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**NER-AMTA 2023 Conference
Stoweflake Resort and Spa
Stowe, VT**

April 20 - 22, 2023

THURSDAY

10:00 AM - 1:00 PM

CMTE - Whole Hearts: Sustaining Wellbeing and Fostering Community for End-of-life Care Professionals by Katie Bagley, MT-BC, and Casey Marsh, MA, MT-BC

Katie Bagley, MT-BC has nearly a decade of experience in varied settings, specializing in hospice. She works from a person-centered approach honoring the unique qualities and capacity of her clients. Casey Marsh, M.A., MT-BC, studied music therapy at Lesley University with a B.A. in vocal performance. She currently works with children and adults in hospice and palliative care settings in the greater Boston area.

Music therapists working in hospice and palliative care settings experience a unique array of emotions as we hold space with clients and families at end of life. Identifying and acknowledging our personal and professional experiences of grief and joy in this work is vital in creating a sustainable music therapy practice.

In this CMTE, two music therapists currently working in the hospice & palliative field will share insight of their own experience of intermodal processing and daily routines focused on care for oneself. Strategies and examples will be explored around one's own current self-care practices and needs. Time and materials will be provided during the course for supported intermodal reflection. Presenters will also foster a guided discussion around connection with self and other music therapists in similar work.

1:00 PM - 6:00 PM

CMTE - Supervising the National Roster Intern by Brian Jantz, MA, MT-BC, LPMT

Brian Jantz is President of NER, Assembly Speaker for AMTA, and NER Association's Internship Approval Committee (AIAC) representative. He has extensive experience as an internship and practicum supervisor with diverse settings and work. Brian is currently full-time faculty at Berklee College of Music.

This supervision CMTE has been designed to prepare prospective internship directors/supervisors for their role in the training and supervision of music therapy interns as well as provide "refresher" supervisor training to music therapists who currently supervise music therapy interns. The course provides the supervision training requirement for potential national roster internship directors according to the standards stated in the AMTA National Roster Internship Guidelines. All relevant internship training documents will be reviewed as it pertains to the supervision process. These documents include: Standards for Education and Clinical Training; National Roster Internship

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Guidelines; National Roster Internship Application form; and AMTA Professional Competencies, which provides the foundation for intern training, supervision, and evaluation. Stages of internship will be thoroughly reviewed with attention made to the role of the supervisor during each stage. A comprehensive overview of various supervisory topics will be presented, including: supervision models, motivational techniques, problem solving, conflict resolution, performance planning, multicultural considerations, music in supervision, self-care, performance management, intern evaluation, and administrative tasks. Establishing partnership with academic faculty for training students will be discussed with emphasis on early collaboration. The session will also include time for attendees to discuss specific challenges encountered in supervising interns in order to promote group discussion on effective supervision approaches.

2:00 PM - 5:00 PM

CMTE - Cultivating Resilience While Caring for Others by Heather Wagner, PhD, MT-BC

Heather Wagner, PhD, MT-BC is a music therapy educator, clinician, and supervisor with over 25 years of experience. She is an assistant professor and music therapy coordinator at Southern Connecticut State University. She has extensive clinical experience with children and adults in medical, rehabilitation, and mental health settings, focusing on integrative approach to health and recovery. Heather is a fellow of the Association for Music and Imagery and is a GIM trainer-in-training. She serves on the NER on the Academic Program Approval Committee and on the Assembly of Delegates.

There is great challenge and reward in a career in music therapy. At times, the challenge can become too much, and one can be overwhelmed by their own personal responses to this work. This may impact music therapists' professional competence and personal life satisfaction and engagement.

It is important that music therapists recognize the impact of their work and the trauma that they experience vicariously as a result of this work. Vicarious trauma is one issue that therapists face, which can lead to a change in the quality of care, feelings of burnout and compassion fatigue, and negative impact on their personal lives. With knowledge and self-awareness, music therapists may alleviate these impacts and potentially tap into the power of vicarious resilience and their own inner resilience.

