
NEW ZEALAND JOURNAL OF MUSIC THERAPY: GUIDELINES FOR AUTHORS & REVIEWERS

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1. Purpose of Guidelines

This document provides information for authors, peer reviewers, book/resource reviewers, and the editorial team. The contents include style guidelines and information about our submission, review, revision and publication processes. This detailed information is provided for new and experienced authors, reviewers and the editorial team. The journal is a more formal, scholarly publication than the MusT newsletter, and potential authors are encouraged to contact the editorial team for advice.

2. Information & Correspondence

Website	https://www.musictherapy.org.nz/journal
NZJMT Editor	mailto:journal@musictherapy.org.nz
MThNZ Executive Officer	info@musictherapy.org.nz

3. Journal Policy

The [New Zealand Journal of Music Therapy \(NZJMT\)](https://www.musictherapy.org.nz/journal) is a peer-reviewed, online, open access, scholarly journal, published annually by Music Therapy New Zealand (MThNZ) for music therapists, students, allied professionals, and others interested in music therapy. The journal's purpose is to raise awareness of music therapy and related approaches in the wider community, and to extend the knowledge and understanding of music therapists. The journal was established in 2003 and replaced the previous (non-peer reviewed) Annual Journal of the New Zealand Society of Music Therapy.

The journal promotes the values of MThNZ (<https://www.musictherapy.org.nz/about-mthnz>):

- **Life / Ora**
Promoting and working towards sustainability and a balanced, overall wellbeing
- **Reciprocity / Whanaungatanga**
Fostering relationships that are connected, reciprocal and inclusive
- **Creativity / Auahatanga**
Celebrating our diversity, passion, spark and vitality
- **Professionalism / Te Taumata**
Supporting and advocating for the highest quality, evidenced based ethical practice with integrity and confidence

Authors and reviewers are asked to consider the relevance of their work to contemporary music therapy practice in Aotearoa New Zealand. The journal publishes only original material, except where reprint rights have been sought for an article of particular relevance to music therapy practice here. Articles declined by the journal may be recommended for publication elsewhere, e.g. Must newsletter.

No payment is made to or by authors or reviewers. MThNZ offers an honorarium to members of the editorial team.

The journal will consider a wide variety of submissions, including (but not limited to):

- Practice-based, research, theoretical or case study articles about music therapy;
- Less formal, practice-based or autobiographical articles for the Community Voices section;
- Interviews;
- Articles with arts-based elements;
- Morva Croxson Prize winning articles;
- Student contributions that state the author's student status and the context of the work;
- Articles about related fields or allied professions, if clearly relevant to music therapy practice;
- Book/resource reviews, submitted independently or commissioned by the editor; and
- Other items at the discretion of the editor – please contact the editor with preliminary ideas.

Disclaimer

Statements of fact and opinion in articles published by NZJMT are those of the respective authors and contributors to the journal, and not those of NZJMT or Music Therapy New Zealand. Neither NZJMT nor MThNZ can accept legal responsibility or liability for errors or omissions that may be made. Readers should make their own evaluation of the appropriateness of any research and practice methods described.

4. Style Guidelines

Overview

Please read these guidelines carefully, and ensure that your submission is appropriately structured and carefully formatted and referenced.

Content

Contributors and reviewers should ensure the following aspects are considered:

- (a) The topic is relevant to readers (music therapists, students and allied professionals);
- (b) The title accurately reflects the content, including the clinical and/or research approach;
- (c) Up-to-date, relevant literature is used to contextualise clinical work, research and ideas;
- (d) The author's role and stance are clear;
- (e) The purpose of the article is clearly conveyed: e.g. to pose and answer questions; to describe and evaluate practice; to review the literature; to interview a practitioner;
- (f) The article contributes new knowledge or perspectives to the professional literature; and
- (g) Include title, abstract (100-250 words), up to five keywords, text, and formatted reference list.

Length

- (a) Research reports: 3,500-6,000 words
- (b) Professional practice articles: 3,500–5,000 words
- (c) Community Voices articles: 1,500-3,500 words
- (d) Book/resource reviews: 500-1,500 words

The word count for NZJMT excludes title, keywords, abstract, references, tables, appendices, footnotes, and author details.

Consider also the balance between sections: could any sections be expanded or shortened?

Language

Articles should be written either in New Zealand English or in te reo Māori (with English translation, if possible). Sections may be included in community languages where appropriate, e.g. direct quotations, if an English translation is included. Contact the editor if you plan to submit non-English content, so that reviewers can be contacted in advance.

Writing style

Articles may be written in the first or third person, as appropriate to the clinical/research approach and genre. For reflections about writing in the first person, see Amir (2005)¹. A professional style of writing is expected.

Refer to frameworks for different types of article, next page.

