

## Competency standards in music therapy for music therapists trained overseas

This form should be used for anyone applying to become an RMT and who trained outside Australia. This competency standards form should be used in conjunction with the accompanying information sheet.

### Instructions:

- Please use this form to list and describe how you have achieved each competency element. Ideally type your responses into the boxes provided, then print it.
- The additional documentation required with your application (e.g. music therapy course syllabus, previous skills and experience as outlined in your CV, result transcripts, and/or literature reviews, bibliographies, clinical placements, clinical reports, conference attendance etc) must support the evidence listed in the right hand column.

### Example:

1.1 Performs to high standard on first instrument in a range of styles	<ul style="list-style-type: none"> <li>• First instrument – flute.</li> <li>• Obtained B grade in final year subject (music performance) in Bachelor of Music degree, The University of Melbourne</li> <li>• Obtained Associate of Music Australia (AMusA) in music performance</li> <li>• In both of these degrees/ qualifications, I performed works ranging from baroque through to late 20<sup>th</sup> century.</li> </ul>
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<b>Unit of Competency 1 – Music skills</b>	
<b>Elements</b>	<b>Evidence</b>
1.1 Performs to high standard on first instrument in a range of styles 1.2 Can play a wide range of works which are technically challenging on first instrument	
2. <i>Improvises on piano or guitar:</i>  2.1 Improvises freely in a range of styles* 2.2 Improvises to an idea or emotion or movement* 2.3 Improvises using different modes or scales	

<p>including whole tone, pentatonic and modes on keyboard/guitar and tuned percussion instruments</p> <p>2.4 Improvises individually or in a group on keyboard/guitar or tuned/untuned percussion instruments</p> <p>2.5 Understands the role and application of improvisation in a range of music therapy approaches</p>	
<p><i>3. Composes songs/music</i></p> <p>3.1 Composes songs/music with a client or group of clients based on their choices and direction</p> <p>3.2 Composes songs/music for a client or group of clients in order to support the achievement of specific therapeutic goals</p> <p>3.3 Composes songs/music in a range of styles for ongoing use with a variety of clients</p> <p>3.4 Processes any verbal or other material that is related to the experience of song writing or sharing</p>	
<p><i>4. Plays<sup>1</sup> repertoire suitable to a wide range of ages and interests</i></p> <p>4.1 Plays songs and music suitable for infants, children, adolescents, adults and older adults</p> <p>4.2 Plays songs and music of a wide range of genres including any of the following styles; popular, rock and roll, country and western, jazz, blues and nostalgia</p> <p>4.3 Adapts musical material appropriately in response to the needs of the individual or group</p> <p>4.3 Plays repertory from memory</p> <p>4.4 Can sing and accompany melodies at sight</p>	
<p><i>5. Sings</i></p> <p>5.1 Sings while accompanying self on portable accompanying instrument or keyboard</p> <p>5.2 Sings clearly with voice leading qualities</p>	
<p><i>6. Is aurally competent</i></p> <p>6.1 Can transpose melodies either sight read or learned by ear</p> <p>6.2 Can sing and play melodies learned by ear</p>	

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<sup>1</sup> 'Plays' refers to live performance of a song or piece of music

<p><i>7. Understands vocal production and care of their voice</i></p> <p>7.1 Can identify and demonstrate warm-up techniques crucial to their own vocal care 7.2 Can identify and solve problems of their own vocal tension</p>	
<p><i>8. Understands the influence of music on behaviour</i></p> <p>8.1 Selects appropriate pre-composed music for application in work with individuals or groups 8.2 Is aware of the potential of pre-composed music for eliciting physiological and psychological responses 8.3 Can anticipate and process responses to pre-recorded music in both individual and group settings 8.4 Can select and implement appropriate receptive methods to accompany pre-recorded music including relaxation, imagery, movement and reminiscence</p>	
<p><b>Unit of competency 2: Psychosocial knowledge</b></p>	
<p><i>1. Understands contemporary psychological theories and their applications</i></p> <p>1.1 Can describe the salient features of cognitive, behavioural, existential, humanistic and psychoanalytic psychological theories 1.2 Can identify institutional, educational and therapeutic contexts in which these theories have influenced thinking and practice 1.3 Understands the history of therapy as a form of treatment</p>	
<p><i>2. Understands the theory of group work and group dynamics: *</i></p> <p>2.1 Can identify major theories of group work and group dynamics 2.2 Understands various types of groups and their therapeutic applications 2.3 Understands the role of the therapist in group work 2.4 Can identify therapeutic goals addressed</p>	