While systemic and organizational change are important parts of the response to vicarious trauma of professional caregivers, there are individual skills that can be developed in building resilience, connecting to vicarious resilience, and promoting preventative measures. With a brief overview of vicarious trauma and vicarious resilience for context, participants will engage in a variety of experiential activities designed to help them to access and strengthen their resilience. These experiences will include vocal improvisation, music and imagery, and song improvisation/composition

6:00 PM - 7:00 PM

Opening Session: Kuf Knotz & Christine Elise

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FRIDAY

8:00 AM - 10:00 AM

Breakfast & NER Business Meeting

10:30 AM - 11:45 AM

Desk Bells - Accessible and Accommodating by Eve D. Montague, MSM, MT-BC

Desk bells are adaptable instruments that accommodate a variety of learning abilities and ages. This workshop will demonstrate structured interventions designed to meet the needs of individuals across the lifespan, from early intervention to senior programming. Individuals with cognitive disabilities, those with motor challenges, along with people who have sensory needs, have opportunity to create music, individually and within a group setting, using desk bells.

Instrument play enhances communication, teamwork, creativity, and critical thinking (NAMM Foundation, 2014. Benefits of Learning and Playing Music for Adults). Exercising the brain through musical activity (sensory input, skilled motor outputs) promotes brain health and plasticity, a benefit for all ages (Global Council on Brain Health, 2020. Music on our Minds). Group instrument play has shown to increase positive affect and help define positive identity and social well-being (Ascenso et al, 2018. Promoting Well-being through Group Drumming. Liddiard & Rose, 2021. A Pilot Study of an Intervention for Children Using Music Listening and Music Making to Explore Core Emotions and Support Wellbeing).

The desk bell is a multi-sensory instrument that provides varied ways to produce sound. Tapping or shaking/ringing will create a sound by most individuals. The brightly colored instruments present opportunity for matching, identifying patterns, and color recognition. Pentatonic scale use provides for errorless learning and melodic sounds. Participants have opportunity to play both composed and improvised music.

Facilitation that meets the needs of the participant reinforce attention, following directions, and focus to task. Gestures, pointing, color matching, and number/letter reading are just a few of the ways individuals can participate in the music activities. Easily accomplished through bell play, activities are designed to reinforce leadership, follow directions, and engage in teamwork. Bell play also lends itself to enhanced sound through the addition of percussion instruments, including drums, tambourines, and shakers.

Virtual Circle Singing: How to Connect Through Voices and Screens by Meera Sinha, MT-BC

Once a powerful connector, singing became a dangerous super-spreader amidst the COVID-19 pandemic. The presenter will speak of their experiences of switching from in-person to virtual voice-based music therapy services. Participants will learn of voice-based interventions that can be used in person or virtually and the unique benefits of virtual group facilitation. By listening to recordings of previous therapy-informed groups, participants will gain insight into vocal analysis to enhance implementation of voice-based interventions. The presenter will highlight vocal improvisation, songwriting, journaling, unconditional positive regard, and technology adaptations. Attendees will leave with a toolbox of voice-based interventions that can be used virtually or in person, as well as an understanding of the benefits of vocal improvisation and group singing on health and well-being.

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Music Techniques for Wellbeing by Suzanne B. Hanser, EdD, MT-BC

As music therapists, we dedicate our lives to serving others through music. We may have become music therapists because we love engaging with music or we may see this profession as a way to utilize our passion for music in a beneficial, communal way. In our work, we witness how the process of music therapy brings out the creative spirit in others. But in our personal time, are we allowing the music we love so much to help us enhance the quality of our own lives? This session will engage participants in music-based techniques that emphasize self-compassion, self-awareness, and self-care. In a complicated world, we sometimes need a reminder of what music can do for our own well-being.

We will practice music techniques that are designed to soothe, awaken, and encourage self-reflection.

Examples include:

**applying music as a lullaby for one's self*

**writing personal jingles that reinforce affirmations*

**reflecting on the yin and yang of self-compassion – both the ability of music to be comforting and its way of expressing advocacy and activism*

**exploring our musical histories and reflecting on how music feeds us*

Music is a significant part of our identities. Let's explore our relationship to music and re-experience the reason that we are (or are about to become) music therapists.