¹ Amir, D. (2005). The use of "first person" writing style in academic writing: An open letter to journal editors, reviewers and readers. *Voices Resources*.
<http://testvoices.uib.no/community/?q=fortnightly-columns/2005-use-first-person-writing-style-academic-writing-open-letter-journal-editors>

Qualitative / Interpretivist Writing: EPICURE FRAMEWORK²

Please consider these criteria in your article - see also the examples on p.5:

Engagement:	<i>The author's relationship to the material</i>
Processing:	<i>Analysing, structuring & presenting material from practice or research</i>
Interpretation:	<i>Creating meaning</i>
Critique:	<i>Reflexivity & self-critique</i>
Usefulness:	<i>Value of the ideas & application in real contexts</i>
Relevance:	<i>Current & new knowledge</i>
Ethics:	<i>Explicit values</i>

Research Reports: IMRaD FRAMEWORK³

Please consider this structure for research reports - particularly quantitative / objectivist articles:

Introduction:	<i>Outline of the field, existing research, research question and theory</i>
Method:	<i>Research design (methodology), methods, participants, method of analysis</i>
Results:	<i>Findings, and suggested explanations</i>
and	
Discussion:	<i>Significance of the research, generalisation (if possible), comparison with other studies, strengths and limitations, practical implications, conclusions and recommendations for future practice and/or research.</i> <i>(Conclusions and Recommendations could be separate section(s).)</i>

Community Voices Articles

Less formal, practice-based or (auto)biographical writing

See published examples in NZJMT (from 2019)

Book / Resource Reviews

Refer to Section 7.

² Stige, B/, Malterud, K., & Midtgarden, T. (2009). Toward an agenda for evaluation of qualitative research. *Qualitative Health Research*, 19(10), 1504-16. <https://doi.org/10.1177/1049732309348501>

³ <https://sokogskriv.no/en/writing/the-imrad-format.html#introduction>

EPICURE

Examples of Review Criteria

Engagement

*The author's
relationship to the
material*

Clarifying your status as music therapy student or music therapist
Highlighting your own motivation, interests, roles and reflections
Extending personal musical interests, e.g. an instrument or genre
Reflecting on the lived experience of sociocultural, disability or intersectional issues
Developing a new position or role in a facility without prior music therapy
Exploring and reflecting on cultural or intercultural practices
Exploring or reflecting on ideas and experiences through creative arts-based approaches
Explicating your positionality, privileges and biases, and management of life-long relationships built with a particular community as an immediate result of the study

Processing

*Analysing,
structuring &
presenting
material from
practice or
research*

Including appropriate authors from topic of study, and challenging academic bias and representation in the literature
Using bias-free academic language: <https://tinyurl.com/56mw97w8>
Presenting a well structured case study – including context, literature, methods, observations, discussion, reflections, conclusion, limitations and recommendations
Presenting a well structured research report – including context, research question, research methodology & methods, music therapy methods, findings, discussion, reflections, conclusion, limitations, recommendations
Describing in depth a learning journey or professional development experience, and demonstrating new understanding, insight and relevance to music therapy practice
Incorporating arts-based methods or audio/video recordings

Interpretation

Creating meaning

Observing patterns and suggesting links between methods and client responses
Integrating music therapy observations and extracts from a reflective journal
Using or developing theory or the literature to explain observations or findings
Using arts-based approaches to gain new insights about concepts or experiences
Considering how the lens or paradigm of an author or researcher influences their ideas

Critique

*Reflexivity &
self-critique*

Reflecting on your stage of training or practice: identifying strengths and learning edges
Considering the lens of an author or researcher, rather than simply accepting their views
Reporting and evaluating own role as student or music therapist in a facility or team
Reflecting in depth on cultural or intercultural experiences or learning
Finding a gap in the literature or practice, and suggesting how this could be bridged
Including limitations in a case study or research report
Explaining the relevance of an approach for Aotearoa New Zealand
Considering and critiquing the relevance of an approach for Aotearoa New Zealand
Considering in depth any limitations the author may have, by way of privileges, biases or ability to misinterpret knowledge forms

Usefulness

*Value of the ideas
& application in
real contexts*

Demonstrating the value of a music therapy approach to a client, client group or facility
Demonstrating the value of readings, experiences or research to your professional growth
Explaining the relevance of an approach for Aotearoa New Zealand
Applying knowledge from the literature, research or your own experiences
Suggesting the relevance for future practice or research

Relevance

*Current & new
knowledge*

Making connections between the literature and your choice of approach with a client
Explaining how an experience or new learning will influence your future practice
Explaining why and how a new music therapy role was established
Considering the relevance of an approach for Aotearoa New Zealand
Considering the relevance of the article for other music therapists or students
Considering the relevance for other potential readers – e.g. clients and families, other professionals in your team, managers or funding agencies

