

Greetings from the University of Miami!

***So you would like to know more about music therapy?!*** Our exciting program offers several unique features that make it one of the most distinctive educational experiences in the nation. First, the program is housed within the diverse and comprehensive Frost School of Music; one of the best-known music schools in the United States. Our undergraduate students have the opportunity to study their primary instrument or voice with faculty who perform regularly in local, national and international venues. Consequently, the musical preparation of students here is unparalleled.

Second, the program is built upon the clinical and research paradigm known as Neurologic Music Therapy (NMT). This model utilizes scientific evidence regarding human perception and production of music to treat disorders of the human nervous system, such as Parkinson's Disease, autism, stroke, mental illness, Alzheimer's Disease, or cerebral palsy, to name a few. The NMT approach is becoming increasingly recognized and accepted by the medical community and is currently only available at five universities nation-wide.

One final advantage offered by this program and not found in many other programs is the extensive amount of clinical training required in the curriculum. National standards require that students work with three different clinical populations during their academic training. Here at the University of Miami, students complete five semesters of clinical practicum. In each semester, students work with a different type of clientele in a new setting. All clinical experiences are carefully supervised by board-certified music therapists, many of whom are graduates of this same program. Practicum assignments frequently take place within the various hospitals and clinics of the University of Miami's world-famous Miller School of Medicine, including the Holtz Center for Women and Children, and the Ryder Trauma Center at Jackson Memorial Hospital.

As you can see from the attached information, a degree in music therapy provides students with a solid foundation in musical skills, an in-depth understanding of both the natural and behavioral sciences, as well as competency in knowing and using the theory, research and techniques in music therapy that are needed for professional practice. Upon completion of coursework, students enter a six-month, full-time clinical internship. Following the internship, students can take the board certification exam and begin practice as a clinician.

Ideal candidates for the music therapy program include strong musicians with a consistently high grade point average who feel comfortable working with people who have special needs. Scholarships are available for students who excel musically and/or academically. For more information, please visit the Frost School of Music website at [www.musictherapy.frost.miami.edu](http://www.musictherapy.frost.miami.edu). If you have any questions or would like to arrange a personal meeting on campus, please do not hesitate to contact me by phone or by email.

Thanks again and best wishes,



Teresa Lesiuk, Ph.D., MT-BC  
Director and Associate Professor, Music Therapy  
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# *What is Music Therapy?*

~ Due to its unique and appealing structure, music can help people to organize their thoughts, feelings and behaviors. A music therapist uses music as a tool to help people maintain or improve upon important life skills, such as speech and language; attention, learning and memory; mobility and other movements; plus emotional growth and social interaction.

## **How long has music therapy been around?**

- ~ Records show that music has been used in hospitals at least since 1898
- ~ Music therapists were officially recognized as health care professionals in the late 1940s and early 1950s
- ~ The Music Therapy Program has been an important program at the University of Miami Frost School of Music since 1969

## **What kinds of patients benefit from Music Therapy?**

The ability to perceive and produce music is controlled by the central nervous system (i.e., brain and spinal cord). Musical abilities are often still intact, even when the central nervous system is damaged by injury or disease. Music therapists use music to access healthy areas in this system, thus helping patients to learn new skills or re-gain lost skills. Consequently, music therapists tend to work with people who have central nervous system disorders, such as:

- |                      |                       |                              |
|----------------------|-----------------------|------------------------------|
| ~ autism             | ~ stroke              | ~ traumatic brain injury     |
| ~ cerebral palsy     | ~ Parkinson's Disease | ~ learning disabilities      |
| ~ Down Syndrome      | ~ Alzheimer's Disease | ~ attention-deficit disorder |
| ~ mental retardation | ~ Mental Illness      | ~ sensory impairments        |

## **Where do Music Therapists work?**

Many music therapists work in the following settings:

- |  |                                     |
|--|-------------------------------------|
| ~ Medical Hospitals  | ~ Neurologic Rehabilitation Centers |
| ~ Nursing Homes  | ~ Assisted Living Facilities        |
| ~ Mental Health Facilities                                       | ~ Public School                     |
| ~ Early Intervention Programs, for<br>Infants and Young Children |                                     |

## Is music therapy a good career choice for me? Yes, if you:

- ~ Are a strong musician; meaning you read music, play one or more instruments and sing
- ~ Have earned consistently high grades and can write well
- ~ Feel comfortable working with people who have special needs