Otolaryngology and Ophthalmology in the Key of C by Peri Strongwater, MA, MTBC

A pilot music therapy internship program at a specialty eye, ear, nose and throat hospital led to funding and creating their first Music Therapist position. The music therapy program has been steadily building, first providing services on inpatient units to pre-operative and post-surgical patients. Virtual and in-person music therapy treatment is available for outpatients through collaborations with Audiology, Head & Neck Cancer and the Voice & Speech Lab. Case Studies will explore real-life examples of the application of music therapy with these specialized populations, including experiences of individuals co-treated in a new collaboration with Speech-Language Pathologists through the Transgender Voice and Communication Modification Program. Clinical techniques centered on medical and mental health goals will be reviewed for these client populations.

The presenter will share experiences working with both administrative and clinical departments including Leadership, Development, Communications, Social Work, Audiology, Speech-Language Pathology and Spiritual Care. Helpful tips for navigating a new or developing music therapy program in a medical institution will be shared.

1:30 PM - 2:45 PM

The Use of Vignettes to Change Attitudes Toward Research by Adrienne Flight, MMT, MT-BC

Music therapy students, interns, and professionals demonstrate low engagement with research, and many do not place high value on it (Waldon, 2015; Waldon & Wheeler, 2017). Outside of course-based research experiences for students, successful tools to help music therapy students and professionals view research as relevant and applicable are not well understood. This study sought to explore how reading vignettes about research impacted respondents' attitudes toward it. The study used a

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three-group experimental design to determine which was more effective in changing music therapy students' and professionals' attitudes toward research: a fabricated research abstract, a vignette showing positive outcomes of using research to inform clinical work, or a vignette showing negative outcomes of not engaging with research to inform clinical work. The results found that reading a research summary led to greater decreases in anxiety when compared to reading a vignette about the negative outcomes of not using research to inform clinical work. Further, reading a vignette about the negative outcomes of not using research led to greater increases in perceptions of research usefulness when compared to reading a research summary. This study found that respondents with undergraduate or master's degrees had greater overall increases in positive attitudes toward research after reading the vignettes when compared to those with doctoral degrees. Results also revealed that the tendency to enjoy research was impacted by different vignettes for professionals with less than 10 years of experiences compared to those with more than 10 years of experience. This research provides clear direction for classroom and continuing education learning experiences and informs how to improve attitudes toward research among music therapists with different levels of education and years in the field. The researcher will discuss their own socio-cultural positioning that informed this work, the limitations of this study, and directions for future research.

NMT in Neurorehab: Case Examples, Considerations, and Program Development for a Successful Clinical by Delaney Mohesky, MT-BC, NMT/F and Caitlin Hebb, MT-BC, NMT/F

This presentation will provide participants an understanding of the important fundamentals for developing and implementing a neurologic music therapy program at an inpatient rehabilitation hospital. Presenters will discuss important program development steps and implementation for continued program growth, including NMT on an interdisciplinary team. Additionally, complex case studies of various diagnoses (aphasia, left neglect, etc) will provide participants the opportunity to work through the Transformational Design Model (TDM) to discuss appropriate assessments, goals and clinical considerations. This will be interactive as presenters will have videos demonstrating various populations and treatment domains in neurorehab.

Music-Focused Board Games for Teens and Adults in a Psychiatric Facility by Scott Snow, MT-BC

Are you ready to increase group engagement by using music-focused board games? Music-opoly is a game I created, as a result of, months of revisions and feedback from patients. Experience how this game increases communication, socialization, cognition, leisure skills, morale, focus, attention, and motivation. Squares on the board present musical challenges such as music trivia, guess the artist, humming, and improvisation. Players are encouraged to ask peers for help when they are stuck. There are fill-in-the-blank songs to reinforce coping skills and the corniest rap you'll ever hear gets plenty of smiles and leads to group cohesion. The game was created with patient safety in mind. It's made with a foam board, foam dice, and small pop poms for tokens. Just wait to see what happens when you land on the "Oh No You Didn't" square! Explore other interventions that will draw in your most resistant folks on the unit! You'll add American Idol Judging, Name That Tune, Music Bingo, and the Wheel of Recovery to your repertoire as well.