Ethics

Explicit values

Clarifying your status as music therapy student or music therapist
Using respectful language when writing about clients, families, colleagues and others
Explicitly considering clients' privacy, confidentiality and voluntary participation
Considering identity, diversity, power relationships, and the client's voice and preferences
Explaining how ethics consent was gained for a research study
Referring to the Music Therapy NZ Code of Ethics and Standards of Practice (<https://tinyurl.com/5saa5683>)
Considering the role of supervision on your practice
Considering in depth the ethical appropriateness of the author in conducting their chosen study with a particular community, or exploring an unfamiliar knowledge system

Text Formatting

Font: Arial or Times New Roman, N12

Left-aligned or justified text; double or 1.5 line spacing; and 2.54cm margins;

Number the pages;

Running header: insert a shortened title (no author names) in the header (top right, all pages);

Refer broadly to current APA style: use headings and subheadings to structure your text clearly and guide the reader. However, do not use a double space after full stops;

Use the current APA style for in-text citations, tables, in-text citations and your reference list.

Visual Content

Graphs, tables and figures may be included where necessary, if presented and captioned appropriately.

To maximise accessibility, if graphs are presented authors are also asked to present the tabulated data as an appendix.

Images (e.g. photographs) must be treated as figures. To increase accessibility, please add an image description if captions are brief.

The editorial team will consider requests to include coloured images on a case by case basis.

Authors must confirm that they have written, informed consent to present images of people or facilities, whether or not they are named.

Creative Content

Arts-based elements are encouraged, if incorporated into the article - e.g. audio or video recordings, images, and creative writing.

Coloured images are accepted at the discretion of the editorial team, because of additional printing costs.

Copyright

The author(s) must hold the copyright for any original music shared, and must have written informed consent to share any clinical material, whether or not participants/clients, other people or facilities are named.

File Formats

Submit articles in doc, docx or rtf format – not pdf.

Audiovisual files (e.g. mp3 or mp4 file) may be appended to articles or referenced (e.g. YouTube, Vimeo). Files must be discussed in the body of the article. Large files may be submitted via Dropbox, Google Drive or other file sharing services.

5. Article Submission, Review and Publication Process

Submission Process

Refer to the Submission Flow Chart (Figure 1) and Style Guidelines (Section 3).

For article submissions (other than Community Voices submissions), please remove identifying material for the purpose of anonymous peer review: this includes names, location, acknowledgements, and references that would identify the author(s). Ask the editorial for advice or help, if needed.

Send your **article and a submission cover sheet** (Appendix A or download from the website (<https://www.musictherapy.org.nz/journal>) to journal@musictherapy.org.nz).

Submissions are accepted throughout the year. You are welcome to contact the editorial team for a preliminary discussion before submitting an article. If possible, provide a title and draft abstract so that reviewers can be sought in advance.

Submissions will be acknowledged within 5 business days.

Peer Review Policy

The editorial team may make preliminary suggestions before agreeing to send the article for review.

If the article seems relevant to the journal, the Editor (or Assistant Editor) will approach potential peer reviewers (Table 1), and send the article for review.

The journal uses two different review processes:

- **Anonymous Peer Review:** A formal, anonymous peer review process is used for most articles. Anonymity offers a confidential, objective review process that protects both authors and reviewers. For most articles, at least one reviewer will be a NZ or international registered music therapist; the second may be a music therapist or an allied professional with particular expertise. Authors and reviewers correspond with the editorial team only, but reviewers usually agree to be listed in the published journal.
- **Open Review:** An alternative process is offered for less formal Community Voice articles. This process is particularly suited to reports where removing identifying features might be difficult, or where authors wish the reviewer to understand the specific context of the work. Again, communication is via the editorial team, but the single (or sometimes two) reviewer(s) will know the names of the author(s) and the reviewer(s) will usually agree to being identified to the author(s).

Peer reviewers are experienced practitioners or researchers with expertise related to the article. Peer reviewers receive no reimbursement from NZJMT or MThNZ for their services, and we gratefully acknowledge their valuable role.

If initial approaches are declined (reviewers unavailable) there may be a slight delay while alternative reviewers are sought. Occasionally, a third reviewer will be sought – e.g. if the reviewers have markedly different views about an article, if further expertise is required to evaluate an article, or if a reviewer needs to withdraw.

Figure 1. Flow chart – overview of submission and review process.