<p>within group work</p> <p>2.5 Can identify stages in group development</p> <p>2.6 Can identify styles of leadership suitable to group work</p> <p>2.7 Understands the role of evaluation in group work</p> <p>2.8 Can identify when group work rather than individual work is appropriate to meet therapeutic goals</p>	
<p><i>3. Verbal processing: *</i></p> <p>3.1 Can use interpersonal skills to engage clients and relate to them verbally as well as non-verbally and musically</p> <p>3.2 Can use discussion effectively in processing material with individuals and groups</p> <p>3.3 Can interpret key emotions present in verbal as well as non-verbal and musical communication with individuals</p> <p>3.4 Can process key emotions expressed in a group context both verbally and musically</p> <p>3.5 Understands the role of therapist in individual therapy</p>	
<p><i>4. Development through the life span:</i></p> <p>4.1 Understands major theories which have contributed to knowledge of the musical, cognitive, motor, social and language development of the normal child</p> <p>4.2 Can describe the development of the normal child including musical, cognitive, motor, social, musical and language development</p> <p>4.3 Understands theories which contribute to an understanding of human development through the lifespan</p> <p>4.4 Can describe influences on individual development including sociocultural influences (the influence of cultural background, customs, beliefs, values and institutions).</p>	
<p><i>5. External factors</i></p> <p>5.1 Understands the impact of stressful life events on the individual and family</p> <p>5.2 Understands the impact of loss and grief on the individual and family</p> <p>5.3 Can describe theories of stress and coping, grief and bereavement</p> <p>5.3 Can identify coping strategies and defense</p>	

<p>mechanisms</p> <p>5.4 Understand the impact of socioeconomic status on the individual and family</p> <p>5.5 Understands the impact of cultural dislocation on the individual and family</p>	
<p><b>Unit of competency 3: Clinical knowledge</b></p>	
<p><i>1. Understands aetiology, symptomatology and treatment of disorders in infants, children, adolescents, adults and older adults</i></p> <p>In any therapeutic situation is able to:</p> <p>1.1 Identify major features of difficulty/disorder of individual or group</p> <p>1.2 Discover necessary information about an individual's circumstances through appropriate resources such as case notes, research literature and information from staff/carers/family members/the individual</p> <p>1.3 Identify causes of the person's circumstances by same means as 1.2</p> <p>1.4 Identify the therapeutic treatments/interventions which are being undertaken to remediate the client's difficulties</p>	
<p><i>2. Understands milestones of development through the life span</i></p> <p>In any therapeutic situation is able to:</p> <p>2.1 Identify developmental stage of individual client or group members</p> <p>2.2 Define key tasks or abilities of the identified developmental stage</p> <p>2.3 Demonstrate an understanding of the key skills of the life stage in terms of musical, language, motor, social, psychological, cognitive and emotional development.</p>	
<p><i>3. Understands impact of policy on health/welfare service:</i></p> <p>In any therapeutic setting is able to:</p> <p>3.1 Identify philosophy of practice of the setting</p> <p>3.2 Identify government policies which impact on the service</p> <p>3.3 Identify community attitudes which impact on the service and service recipients</p>	