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Caring for Families and Increasing Recognition through a Pediatric Palliative Care Program by Jennifer K DeBedout, MM, MT-BC and Jessica Boyea, BS, BSN, RN

Attendees will learn about a state-wide pediatric palliative care program that has helped increase recognition and understanding of expressive therapies including music therapy. Due to the connection many families involved in the program have with medical and educational communities within the state, the program has been impactful on both the growth and future potential of music therapy. The medical professional who heads this program will discuss the origin and components of the program and the music therapist will present case studies highlighting the work being done with families.

3:15 PM - 4:30 PM
You Are Qualified!

Addressing Sex in Music Therapy for Individuals with Intellectual and Developmental Disabilities by Ying-Jung Chen and Yu-Tzu Lin

Sexuality is a broad term that encompasses one's values, attitudes, feelings, interactions, and behaviors and is influenced by emotional, cultural, social, and physical factors. (National Sexual Violence Resource Center, 2013). Individuals with intellectual and developmental disabilities (IDDs) experience sexual attraction and sexual arousal as neurotypical people do (Harkins et al., 2018). However, individuals with IDD often deem asexual due to several reasons, including their insufficient cognitive levels and the social stigma toward sexual-related discussions (Krantz et al., 2016). The absence of comprehensive sex education for individuals with IDD may further contribute to their already-existing high risks of receiving inaccurate sexual information and engaging in inappropriate sexual behaviors (Krantz et al., 2016).

Previous studies have shown the relationship between music and sex. More than one-third of popular songs include sexual content (Primack, 2008). Growing evidence also shows that music is related to humans' reward pathways and the act of sex (Tikka, 2022). Thus, although current literature regarding music therapy to support sexual development and sex education is limited, we believe that music therapists, when applying interventions appropriately, have the potential to address sexual issues for individuals with IDD in a creative way given their unique expertise.

Reflecting on our experiences of working with individuals with IDD as music therapy interns, we have decided to explore how music therapy can contribute to the sexual development of individuals with IDD. Information about the sexual development of individuals with and without IDD and the potential role of music therapy in sexual development for individuals with IDD will be presented. Activities that can support sexual development will be workshopped with participants. Attendees will have opportunities to discuss related topics with the presenters and other participants.

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From Misrepresentation to Elevator Conversations: Advocating for Music Therapy by Maggie Connors, MT-BC

The Professional Advocacy Committee (PAC) of AMTA, is presenting on our role within the music therapy community, what we do, who we are, and how to get resources and support. We will share advocacy tips and tricks and approaches to misrepresentation. There will be open discussion with time for reflection on advocacy styles, philosophy, and to share successes and struggles. Advocacy is part of music therapy and can hold complex emotions for music therapists. We will look at ways to reflect on our own response to misrepresentation and how that impacts our ability to be effective advocates. PAC is here to provide support, resources, and guidance when responding to misrepresentation and advocating for our profession.

8:00 PM - 10:00 PM

Community Jam Session, led by Anna Maria College and the House Band

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SATURDAY

8:00 AM - 9:30 AM

Continental Breakfast

8:00 AM - 9:00 AM

Morning Yoga with Krystal

9:30 AM - 10:45 AM

Let's Talk About Bruno: Neurodivergent Perspectives by Stephanie Brink, MS, MT-BC, CCLS; Shannon Laine, MM, MT-BC

The popular Disney movie, Encanto, brought forth the common societal misconception that those who are different from us are "other" than us as referenced in the song "We Don't Talk About Bruno". The intention of this presentation is to explore the experiences of neurodivergent individuals within hospital and community-based settings. Sharing perspectives from a Board Certified Music Therapist/Certified Child Life Specialist and a Board Certified Music Therapist/Music Educator, this discussion-based session will explore the value and perspectives of individuals who identify as neurodiverse and their interactions within systems of medicine and education.

Music and Health Innovation Studio by Joy Allen, Ph.D., MT-BC

The Innovation Studio supports the development, evaluation, refinement, and dissemination of innovative programs and technologies utilizing music therapy, music medicine, and/or community music practices, grounded in evidence-based research. By fostering networks of mentors and resources, this studio incubates and accelerates the development of music-informed, solution-focused resources for a wide range of healthcare challenges impacting our global communities. It empowers individuals of all backgrounds to confront contemporary health challenges through curiosity, creativity, and strategy.