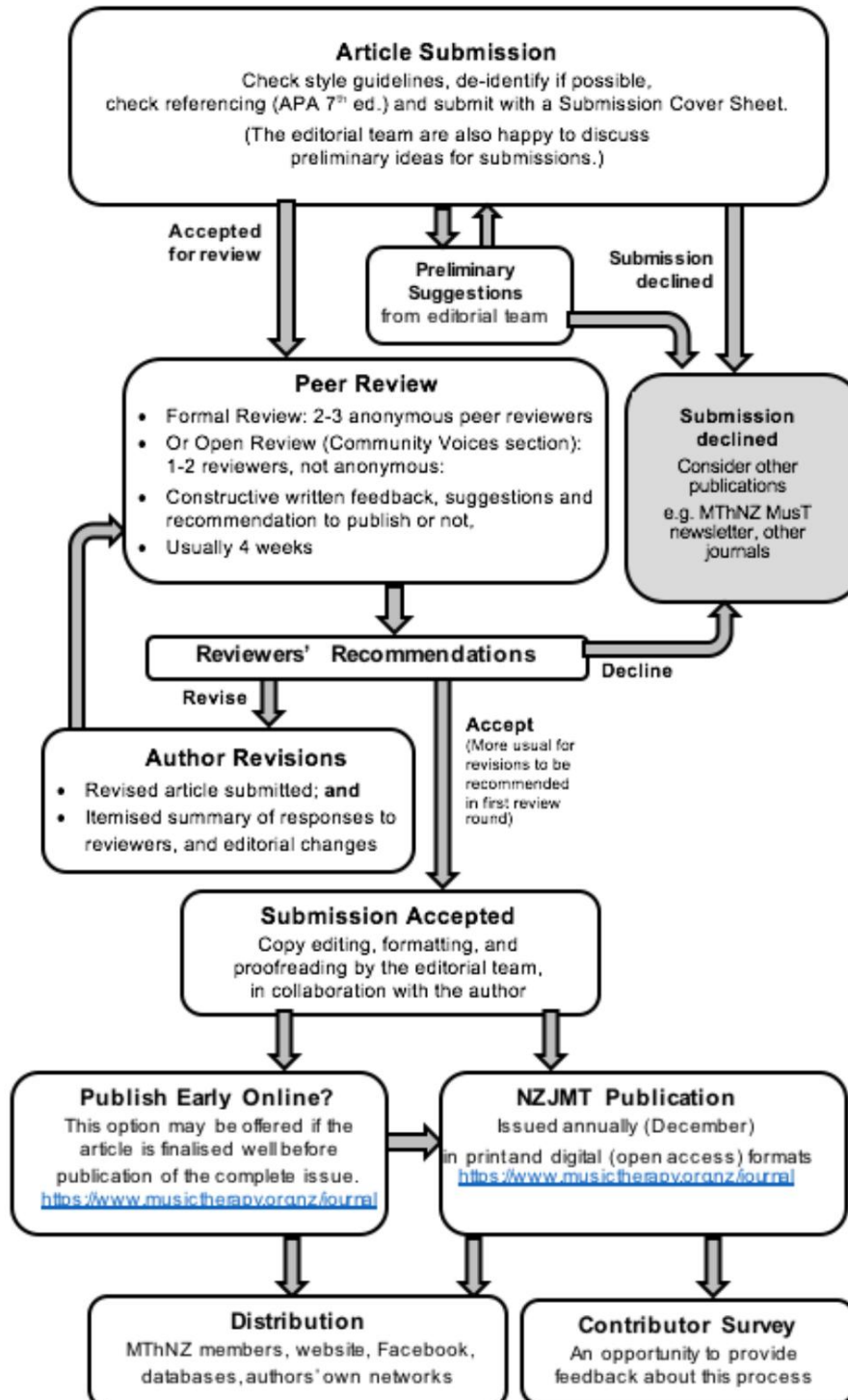


Table 1. Criteria for peer reviewer selection. Criteria for reviewer selection:

Peer Reviewer Criteria	Notes
1. Clinical, cultural and/or research expertise related to the theme of the article submitted	Professional experience and current scope of practice. Publication/presentation record. Consultation with Māori will be expected in reviews of articles with Māori themes or an impact on Māori. Consultation with other cultural groups will be sought when appropriate.
2. Previous review experience or interest in developing this skill	Ideally at least one reviewer per article will have review experience. We aim to support NZ RMThs to develop reviewing skills if they wish, by inviting new reviewers and providing guidelines.
3. A balance of NZ and international reviewers	Ideally one NZ and one international reviewer per article, to balance cultural and local knowledge with an international perspective.
4. Capacity and commitment to follow <i>NZJMT</i> guidelines and meet <i>NZJMT</i> deadlines	Provide Guidelines for contributors and reviewers. Any prior review for <i>NZJMT</i> has met expected deadlines. Encourage potential reviewers to consider realistic workload and to decline to review if unlikely to meet deadlines.

Peer Review Process – See also Section 6

Peer reviewers are asked to provide constructive written feedback on the article submitted, and to make recommendations to the author(s) and editorial team as to whether the article should be published and whether major or minor revisions are required.

Reviews are usually due within one month. A template is provided for the reviewers' responses (Appendix B). The editor is available to support reviewers (particularly new reviewers) at all stages of the review process.

Reviews will be read by the Editor (or Assistant Editor) and forwarded to the author.

Author Revisions

Receiving reviews can be a challenging experience, but also an opportunity for professional development.

The author will be invited to consider the reviewers' feedback and to respond within one month with a revised article. A summary of responses to each review point is also required.