## What courses will I take in the Music Therapy Curriculum?

Our program is based on the neurologic Music Therapy approach, which requires a solid understanding of how human beings perceive and respond to music. To gain this knowledge, students take courses in four main areas:

- ~ **Music**, including lessons, ensembles, theory, history, conducting, arranging, piano, voice, guitar and percussion
- ~ **Music Therapy**, including several core courses and six semesters of clinical practicum working with clients in community health care and education settings
- ~ **Behavioral and natural Sciences**, including psychology, statistics and human biology
- ~ **General Education Requirements**, such as English and college algebra

## Where can I get more information?

The American Music Therapy Association  
8455 Colesville Road Suite 1000  
Silver Spring, Maryland 20910  
301.589.3300  
Fax: 301.589.5175  
Email: [info@musictherapy.org](mailto:info@musictherapy.org)  
Web site: [www.musictherapy.org](http://www.musictherapy.org)

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*Music Therapy at the Frost School of Music provide students with a unique combination of a scientific, evidence-based curriculum; access to numerous hospitals and clinics in the world-famous Miller School of Medicine for clinical training and research; and exceptional music training with the diverse and creative faculty of the Frost School of Music.*

## Music Therapy at the Frost School

### Science-based Curriculum

Our program is built on the clinical and research paradigm known as Neurologic Music Therapy (NMT). This model utilizes scientific evidence regarding the influence of music on human brain and behavior function to treat neurological, developmental, and medical needs related to Parkinson's disease, autism spectrum disorders, mental illness, Alzheimer's disease, cerebral palsy, and more.

### Exceptional Music Preparation

The music therapy program is housed within the diverse and comprehensive Frost School of Music, one of the best-known music schools in the United States. Students learn from faculty who perform regularly in local, national, and international venues, as well as explore different genres of music, including classical, jazz, and contemporary.

### Unique Clinical Opportunities

Students fulfill practicum and research requirements within many facilities in the Miami area, such as Nicklaus Children's Hospital, United Community Options, Miami VA Medical Center, Miami Seasons Hospice, Jackson Behavioral Health, and the world-famous Miller School of Medicine, home to Sylvester Cancer Center and the Debbie School.





## ***Frost School of Music offers an exceptional undergraduate music therapy degree founded on scientific principles***

The **Bachelor of Music in Music Therapy** prepares students for a successful career working with a variety of clinical populations across a broad range of healthcare and education settings. Students earn a Bachelor of Music degree with a major in Music Therapy at the completion of four years of academic and clinical study and a 6-month music therapy internship. Students are then eligible to take the board certification examination in music therapy and receive the professional credential, Music Therapist-Board Certified (MT-BC).

## **FROST GRADUATE MUSIC THERAPY DEGREES ARE FOUNDED ON SCIENTIFIC PRINCIPLES AND EVIDENCE-BASED PRACTICE**

### **Master of Music in Music Therapy**

For individuals who already hold an undergraduate degree in music therapy and have at least one to two years of clinical experience, this degree program helps students to acquire specialized musicianship, achieve advanced clinical competencies, and develop independent research skills.

### **Master of Music with Undergraduate Equivalency**

This program is the ideal option for individuals who have already completed a bachelor's degree in some area of music, such as music performance or music education. After taking prerequisite courses in music, music therapy, and psychology, students then fulfill all requirements for the traditional Master of Music in Music Therapy.

### **Doctor of Philosophy in Music Education with Music Therapy Emphasis**

This degree program prepares students for music therapy research careers, college teaching positions in music therapy, or administrative positions in various educational or healthcare settings. Applicants should have three to five years of clinical experience and hold a masters degree in music therapy or a related field.

### WHAT ALUMNI SAY

*Attending the Music Therapy program at the Frost School of Music was a life-changing experience for me. My education equipped me for the career of my dreams!*

Evelyn Laguardia, MT-BC  
BM in Music Therapy, '12

*My education at the Frost School of Music provided me unparalleled opportunities to develop in all facets of my career as an advanced music therapy clinician, researcher, and educator.*

Carolyn Dachinger, PhD, MT-BC  
MM in Music Therapy, '12  
Ph.D. in Music Therapy, '16



**FROST**  
SCHOOL OF MUSIC  
UNIVERSITY OF MIAMI

Questions? Contact:

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Visit [frost.miami.edu](http://frost.miami.edu) to apply now