Using the Impact Thinking Model, the Innovation Studio provides participants with a well-rounded understanding of the fundamentals of clinical problem-solving to human-centered product design within the music and health space. Developed by the International Arts + Mind Lab at Johns Hopkins University, Impact Thinking is a translational research approach to enhance human potential in health, well-being, and learning through the arts. Beginning with a problem identification workshop and collaborative discovery process and concluding with dissemination and scaling, Impact Thinking is designed to build open-source capacity and expertise and a research-to-practice pipeline for arts + mind research focused on impact. Impact Thinking was developed through collaboration with an interdisciplinary team of nearly three dozen scientists and practitioners.

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Attendees will gain foundational knowledge of the music and health innovation space; understand the pivotal music therapists play in ensuring ethical development of solutions, opportunities for engagement within this space and the fundamentals of clinical problem-solving to human-centered product design within the music and health space.

Mental Health in Harmony: Shared Perspective in Occupational and Music Therapy by Channing Shippen MA, MT-BC and Nikki Beatrice DOT

This session aims to show the benefits of collaboration between music therapists and mental health occupational therapists in providing comprehensive care of adolescent and adults. In working together at Tufts Childrens Hospital through the beginning of the rising epidemic that is adolescent mental health during the height of Covid, Channing & Nikki created a series of interventions that worked cohesively to contribute toward the assessment of patients from both therapeutic lenses. In this interactive session we explore case study examples, therapeutic perspectives, and engage in sample interventions to grow in understanding of working toward shared goals and outcomes to better serve our patients.

Exploring the Roots & Rhythm of the Heart by Krystal Demaine, Ph.D. MT-BC, REAT, RYT

*“The beat of the heart is structured, not improvised; it is a perpetual non-fleeting pulse spanning all human life until it is the last rhythm produced in our own conscious existence. Listening to the final beats of my father’s heart – his last eternal live music performance gave me a chance to reflect on the blood within me, the blood that pumps through my own heart, my roots, my lineage, and my musical individuation. Bearing the deep sadness of the death of my father at the forefront with a global pandemic gripping the world, social hostility, and political divide – the heartbeat gave a new meaning, something deeper and more personal, impacting my existential inquiry on the power of music and the human condition” (Demaine, 2022). Through this workshop, I will share integrative arts activities that invite tuning into the pulse of the heart from somatosensory and music-making experiences to visual arts and reflective writing all while considering how music in the heart can influence your own personal story, identity, health, and wellness. Demaine, K. (2022). *The Roots & Rhythm of the Heart: Our Musical Connection to Identity, Spirit, and Lineage*.*

12:15 PM - 1:30 PM

Co-Collaborators: The role of music therapy in community health and wellbeing by Joy Allen, PhD, MT-BC; Brenda Ross, MBA; Cynthia Koskela, MEd, MT-BC

Recognized nationally as a model for the delivery of comprehensive health and human services in an urban community, Community Health Centers provide low cost health care and human services that might not otherwise be available to the communities we serve.

What is the role of the arts in community health and well-being? How do we integrate music therapy and music therapy-informed services with communities in ways that foster expression, support healing, strengthen connections, enhance capacity, and improve overall quality of life?

This session will explore the role that music therapy programming can play in redefining the model of a healthy community by creating equitable access to comprehensive health care and education. Presenters will share their journey on creating an innovative and collaborative center dedicated to

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providing music experiences targeting identified health disparities in the greater NER community. This includes sharing ways to develop partnerships with leading healthcare, educational, government, and music industry professionals to foster community connection and social change through program development designed to meet criteria for impact, effectiveness, sustainability, and replicability. Participants will be able to identify four key indicators of community program success and identify 2-3 potential allies in music-based community health programming.

A Guide for the Grieving Clinician by Bryanna Tobin, MHA, MT-BC, CT (Certified in Thanatology)

After a plethora of unique experiences with pediatric palliative and hospice patients, Bryanna Tobin, MHA, MT-BC, has focused her time and energy into greater understanding the grief and bereavement process of parents after the loss of a child. Each loss felt different, not only in the grieving familial experience, but to the team of clinicians serving the family. Psychosomatic symptoms at the forefront, it was clear to see the team of clinicians had been challenged in many ways.