If reviewers' opinions differ, the author(s) and editor will need to weigh up each recommendation.

Authors have one month to provide a revised article and summary of changes, which will be sent to the reviewers again (Round 2) or (for minor changes) checked by the editorial team.

Very occasionally, a third round will be required to support the author(s) to prepare the best possible version of their article.

Ethics: Copyright and Consent

Authors are responsible for:

- (a) Gaining and providing evidence of consent from the appropriate author/publisher to reproduce copyright images, tables, figures, extended quotations, or music – note, publishers often charge for this, and NZJMT does not have a budget to cover reproduction costs.
- (b) Gaining informed, written consent to include descriptions and/or images relating to clinical work, whether or not participants are identified.
- (c) Gaining informed, written consent to name facilities that are the setting for practice or research discussed in an article.
- (d) Gaining informed, written consent to name clients, participants and colleagues – the use of a pseudonym is recommended.

Authors are usually required to transfer copyright of their submissions to the journal. In some cases the journal will agree to the author retaining copyright of the content, but the journal will hold copyright of the journal-specific formatted edition. The editorial team and MThNZ will usually approve requests for authors to republish content – e.g. in a research thesis, in a book chapter, in translation in an international journal.

Publication and Distribution

Accepted articles will be included in the digital edition of the journal. Publication “early online” may be offered for articles that are ready prior to publication of the full journal. Articles finalised late in the calendar year may need to be held over for the following year, but “early online” publication will be offered.

Editorial tasks (copy editing, formatting and proofreading) are completed by the editorial team, including the editors, proofreaders and other advisors, in collaboration with the author(s). A proof copy will be sent to the (lead) author for checking.

The online journal is open access and freely available from: <https://www.musictherapy.org.nz/journal>, and a print edition is provided for MThNZ members. The journal is highlighted on the MThNZ website, Facebook page, MusT newsletter, and other media. Authors are encouraged to forward their publications within their own professional and social media networks.

Articles that are not finalised in time for publication in the annual journal may be published “early online” when ready and included in the following year’s issue.

Articles Declined by NZJMT

Articles may be declined by the editorial team if not considered relevant to the journal, if the reviewers recommend not publishing, or if the authors do not agree to recommended revisions.

Declined articles may be submitted to other journals and publications, or substantially revised and resubmitted to NZJMT.

Contact the editorial team if you wish to discuss the reasons for declining an article, or for alternative publication suggestions.

6. Guidelines for Peer Reviewers

Introduction

Thank you for agreeing to review for the NZJMT. Please familiarise yourself with all relevant sections of these Guidelines, particularly if you are reviewing for this journal for the first time.

Please contact the editor if you are not comfortable reviewing a particular article (e.g. if you believe you know the author's identity and/or have a potential conflict of interests, or if you are uncomfortable with the Community Voices open review format); if you have difficulty meeting a deadline; or if you have other concerns or questions.

Writing your Review

A template is provided for your feedback and recommendations for revisions and possible publication. (See **Peer Review Form**, Appendix B). (The form is optional, but please refer to the publication criteria).

Please write constructive comments and suggestions for improvement. Identify sections of concern by mentioning the page and paragraph or line number. Note, if you opt to use tracking, the page numbers may need to be revised in any separate written comments.

Please make a recommendation for or against publication, with major/minor/no revisions, as listed on the template. Additional, optional comments may be provided for the editor, but where possible we prefer a transparent process.

Please remove identifying features from your documents (both the review form, and the article with tracking if used) – e.g. in later versions of Word, select Word/Preferences/Security, then check the box "Remove personal information from this file on exit".

Editorial and formatting issues are the editor's responsibility, but comment briefly if you wish.

Keep a copy of your comments, as you may be required to refer back to them at a later date, if you agree to read a revised article.

Tips for New Peer Reviewers

There is no one way of reviewing, but these suggestions may help you approach the task.

- You may wish to read the article through first to gain an overview before making any comments. You may gain new insights by re-reading the article several times during the review process, and setting aside the review for a while and returning to it.
- You may wish to print and annotate a hard copy of the article, or to read the electronic document, and make notes electronically or on paper.
- You may wish to consult music therapy and other literature to check whether the author has referenced the latest or most relevant literature to contextualise and support their work.
- When writing your review, you may wish to either use headings (e.g. points about content, structure and style) or to write comments chronologically, following the structure of the article.
- Aim to be concise, empathic and mindful of the author receiving the review. Consider beginning with positive comments, acknowledging the author's work and strengths. Use neutral language and offer constructive rather than negative criticism.
- When rating the article, you may believe that the article has potential for publication but requires revisions or additional literature. Articles unsuitable for publication include those that have limited relevance for readers, conflict with the ethical practice, or require substantial reworking.

7. Book/Resource Reviews

Book Review Policy

The journal includes critical reviews of books and resources (such as song anthologies). The purpose of a review is to introduce and evaluate new material relevant to the practice of music therapy in NZ. The Editor will consider the space available for reviews, and the balance between articles and reviews.