# BACHELOR OF MUSIC: MUSIC THERAPY

## Experiential Music Curriculum

### Major Code: MTY

FRESHMAN YEAR			
<b>Fall Semester</b>		<b>Spring Semester</b>	
MED 10 Music Therapy Forum	0	MED 10 Music Therapy Forum	0
Principal Instr/Voice Lesson & Studio Class (Lvl 1)	2	Principal Instr/Voice Lesson & Studio Class (Lvl 1)	2
MTC 140 Experiential Musicianship I*	3	MTC 140 Experiential Musicianship II*	3
MCY 140 Experiencing Music*	3	MKP 141 Keyboard Studies II*	1
MKP 140 Keyboard Studies I*	1	MTC/MSJ/MMI 108 Skills Lab II*	1
MTC/MSJ/MMI 107 Skills Lab I*	1	Ensemble	1
Ensemble	1	MED 149 Functional Techniques in MTY I	2
MED 159 Introduction to Music Therapy	2	ENG 106 English Composition II	3
ENG 105 English Composition I	3	MTH 101 Algebra for College Students**	<u>3</u>
UMX Freshman Experience	<u>0</u>		16
	16		
SOPHOMORE YEAR			
<b>Fall Semester</b>		<b>Spring Semester</b>	
MED 10 Music Therapy Forum	0	MED 10 Music Therapy Forum	0
Principal Instr/Voice Lesson & Studio Class (Lvl 1)	2	Principal Instr/Voice Lesson & Studio Class (Lvl 1)	2
MTC 240 Experiential Musicianship III*	3	MTC 241 Experiential Musicianship IV*	3
MTC/MSJ/MMI 207 Skills Lab III*	1	MTC/MSJ/MMI 208 Skills Lab IV*	1
PSY 110 Introduction to Psychology (minor)	3	Ensemble	1
DAN 290 Intro to Dance/Movement Therapy	2	MED 259 Music Therapy Pre-Practicum	2
		MED 359 Music Therapy Practicum 1A	1
MED 244 Vocal Techniques <i>or</i>		MCY 141 Musical Traditions (AWC)	3
MVP 250 Lyric Diction for Singers-Eng & Italian	1/2	PSY 230 Child & Adolescent Development	<u>3</u>
MED 242 Percussion Techniques	<u>1</u>		16
	14		
JUNIOR YEAR			
<b>Fall Semester</b>		<b>Spring Semester</b>	
MED 10 Music Therapy Forum	0	MED 10 Music Therapy Forum	0
Principal Instr/Voice Lesson & Studio Class (Lvl 3)	2	Principal Instr/Voice Lesson & Studio Class (Lvl 3)	2
Ensemble	1	Ensemble	1
MED 249 Functional Techniques in MTY II	2	MMI 250 Essential Technologies for Musicians	3
MED 360 Music Therapy Practicum 1B	1	MED 361 Music Therapy Practicum 2A	1
MED 576 Music & Development	3	MED 545 Music in Rehabilitation	3
MIP 317 Basic Conducting <i>or</i>		PSY 240 Abnormal Psychology (minor)	3
MIP 181 Instrumental Conducting	2	STEM Cognate	<u>3</u>
STEM Cognate	<u>3</u>		16
	14		
SENIOR YEAR			
<b>Fall Semester</b>		<b>Spring Semester</b>	
MED 10 Music Therapy Forum	0	MED 10 Music Therapy Forum	0
Ensemble	1	Ensemble	1
MED 362 Music Therapy Practicum 2B	1	MED 363 Music Therapy Practicum 3A (AWC)	1
MED 551 Music Therapy Research Methods (AWC)	3	MED 546 Music in Psychotherapy	3
MTC Arranging/Orchestration Elective	3	MED 559 Internship in Music Therapy***	3
STEM Cognate	3	MED 562 Psychology of Music	3
PSY 292 Intro. Biobehavioral Statistics (minor)	<u>3</u>	MMI 310 Music Business and Entrepreneurship	3
	14	PSY 345 Abnormal Child Psychology (minor)	<u>3</u>
			17

**NOTE:** Must pass all courses in MED with grade of C or above.

\* Must pass with grade of C or above.

\*\* MTH 101 required if math placement is MTH 101 or lower.

\*\*\* All internship applications must include a written letter of recommendation from a music therapy faculty member

***Wondering where you might get employment as a Music Therapist?  
Recent Music Therapy Alumni Achievements***

***Undergraduate Students:***

**Alyssa Wilkins, BM, MT-BC** (Music Therapy and Music Education, 2014) is employed as Music Teacher and Music Therapist at Metropolitan Prep/Laureate Day School in Chicago. She works with children ages K-12 with emotional and behavioral disorders and children with Autism.