This presentation takes the first steps to highlight the necessity of clinician self-care when working with grieving populations, provide new tools for processing grief personally and professionally, and explore how clinicians can approach grief processing as a goal within therapy. We'll look at a variety of interventions that may be adapted to multiple populations, take space for independent processing, and understand the needs of the grieving. The presentation will broach topics including, but not limited to: continuing bonds theory, needs of the mourning, and the latest global thanatological research.

Not Broken, Just Me: The Neurodivergent Music Therapist by Katharine Lamoureux, MT-BC

'Not Broken, Just Me' will be presented in three parts. The first twenty minutes will be a brief overview of the presenter's journey to diagnosis as an adult, prompted by and concurrent with the autism diagnosis of the presenter's child.

The second twenty minutes will be a study of societal perceptions and misunderstandings of autism, particularly in relation to females, and a discussion of education on autism and neurodivergence in music therapy programs. This section will include an exploration of well-known examples of autism in the media, the lack of focus and research on autistic adults and females of all ages and how the presentation of autism in females can differ compared to males, and how we as music therapists can be on the forefront of effecting positive change as regards awareness, education, and support.

The third twenty minutes will focus on the unique strengths and challenges of working as a neurodivergent music therapist, including an examination of the therapeutic relationship and therapeutic effectiveness and the value and importance of critical self-awareness as regards professional growth and practicing within the scope of one's abilities, particularly in relation to autistic burnout. The last fifteen minutes will be a wrap-up and an opportunity for questions.

Tell Your Story: Practicing Intergenerational Healing by Renate Tsuyako Rohlifing; MA, MM, MT-BC

How can we foster artistic collaboration that leads to intergenerational healing? At Spoleto Festival USA, my team and I sought to answer this question. This past year, we developed an oral history project, Tell Your Story where musicians were paired with elder residents of the Sea Islands in South

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Carolina, identified by community organizations. Each musician/resident pair worked together to create a sound document - a sonic memoir - combining the resident's voices, music, and sounds important to the resident's history in South Carolina - a history that is at risk of erasure. The storytellers were imbued with a deep sense of purpose, and the musicians utilized their skills and resources to augment these stories. Through reminiscence and narrative, each pair had a transformative experience based in connection, leading towards healing.

1:30 PM - 2:15 PM

Closing Song Circle

2:30 PM - 4:30 PM

NER Board Meeting

2:30 PM - 5:30 PM

CMTE - How Music Therapists Can Minimize Harm Toward Clients, Each Other, and The Community by Meera Sinha, MT-BC, Maria Alvarado, MT-BC, Mara Collard, MT-BC, Elizabeth Mendez, MA, MT-BC

Meera: Meera Sinha is a Queer Desi Human living in Pennsylvania with their family and two dogs. They spend their time creating space for community and individual vocal exploration.

Maria: Maria Alvarado is an Ecuadorian-American music therapist practicing in Los Angeles, CA. She currently works with children, adolescents, and their families in an inpatient psychiatric hospital setting.

Mara: Mara Collard is a Filipino and Puerto Rican-American music therapist practicing in the Chicagoland Area. She currently works with early childhood, adolescents, and young adults in various special education programs.

Elizabeth: Elizabeth Mendez is a European, Mexican, and American music therapist practicing in Sacramento, CA. She currently works with people experiencing homelessness and older adults.

It is often challenging to discuss how music therapists may cause harm to their clients, their colleagues, and their larger communities. Yet, it is of the utmost importance to have these conversations if sustainable change is to occur. In this CMTE session, participants will have a safe and brave space to discuss topics related to systemic oppression and harm as well as how to minimize the impact of harm on others and themselves. Using discussion, workgroups, and specially curated workbooks, participants will have the opportunity to closely examine their identities, where they hold power, and how to reckon with and minimize harm. The presenters will provide support by holding space for potentially difficult dialogue and guiding questions for open discussion. This session will be collaborative and action-focused. Participants will leave with a basic understanding of systems of oppression as well as the impact of such systems on clients, music therapists, and

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the larger community. Participants will also leave with short-term and long-term goals for how they will minimize harm as music therapists.