<b>Unit of competency 4: Music therapy knowledge</b>	
<p><i>1. Understands music therapy</i></p> <p>1.1 Understands the history of the profession of music therapy  1.2 Can identify milestones of development of the profession and key individuals who have shaped the profession  1.3 Knows the constitution of the Australian Music Therapy AMTA Inc. and requirements for Registration  1.4 Can identify settings and client group(s) with whom music therapy is practiced  1.5 Can identify and describe key techniques used in music therapy practice .....</p> <p>1.6 Can identify, describe and demonstrate the philosophies, theories and clinical work of significant theorists and practitioners in music therapy and the techniques used in their approach.</p>	
<p><i>2. Understands the musical material of clients</i></p> <p>2.1 Is able to contribute to multi-disciplinary team diagnoses of clients based on their musical material  2.2 Is able to identify stage of musical development based on clients musical material  2.2 Is able to undertake client assessments and evaluations based on their musical material  2.3 Is able to assist clients to access musical instruments in order for them to take part in music making</p>	
<p><i>3. Understands music therapy research:</i></p> <p>3.1 Can prepare and present literature reviews on significant research findings in music therapy  3.2 Can identify most suitable research methods to be applied to research questions  3.3 Understands research methods used in music therapy and related fields *  3.4 Can identify and describe the differences between qualitative and quantitative research methods and their applications in music therapy research  3.5 Understands the application of statistical methods in quantitative research</p>	
<i>4. Understands the articulation between music</i>	

<p><i>therapy, and other health and education professions:</i></p> <p>4.1 Can identify and describe key differences between music therapy and other creative arts therapies</p> <p>4.2 Can identify and describe significant aspects of other allied health professions</p> <p>4.3 Can identify and describe the role of educators and education professionals in a range of settings</p> <p>4.4 Can identify and describe the role of professionals involved in community support and development</p> <p>4.5 Can describe areas of overlap and shared therapeutic planning with other health and education professionals</p>	
<p><b>Unit of competency 5: Music therapy skills</b></p>	
<p><i>In any therapeutic setting:</i></p> <p>1. Understands the role of music therapy as it applies in the setting</p> <p>1.1 Can communicate salient features of the role of the music therapist in the facility/program</p> <p>1.2 Can identify and communicate the role of the music therapist in the treatment team</p>	
<p><i>2. Receives referrals</i></p> <p>2.1 Can communicate criteria for referral to the team/other workers</p> <p>2.2 Can communicate with client(s) to follow up referral</p>	
<p><i>3. Assessment</i></p> <p>3.1 Devises or uses appropriate assessments</p> <p>3.2 Can identify purpose of assessment</p> <p>3.3 Can identify needs of client or group</p> <p>3.4 Can communicate 3.2 &amp; 3.3 to client/group/family/other workers</p>	
<p><i>4. Program design</i></p> <p>4.1 Can use knowledge of needs of clients to develop goals and objectives for a music therapy program</p> <p>4.2 Uses suitable materials and techniques to facilitate an effective music therapy program</p> <p>4.3 Modifies program design when goals and</p>	

<p>objectives change or when client response demands it</p> <p>4.4 Can communicate rationale for program design</p>	
<p><i>5. Evaluation</i></p> <p>5.1 Can identify methods of evaluation suitable to the music therapy program being undertaken</p> <p>5.2 Can use evaluations appropriately</p> <p>5.3 Can develop suitable evaluation procedure where none currently exists or is appropriate</p> <p>5.4 Can communicate rationale for evaluation</p>	
<p><b>6. Reporting</b></p> <p><i>In any therapeutic setting:</i></p> <p>6.1 Keeps records documenting salient features of progress in music therapy in the format required by the facility</p> <p>6.2 Reports progress in music therapy as required by the facility/client/family</p>	
<p><b>7. Ethics</b></p> <p>7.1 Understands the rights of individuals with whom music therapists work including confidentiality and ethical practice</p> <p>7.2 Understands the code of ethics of the Australian Music Therapy Association</p> <p>7.3 Behaves ethically in the therapeutic context with regard to the rights of people receiving music therapy services</p>	

*Revised 2019*