**David Cruz, BM, MT-BC** (Music Therapy and Music Education, 2014) is employed at South Miami Senior High School teaching chorus, magnet music theory 1, magnet orchestra, and theater.

**Alyssa Wegelin, BM, MT-BC** (Music Therapy, 2010) is entering graduate studies in Occupational Therapy at the University of St. Augustine.

**Evelyn Laguardia, BM, MT-BC** (Music Therapy, 2012) is employed with Miami Children's Hospital to grow and develop the new music therapy department. She works with children and adolescents of all ages with varying diagnosis.

**Stephanie Riggs, BM, MT-BC** (Music Therapy, 2012) is employed as a music therapist at Season's Hospice in Miami, FL.

**Lyla Yaner, BM, MT-BC** (Music Therapy, 2012) was hired at her internship site, Care Partners, in Asheville, North Carolina employed as a music therapist with child and adolescent bereavement.

**Patricia Chaviano, BM, MT-BC** (Music Therapy, 2010) is employed as a music therapist at Season's Hospice in Miami, FL. She also supervises practicum students from UM.

**Joy Hinson, BM, MT-BC** (Music Therapy, 2012) is employed as a music therapist independent contractor with a private company in West Palm Beach County called Rhythms for Living, LLC. She works at several facilities with multiple populations, including a substance abuse recovery center with adults and teens where she facilitates music therapy groups.

**Jenny Denk, BM, MT-BC** (Music Therapy, 2010) is employed as a music therapist for West Music Company near Des Moines, Iowa. She provides music therapy services to patients receiving hospice care, as well as children and teens with autism and other developmental disabilities. In addition, her job responsibilities include co-directing a recreational choir for teens and adults with special needs, and giving various educational presentations about music therapy to local agencies.

**Lauren Bonavitacola, BM, MT-BC** (Music Therapy, 2009) is pursuing a graduate degree at Rutgers Graduate School of Applied and Professional Psychology where she is also employed as a research assistant. She was recently placed at The Greater Hartford Consortium in New Britain, CT, serving veterans, medical populations and community mental health. **REVISE**

**Susan Droessler, BM, MT-BC** (Music Therapy, 2008) is employed as music therapy internship director, Big Bend Hospice in Tallahassee, Florida. She provides music therapy for patients facing terminal illness and their families.

**Allison Gifford, BM, MT-BC** (Music Therapy, 2009) provides music therapy at Allegheny Valley School in Philadelphia for individuals who have intellectual and developmental disabilities.

**Diana Le, BM, MT-BC** (Music Therapy, 2009) was hired at her internship site, University Hospitals Case Medical Center in Cleveland, Ohio. She works with a variety of clinical populations, including patients with mood disorders, patients hospitalized for general medical and surgical reasons, as well as patients with high-risk pregnancy and oncology patients. During her internship, Diana was awarded the Delaina Hodgson Memorial Music Therapy Intern Scholarship from the Association of Ohio Music Therapists.

**Elizabeth Stockton, BM, MT-BC** (Music Therapy, 2009) was hired at her internship site, the Bruce W. Carter Department of Veterans Affairs Medical Center in Miami, FL. Her patients include individuals receiving substance abuse treatment, individuals with mental illness, nursing home care and neurorehabilitation. Elizabeth has developed some innovative programming on the job, such as the Miami VA Guitar Program. She also completed the Advanced Fellowship Training in Neurologic Music Therapy (NMT) and is now an NMT Fellow.

### *Graduate Students:*

**Stephanie M. Kawzenuk, MM** (expected Dec 2014), **MT-BC** is developing the music therapy program at Jackson Memorial Hospital in Miami, FL in the Prescribed Pediatric Extended Care facility.

**Andy Panayides, MT-BC** (Music Therapy Equivalency, 2013) is employed as a music therapist at Opportunities for Positive Growth in Indiana.

**Amy Kalas, MM, MT-BC** (Music Therapy, 2010), **BM** (Music Therapy, 2005) served as Visiting Professor of Music Therapy at the University of Miami for the 2013-2014 academic year. She also owns a private practice, Wholesome Harmonies, LLC, where she provides group and individual music therapy to children and adolescents with special needs in the Miami area.

