmail.com

The role of the student advisor includes chairing the Student Affairs Advisory Board (SAAB). The purpose of SAAB is to provide a forum for bringing up student issues, ideas, and developments. This includes coordinating the AMTAS Executive Board as well as each region's student advisor and President.

Social Media:

Website: <http://www.amtas.org>

Facebook: American Music Therapy Association for Students

(<https://www.facebook.com/American-Music-Therapy-Association-for-Students-1555249938118339/>)

Twitter: @AMTAS

Instagram: @_amtas_

AMTAS Scholarships

See the <http://www.amtas.org/> for deadlines and more information or contact president.amtas@gmail.com

AMTAS President's Challenge

The AMTAS President's Challenge was started as a way for music therapy students to show support for the field and to thank the professionals who have shown support for the students throughout the years. The AMTAS Executive Board is challenging the regional presidents of AMTAS to bring small items that would be useful for a music therapy practice, such as books, CD's, or small musical instruments to the AMTA Conference. These items will then be given to the winner of the President's Challenge to help them start a music therapy practice/program or to supplement a current practice/program.

STARS Awards: Students Taking an Active Role Scholarships

STARS Award – Undergraduate: \$220

STARS Award – Graduate and Equivalency: \$220

STARS AMTA Membership Scholarship: \$150

STARS Internship Allowance Scholarship: \$220

STARS CBMT Scholarship: \$325

The American Music Therapy Association for Students (AMTAS) is pleased to offer FIVE scholarships for AMTA student members. The STARS Awards will be awarded to one undergraduate student and one graduate student. The STARS CBMT Scholarship will be awarded to an intern who will be transitioning to a professional and will cover the cost of sitting for the CBMT exam. The STARS AMTA Membership Scholarship will be awarded to an intern who will be transitioning to a professional to help cover the cost of their first AMTA Professional Membership. The STARS Internship Allowance Scholarship will be awarded to a current intern to help with expenses.

- Applicants must have an interest in being involved in AMTAS at the school, state, regional, and/or national levels.
- STARS Award applications are due September 15th
- These STARS Awards and Scholarships will be presented at the second Student General Business Meeting at the National Conference.

E.T. Gaston Research Competition sponsored by the American Music Therapy Association (AMTA) in cooperation with the Student Affairs Advisory Board. Papers on any topic relevant to the music therapy profession using the philosophical, historical, descriptive, or experiential mode of research are invited. A cash reward of \$500 will be awarded to the winner(s) along with the opportunity to have the revised paper published on the AMTAS website.

AMTA Student Conference Scholar

The AMTA Student Conference Scholar (2 scholarships available) will receive:

- \$250 cash for conference expenses at the upcoming AMTA National Conference
- Free conference registration
- Free participation in CMTE courses and institutes

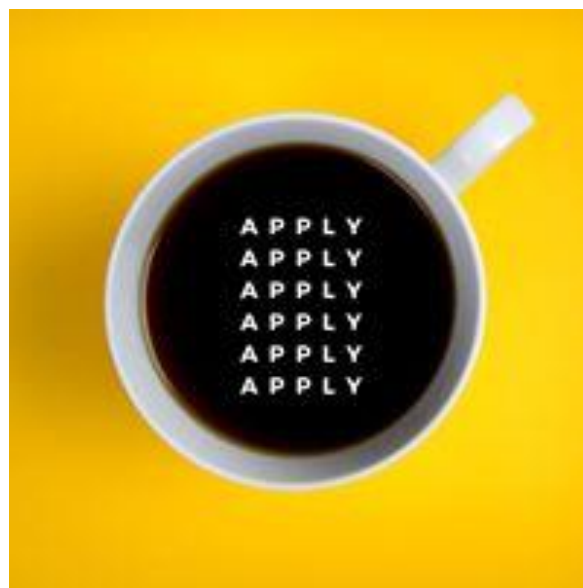
Edwina Eustis Dick Scholarship for Music Therapy Interns

After decades of watching the profession of music therapy grow from the early years to its present prominence, Mrs. Edwina Eustis Dick graciously donated funds to establish a scholarship program for music therapy interns. Award: Two cash scholarships of \$500 will be available for interns each year.

Brian and Cathy Smith Memorial Fund

The Brian and Cathy Smith Memorial Fund was established by AMTA member Alice Avigal and the Smith family in memory of Brian Smith, a young man who valued music in his life and died in a drug-related accident. The scholarship is for music therapy interns pursuing training in chemical dependency or in adolescent program. In 2006, the fund was renamed to include Brian's mother, Cathy, who passed away in 2005. Award: One cash scholarship of \$500 will be available each year.

For more information and for a full list of AMTA scholarships, see musictherapy.org under the "Member Resources" tab.



Searching and Applying for an Internship:

A Guide from Students, for Students

- Begin looking through the AMTA internship directory available at your school or through the Internship Directory link on the AMTA website. You should also become familiar with your school's options for University Affiliated Internships. Contact your Department Head for more information regarding these. Start to research the internships that interest you the most. (Suggestion: Begin this step two years prior to when you anticipate being able to start your internship)
- Begin to contact internship sites for information and applications and start to organize all these materials. Each region's Clinical Training Committee Representative can be contacted for information about any changes in internship sites, new internship sites, or for intern site evaluations from all current internship programs in their respective region. Making first contact with the internship director of a site you're interested in through phone or email can also be a great thing to do at this stage. (Suggestion: Begin this step a year and half prior to when you anticipate being able to start your internship)
- Begin the application process. Internship sites vary widely in terms of how much time in advance of an internship start date the deadline for applying is. Some can be as short as a couple months before the start date, while others are over a year prior to the start date.
- You may apply to no more than four National Roster Internships at one time but may apply to as many University Affiliated Internships as you wish. The application process can be quite lengthy and detailed, so allow sufficient time to prepare all materials professionally. Be sure to give ample time for reference letters to be prepared. Should you be turned down or you decide to withdraw your application from a national roster site, you may submit an application to another.
- Make certain that all of your necessary materials have been received. If an on-site interview is not required, arrange an appointment to visit the internship site and meet with the Internship Director if possible. The internship site visit is a very important part of the process, both for the prospective intern and the internship director. It can help determine if the internship experience will be a good fit.
- Once you have received an offer of an internship placement, you will have thirty days to accept or decline the offer in writing. After you have accepted an internship offer, CONGRATS! Be sure to follow up with your internship director.

Tips:

- Visit internship sites and shadow the music therapists there if at all possible. Think about how the site meshes with your personal music therapy philosophy.
- Be professional in all communications with internship directors.
- Dress for success during your interview
- Start building your resume as early as possible. Volunteer and participate; these things set you apart from other candidates
- Start to think about your personal philosophy of music therapy and how it aligns with the philosophies of different sites and the music therapists working there.





Regional Participation

What is a regional project? Regional projects are any event or project taken on by the regions that support music therapy advocacy or access to music therapy services in the community. They can include activities associated with regional student conferences but do not have to.

An example of a regional project is the Mid-Atlantic Region's High School Advocacy Project. This project is an attempt to inform more high schoolers about the music therapy profession and invite them to be involved more at their Regional Conference.

