

ANCHORED IN MUSIC:  
FINDING STABILITY AMONGST THE WAVES



WRAMTA 2026  
April 9-12 | Berkeley, CA

The Western Region of the AMTA

presents a **3-credit** CMTE opportunity

**Transformative Education in Music Therapy:  
Anchoring Our Practices in Equity**

04/12/2026 from 8:00am-11:00am

**1. Abstract:**

Content experts in higher education without pedagogical training can lead to challenges for both students and instructors. Combining participant experiences with transformative teaching practices can inform equitable education. Music therapists have delved into the need for MT education, training, and practice reform (e.g., Baines, 2021; Draper, 2022; Fansler et al., 2019; Pickard, 2022; West, 2023; Whitehead-Pleaux & Tan, 2017; among others). As education moves the needle toward equity, inclusion, and belonging, transformative education practices can go a long way in providing support. Let's co-create action strategies for effecting incremental change to promote equity and belonging in the educational space.

**2. Description:**

"In professional educational programs, it is common to hire content experts to share their at-work knowledge and practices with aspiring credentialed professionals. However, there is no guarantee that these content experts have had training in pedagogical practices. Speaking as one with that experience, this offering is designed with educators in mind – whether they are supervising fieldwork students or interns or are teaching music therapy course content in the classrooms.

During this 3-hour CMTE, participants will consider their own educational experiences and how those have translated to the ways in which they are aspiring to support music therapy student growth into credentialed professionals. Information from transformational teaching practices will be shared for participants to consider how they might expand the ways in which they engage in supervision or course offerings. Specifically, educators may wish to have a course in mind or bring a course syllabus with them to review and revise.

While music therapy academic programs and internships are guided by sets of guidelines and standards from the American Music Therapy Association, the National Association for Schools of Music, regional accrediting bodies, and institutions, there are some ways

that educators and supervisors can tailor their offerings to support student equity and reduce educator fatigue. Music therapists have delved into the need for MT education, training, and practice reform (e.g., Baines, 2021; Draper, 2022; Fansler et al., 2019; Pickard, 2022; West, 2023; Whitehead-Pleaux & Tan, 2017; among others). As education moves the needle toward equity, inclusion, and belonging, transformational education practices can go a long way in providing support. This offering provides action strategies for effecting incremental change to promote equity and belonging in the educational space.

### **3. Objectives and Domain References:**

"Using the updated 2025 BCDs, in this session, participants will:

1. Identify potential modifications and adaptations they might make in their educational methods to support accessibility, inclusion, belonging, and equity (BCD Task 13).
2. Consider the ways in which their teaching environment is conducive to instruction (Task 17).
3. Identify external factors that may impact course design and delivery (e.g., student exposure to trauma; BCDs Knowledge 2D9) while working within organizational structure and policies (Task 59).
4. Evaluate how their own experiences as a student influence you as an instructor (Tasks 15, 20, 28; 57; 65)"

### **4. Prerequisites:**

Instructional experience (e.g., clinical supervision, higher ed)

### **5. Qualification and Credentials:**

Jennifer D. Geiger, EdD, MT-BC, Assistant Professor and Director of Faculty Development at UOP's Benerd College, certified in online teaching and instructional design, works with doctoral students, supports faculty, conducts qualitative research, and provides service for the music therapy profession.

### **6. Opportunity Schedule and Format:**

Sample Schedule:

0:00-0:10 Introductions & Reflections

How did you experience music therapy education and supervision as a student?

How do you experience music therapy education and supervision as an instructor/supervisor?

Evaluate how your own experiences as a student influence you as an instructor.

0:10-0:20 Instruction: Transformational Education

0:20-0:30 Think, Pair, Share

What are three things you would like to see change in music therapy education and training?

What are three key things that are essential in music therapy education?

Identify external factors that may impact course design and delivery (e.g., student exposure to trauma) while working within organizational structure and policies.

0:30-0:35 Direction: What transformational practices could you integrate?

0:35-0:50 Small Groups: Strategies

In your small groups, ideate on these ideas of change and essentials. Consider the context in which you work.

Consider the ways in which their teaching environment is conducive to instruction.

0:50-1:00 BREAK (after conclusion of 1 CMTE hour)

1:00-1:20 Independent work

Drill down further to your specific context and consider transformational practices you can implement. Consider syllabus/learning outcomes for your course. In what ways are they aligned with your learning activities and assessment practices?

1:20-1:50 Break-out groups according to specific needs/contexts; set up gallery

Identify needs together and separately. Include them on the themed poster paper as part of the gallery.

Identify potential modifications and adaptations they might make in their educational methods to support accessibility inclusion, belonging, and equity.

1:50-2:00 BREAK (after conclusion of 2nd CMTE hour)

2:00-2:50 Large group: discussion, share out, co-creation, questions

Gallery walk

2:50-3:00 Feedback/CMTE Evaluations (after conclusion of 3rd CMTE hour)"

**7. Number of CMTE's: 3**

**8. Cost: TBD**

**9. Cancellation and Refund Policy:**

Presenter Agreement

Cancellation Rights and Responsibilities: Cancellation of this agreement may be brought about by one or the other part under the following conditions and circumstances:

- By WRAMTA, if insufficient enrollment exists to permit the fulfillment of financial obligations incurred under this agreement. Notice must be given to PRESENTER at least one week in advance of the date of the program.
- By PRESENTER, if serious illness or a serious emergency arises. Cancellation under those circumstances must be with consultation with WRAMTA at the earliest possible time.

### WRAMTA Refund Policy

Activities are planned in advance based on the number of registrants. Full refunds cannot be made. Refunds for cancellations of any conference activities (including trainings, Institutes, and CMTE courses) are available by written request only and must be emailed to the Conference Chair. 80% of fees will be refunded if the request is emailed no later than one month prior to Opening Session. 50% if the request is emailed no later than the start of Opening Session. No requests will be accepted thereafter. Refunds are processed within 45 days after the conclusion of the conference.

### **10. Statement of Relationship:**

**Transformative Education in Music Therapy: Anchoring Our Practices in Equity** is approved by the Certification Board for Music Therapists (CBMT) for **3** credits. The Western Region chapter of AMTA, P-060, maintains responsibility for program quality and adherence to CBMT policies and criteria.