Author/publisher review requests will be considered. Contact the editor or administrator and consider providing a non-returnable copy of the book or resource, which we will place in a library.

Individuals wishing to write a review are asked to contact the editor. The editor will maintain a list of books/resources available for review. Other suggestions will be considered.

Reviews will not usually be accepted if they have been previously published, other than where NZJMT offers “early online” publication, followed by publication in the issue compiled at the end of the year.

Appointed reviewers should not have already endorsed a book/resource, e.g. on the author's or publisher's website, to ensure that reviewers are free to write an unbiased critique of the publication. The editorial team will consider exceptions to this principle on a case by case basis.

Note, if you have any reservations about the book/resource that you are reviewing, please discuss these with the editorial team prior to writing, as the journal will not usually dedicate space to publishing a negative review.

No payment is made for reviews.

Book/Resource Review Guidelines

The editor responsible for book/resource reviews will negotiate a timeline for submission of your draft review and any suggested revisions.

Submit your text electronically, following the Style Guidelines (Section 4) and attaching a submission cover sheet (Appendix A or download from <https://www.musictherapy.org.nz/journal>).

When evaluating the book/resource, please:

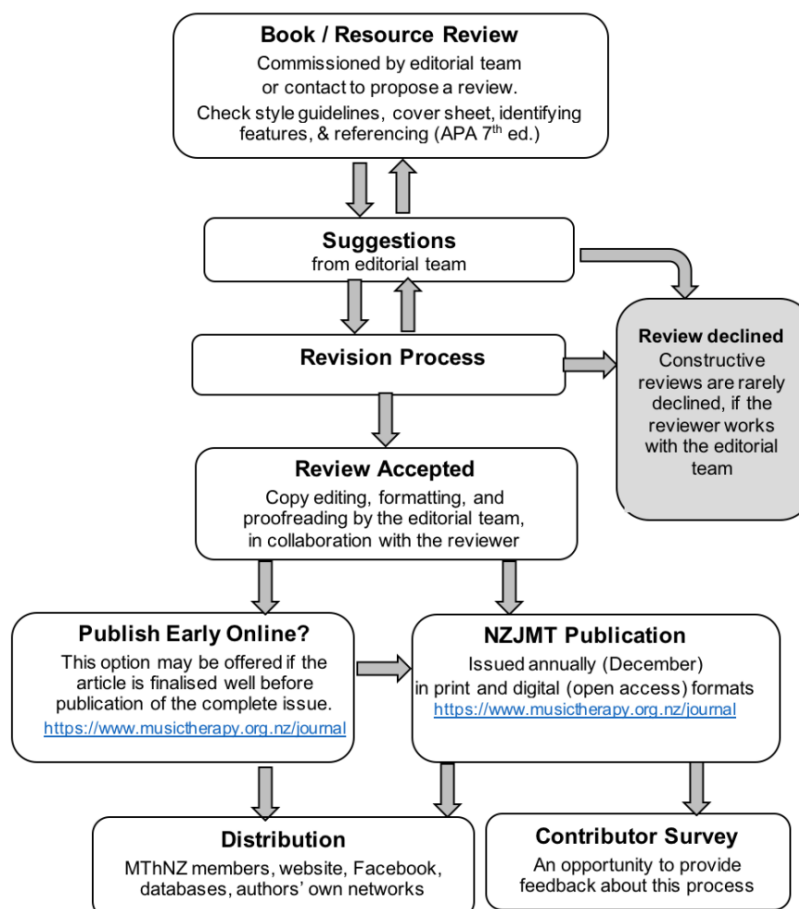
- Introduce the author(s)/editor(s), including any relevant context – e.g. geographical, cultural, professional or philosophical frameworks that inform their work, their previous publications, or related publications by other authors;
- Explain your personal/professional interest in the book/resource – e.g. your interest in an author's previous work, or links with your own training, professional practice or research;
- Provide an outline of the book/resource, without limiting your review to a summary;
- Consider the purpose, scope and intended audience of the book/resource, how well the publication achieves its aims, and any aspects that could have been addressed differently;
- Consider the relevance, reliability and validity of the material presented, and whether there are any significant omissions;
- Consider any strengths or weaknesses of the structure of the book/resource and the balance between sections, and any alternative suggestions you may have;
- Consider the strengths and limitations of the publication, including content, writing style, format, quality of presentation, and availability; and
- Consider the relevance of the book/resource for music therapy practice in Aotearoa New Zealand; and
- Summarise why you and to whom you recommend this book/resource.