**Xueli Tan, MM, MT-BC** (Music Therapy, 2004), **BM** (Music Therapy, 1997) is pursuing her doctorate in music at the University of Iowa where she was awarded the prestigious Presidential Fellowship to support her studies. Xueli has extensive clinical experience and has received numerous other accolades, including the 2008 First Place Professional Winner of the Blair L. Sadler International Healing Arts Award given by the Society for the Arts in Healthcare.

**BriAnne Weaver, MM, MT-BC** (Music Therapy, 2007) provides music therapy services for individuals with severe to profound disabilities through the Ann Storck Center in Fort Lauderdale, FL. She is also an internship supervisor for many University of Miami music therapy undergraduates.

**Hayoung Lim, Ph.D., MT-BC** (Music Education with Music Therapy Emphasis, 2007) Dr. Lim employed as Assistant Professor of Music Therapy Program at Sam Houston State University in Huntsville, Texas, completed her dissertation research exploring the effect of Developmental Speech and Language Training through Music on speech production in children with Autism Spectrum Disorders.

**Julie Stordahl, Ph.D., MT-BC** (Music Education with Music Therapy Emphasis, 2010) Dr. Stordahl is an assistant professor of music therapy at Charleston Southern University. Her dissertation explored the influence of music on depression, affect, and benefit finding in women following treatment for breast cancer.

## American Music Therapy Association

8455 Colesville Road, Suite 1000  
Silver Spring, Maryland 20910, USA  
Phone: (301) 589-3300 Fax: (301)589-5175  
Email: [info@musictherapy.org](mailto:info@musictherapy.org)  
[www.musictherapy.org](http://www.musictherapy.org)

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AMTA's purpose is the progressive development of the therapeutic use of music in rehabilitation, special education, and community settings. Predecessors, unified in 1998, included the National Association for Music Therapy founded in 1950 and the American Association for Music Therapy founded in 1971. AMTA is committed to the advancement of education, training, professional standards, credentials, and research in support of the music therapy profession.

**Governing Bodies** AMTA is governed by a 15-member Board of Directors which consists of both elected and appointed officers. Board meetings are held two or three times each year. Policies are set by an Assembly of Delegates consisting of representatives from each of the Association's seven regional chapters. Fourteen standing committees represent the areas of: Academic Program Approval, Internship Approval, Continuing Education, Government Relations, Reimbursement, Research, Clinical Practice, Communication and Technology, Affiliate Relations, Workforce Development and Retention, International Relations, Membership, Professional Advocacy, and Special Target Populations.

**Membership** Membership in AMTA consists of nine categories: professional, associate, student, inactive, retired, affiliate, patron, life, and honorary life. Over 3,800 individuals hold current AMTA membership.

**Qualification** A separate, independent organization, known as the Certification Board for Music Therapists (CBMT), certifies music therapists. CBMT administers a national music therapy certification examination which is officially recognized by the National Commission on Certifying Agencies. The examination measures the individual's skills, knowledge, and ability to engage in professional music therapy practice. Qualified individuals who pass the national music therapy certification examination earn the credential, music therapist, board certified, or MT-BC. The National Music Therapy Registry (NMTR) serves qualified music therapy professionals with the following designations: RMT, CMT, ACMT. These individuals have met accepted educational and clinical training standards and are qualified to practice music therapy.

**Quality Assurance** Music therapists participate in quality assurance reviews of clinical programs within their facilities. In addition, AMTA provides several mechanisms for monitoring the quality of music therapy programs which include: Standards of Practice, a Code of Ethics, a system for Peer Review, a Judicial Review Board, and an Ethics Board.

**Publications** AMTA's publications are excellent resources for practitioners and others. Official publications include: the Journal of Music Therapy, a quarterly research-oriented journal; Music Therapy Perspectives, a semi-annual, practice-oriented journal; Music Therapy Matters, a quarterly newsletter; and a variety of other monographs, bibliographies, and brochures.

**Conferences** AMTA holds an annual national meeting for the purpose of professional presentations and conducting association business. The conference is held in the fall of the year. Other symposiums and workshops are held as needed. In addition, each of AMTA's 7 regions holds a conference in the spring of the year.

**Funding** AMTA is funded by annual membership dues, sales of publications, charitable contributions, and other revenue producing activities.

**Affiliations** AMTA holds organizational membership in various coalitions including, the Consortium for Citizens with Disabilities, the National Alliance of Pupil Services Organizations, National Coalition of Creative Arts Therapies Associations, Commission on Accreditation of Rehabilitation Facilities (CARF), Health Professions Network (HPN), and the Coalition of Rehabilitation Therapy Organizations (CRTO) as a part of Joint Commission.