Tips for new book/resource reviewers

There is no single way of writing a critical review, but these suggestions may guide you:

- Read some reviews published in recent issues of *NZJMT* or other journals;
- Aim to gain an overview of the book/resource before reading it in detail;
- Make notes electronically or on paper as you read the book;
- Provide some context - e.g. mention and reference the author's previous publications, other authors' related publications, and your own interest in this publication, topic or author;
- Re-read sections, or set the review aside and return to it later, to gain new insights;
- Consult relevant music therapy and other literature, to check whether the author has referenced the recent and relevant publications to contextualise and support their work;
- Aim to be concise, empathic, and mindful of the author, who will see the review, if published;
- Use neutral language, and offer constructive (rather than negative) criticism - beginning with positive comments that acknowledge the author's work and strengths; and
- Frame criticisms constructively - e.g. suggest alternative organisation of the material, additional perspectives to be considered (or authors, in an edited book), or editorial errors to be corrected in a future edition.

Figure 2. Flow chart – overview of book/resource review submission process.



8. Editorial Team

NZJMT is coordinated by the editor or an editorial team, with the support of the MThNZ Council and Executive Officer. The Editor is appointed by Council at the first meeting following the AGM (for a period of one year or more years). The editorial team is appointed as soon as possible after this.

Editorial Team (Updated May 2024)

Co-Editors: Hyunah Cho & Emily Hunt journal@musictherapy.org.nz

MThNZ Executive Officer: Executive Officer info@musictherapy.org.nz

Contact details for other members of the editorial team will be provided when needed.

Table 2. Editorial Team Roles.

Role	Outline of responsibilities
Editor (currently includes Copy Editor and Morva Croxson Prize Administrator roles, below)	Oversee the entire process of producing the journal, including: • Select personnel to assist the editorial team, delegate responsibilities, and convene team meetings as necessary; • Fulfil tasks allocated to Assistant Editor, Book/Resource Reviews Editor, proofreaders, and Copy Editor, if no other personnel are able to undertake these roles; • Provide up-to-date guidelines for NZJMT contributors and reviewers, and correspondence templates for the editorial team, in collaboration with the editorial team, MThNZ Council, and Executive Officer or Administrator; • Issue a call for submissions, approach potential authors, and manage the submission, review, revision, and copy editing process; • Maintain a register of past, current and potential reviewers, and manage the review or delegate selected tasks to Assistant Editor; • Set and manage deadlines. • Determine the journal contents, confirm copyright ownership of articles and book/resource reviews (usually © NZJMT, sometimes © author), and confirm that authors have informed written consent to include clinical material and any copyright materials; • Liaise with the Executive Officer regarding printing and distribution procedures; • Maintain a log of hours, tasks and correspondence, available to Council; • Provide reports for the AGM, and as needed for Council; and • Provide a budget proposal for each financial year, and an end of financial year actual budget for Council.

Assistant Editor (if appointed)	Assist with the editing process, in particular: • Undertake responsibilities negotiated with the Editor; and • Assist with proofreading, updating documentation, and maintaining style guidelines.
Book/Resource Reviews Editor (if appointed; otherwise Editor or Assistant Editor)	Assist with the Reviews section of the journal: • Liaise with the Editor and MThNZ Library Liaison (who may be a member of the editorial team) in commissioning, coordinating, and editing book/resource reviews; • Liaise with book/resource reviewers on behalf of the editorial team and support the writing, revision and submission process. • Be aware of recent publications relevant to journal readers, and liaise with publishers/authors who may offer review copies; and • Ensure style consistency (as above) for book/resource reviews.
Copy Editor (if appointed; otherwise Editor or Assistant Editor)	Prepare the journal for publishing online and printing, including: • Liaise with the editorial team regarding contents, tasks and timelines, • Use and, when necessary, update the journal template; • Receive the complete journal contents from the Editor as a MS Word document (or other agreed format); • Edit and correct formatting, and (if missed by proofreaders) spelling and grammar, following the Style Guidelines (Section 4); • Check page numbers, headers and footers, including © statements. • Compile the Contents page; • Check the proof copy provided by the printer; if corrections are required, request and check a further copy; and • Check formatting of online journal content.
Proofreaders	Proofread selected content, following the Style Guidelines.
Advisors	Liaise with the editorial team on specific issues - currently: • Te reo Māori / cultural advisor; • Accessibility advisor (2020); • Members of the NZJMT Advisory Panel.
MThNZ Executive Officer or Administrator	Support the editorial team with administrative tasks: • Circulate the Editor's call for submissions and other announcements or correspondence if needed, by email to MThNZ members, and via the website, Facebook and Must newsletter; • Liaise with the Editor and printers regarding print quotes, invoicing and distribution; • Forward any correspondence to the editorial team regarding publishers offering review books or requesting a review; Upload the online journal to the MThNZ website, and liaise with the editorial team regarding checking of online formatting; and • Circulate information (provided) about the Morva Croxson prize, and ensure allocation of prizes

**Morva Croxson
Prize
Administrator**

Manage all aspects of the Morva Croxson Prize writing competition:

- Update the competition documentation and timelines, as needed, in collaboration with Council and other advisers;
 - Circulate a call for entries and competition results, in collaboration with the Executive Office;
 - Approach, appoint, correspond with, support and thank judges for the annual competition;
 - Receive and check entries, and forward these to the panel of judges;
 - Collate decisions from the individual judges, and discuss any issues with - e.g. a tie, feedback about the competition;
 - Contact the winners and other entrants, and provide information for the Executive Office (prize information and publicity);
 - Support winners with revision and editorial processes for publication, or delegate this role over to another member of the editorial team; and
 - Respond to inquiries; if needed, forward to Executive Office or Council.
-

9. Annual Calendar (NZJMT and Morva Croxson Prize)

Table 3. Annual calendar for the editorial team.

Date	NZJMT Tasks	Morva Croxson Prize Tasks
Feb (or as requested)	Reminders re expense claims (e.g. postage) NZJMT actual budget (for end of financial year) NZJMT draft budget proposal (next financial year)	Discuss MCP prizes with Council
Feb-May	Author Survey (previous year's issue)	
Mar	Call for journal submissions (via website, Facebook, email, MusT) Begin NZJMT review process with MCP winners *	MCP judges' feedback due (Mar 1) Winners informed (phone or email) – see NZJMT * Public announcement (website, Facebook, MusT)
Apr	Article submissions – preferred date Apr 1 Note, alternative submission deadlines should also be requested by April 1 st or ASAP Begin review process: Acknowledge articles Preliminary editorial advice, if required Peer reviewers sought/confirmed Articles sent for review	Update competition guidelines and documentation Confirm panel of judges
May	Continue NZJMT review process MCP winners' revisions due (or as agreed) Round 1 peer reviews due (as agreed) Possible late submissions	Call for MCP entries (website, Facebook, MusT, email, NZSM) Prizes (previous year) to be paid by May 31
Jun	Continue NZJMT review process MCP winners' revisions due (or as agreed) Round 1 peer reviews due (as agreed) Possible late submissions & Round 1 reviews	
Jul	Book/resource reviews – preferred submission date (other dates to be negotiated with the book review editor)	
Jul/Aug	Continue NZJMT review process MCP winners' revisions due (or as agreed) Round 2 peer reviews (if required) Final revisions Possible late submissions & Round 1 reviews (may not be published this year)	
Aug	Report for AGM (and other reports when needed) Council meeting following AGM: Appointment of editor(s) for the following year. Update contracts.	MCP advertising at Symposium / AGM
Sep / Oct	Final revisions of all content (articles & reviews) Proofreading	
Oct / Nov	Final proofreading, formatting, copy editing Proof copies to be checked by authors	
Nov / Dec	Journal to printer – check proof copy, print	
Dec	Journal distribution Preliminary budget updates Annual log of hours finalised (calendar year)	MCP entries - Dec 1 MCP entries checked and sent to judges

APPENDIX A: NZJMT Submission Cover Sheet

All submissions must be accompanied by this cover sheet. Please send your submission and this cover sheet to journal@musictherapy.org.nz by April 1 (or as negotiated with the editor). <i>Cells will expand as you type.</i>			
Submission date			
Title			
Type of submission ✓	Professional practice article		
	Research article		
	Book/resource review		
	Other – please state:		
Keywords	1		
	2		
	3		
	4		
	5		
Author 1 <i>The editor will usually correspond with the first author only</i>			
First/given Name(s)		Surname	
Qualifications			
Affiliation			
Email address			
Phone		Mob	
Co-authors (if any) <i>Insert additional lines if needed</i>			
Author 2		Surname	
First/given Name(s)			
Qualifications			
Affiliation			
Author 3		Surname	
First/given Name(s)			
Qualifications			
Affiliation			
<i>Please insert further rows if needed</i>			

APPENDIX B

NZJMT Peer Reviewer Form

Title of Article:

Reviewer Details

Notes:

1. Confidential to the editorial team during anonymous peer reviews, but reviewers are usually listed as editorial advisors in the published journal.
2. An open review process is used for most Community Voices articles.

Reviewer's name:

Email:

Phone:

Date review submitted:

“Community Voices” Section Only

Do you agree to your name being disclosed to the author(s): Yes / No / I would like to discuss this

Recommendation (1-5)

1. Publish, no revisions
2. Publish, minor revisions only (e.g. grammar or referencing)
3. Major revision requiring resubmission by the author (e.g. restructuring or additional detail)
4. Not suitable for the NZJMT, but recommend another publication, e.g. MThNZ MusT newsletter or another journal)
5. Not recommended for publication – please state reasons.

Comments for Author(s) and NZJMT editorial team

This section will expand as you type - please delete this text.

Confidential Comments for NZJMT editorial team

Optional, if you have specific concerns or advice for the editorial team, or comments about the review process - please delete this text.

Thank you

Please send your review by the agreed date to: journal@musictherapy.org.nz or as advised by the Editor or Assistant Editor managing this review.