



# American Music Therapy Association®

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## APAC/AIAC COVID-19 Response: FAQs

We recognize that the changes related to social distancing, site closures, and sheltering in place have been swift and disruptive. The APAC's decision not to lower our training standards is not a decision taken lightly. However, we are confident through our own experiences as faculty and thorough knowledge of the AMTA Professional Competencies, Standards for Education and Clinical Training, National Roster Internship Guidelines, Scope of Practice, and Code of Ethics that most clinical training snags can be resolved. There is much leeway, particularly in internships, for creativity and personalization of the requirements. Be sure to distinguish between faculty and university-driven expectations and details spelled out in the \*Standards.

APAC is here to support you in making new learning agreements that are specific to different student situations and learning needs. We encourage you to do what works best for you, and what you feel most comfortable doing in this uncomfortable time. There is no one right way, which is why we have tried to provide a variety of resources—to spark ideas, generate questions, and help you develop the best path forward. We empower you music therapy faculty and clinical supervisors, without changing or lowering the Standards, to make the most of this unprecedented moment in time.

What absolutely DOES NOT count toward clinical hours for practica?

- 3.2.2 . . . *Academic course hours that include role-playing or instructing students in music skills, session planning, documentation, and related skills for hypothetical clinical sessions in music therapy may not be utilized as clinical training hours.*

What does count is stated in 3.2.8 . . . *Clinical training is defined as the entire continuum of supervised field experiences, including observing, assisting, co-leading, leading, and assuming full responsibility for program planning and music therapy treatment implementation with clients. It is recommended that hours of clinical training include both direct client contact and other activities that relate directly to clinical sessions in music therapy. Such experiences also may include time in group and individual supervision of client sessions, session planning, and documentation for clients.*

**Note to faculty:** APAC recognizes the added hustle required to keep students engaged in meaningful work that can accrue hours and keep them on schedule. However, *it is not acceptable for pre-internship placements and activities to be the responsibility of the students.* Please be the one to communicate and approve activities.

As a reminder, not everyone may need the usual number of “session” times if you adjust your content expectations for this semester. While teaching things like documentation and planning skills do not add to pre-internship clinical hours, such activities in relation to actual clients through archived video and assigned clinical placements for “potential” sessions are not hypothetical. Documenting on recorded sessions, planning new ones for actual clients, developing assessments, etc. all are viable activities.

What absolutely CAN count toward clinical hours for internship?

- Clinical internship content is at the discretion of the faculty in consultation with the internship supervisor and student
  - 3.2.3 . . . *Each internship shall be designed or selected to meet the individual needs of the student. This requires joint planning by the academic faculty, the internship supervisor, and the student, as well as continuous communication throughout the student's placement.*

Is the level of supervision different for practica than for internship?

- Yes
  - 8.4.10 Online Supervision: *Online supervision may be provided for the clinical supervisors along with site visits by the academic faculty. Supervision for the student's clinical training experiences includes individual supervision of the student by the qualified music therapist at the host site, as well as supervision by the academic faculty. Feedback of the student's clinical work can be provided to academic faculty through such means as audio-visual media and other forms of technology and telecommunications to evaluate the student's clinical competencies. Please note that the issues related to client confidentiality must be addressed.*
  - Pre-internship: 3.2.2 states, “. . . A qualified, credentialed music therapist must provide direct supervision to the pre-internship student, observing the student for a minimum of 40% of pre-internship clinical sessions.”
  - Internship: Whether National Roster or University Affiliated, all internships are expected to stay “within the standards set by the National Roster Internship Guidelines” (3.2.4). Those Guidelines state, in section 6.1, Supervision includes, but is not limited to, formal and informal observation and interaction in the areas of: direct patient contact, evaluation and documentation, treatment planning, supervision, participation in interdisciplinary didactic sessions, team involvement, participation in training sessions, and staff relationships.
    - 6.1.1 Each intern will receive a minimum of one hour of individual consultation per week with the supervising music therapist.
    - 6.1.2 Each intern will receive an average of four hours per week of observation and constructive feedback with the supervising music therapist.
    - 6.1.3 While group consultation is highly encouraged as an adjunct to individual consultation, it will not replace the requirements of section 6.1.
    - 6.1.4 For internship programs structured at less than 40 hours per week, the hours for supervision, consultation and observation should be adjusted accordingly (for example 30 minutes of weekly consultation per 20 hours per week).

Do archived video sessions “count” for pre-internship hours?

- Yes - how? With specific tasks for student learning - to analyze the music, collect data related to objectives, identify therapist responses, etc. that are appropriate to the level of the student viewing the session.

Do telehealth sessions count?

- Yes, potentially for either pre-internship or internship hours. Be sure that you are in compliance with permissions from both the university and the client/client's care center before utilizing this practice. See resources posted by AMTA [https://www.musictherapy.org/about/covid19\\_resources/](https://www.musictherapy.org/about/covid19_resources/)

For students who have future practica to complete, can hours simply be made up in following semesters?

- Yes, pre-internship hours may be made up over the course of the student's time in the clinical sequence of the training program. Please note that for equivalency plus master's

students, these pre-internship hours are considered prerequisite to the minimum 12 credit graduate core credits like music therapy theory and advanced clinical work.

- If the program has extra hours designed into the clinical sequence, then hours that are generally earned in a course or across the sequence may be written off. The requirement is to complete 180 hours of clinical training prior to starting internship, not a certain number in each semester or per class.
- These options are at the discretion of the program.

If my school opts for Pass/Fail grading this semester, will we be OK?

- Yes. Please be very clear on revised syllabi about what “passing” means and whether late or missing work is acceptable.
- If your program has a higher standard than the AMTA minimum passing expectation and moves to a pass/fail system, clarity over what is passing for the school and what is passing for the program must be distinguished and a mechanism for feedback to the student for transparency should be developed.
- 3.2.9 . . . The student must have received a grade of C- or better in all foundational music therapy courses in order to be eligible for internship. The academic institution has the ultimate responsibility to determine whether these requirements have been successfully met.

*NOTE: Foundational coursework related to the professional competencies must be completed prior to beginning internship. If an academic program chooses to offer coursework concurrent with internship, the course content should be integrated with the internship and provide an in-depth examination of topics related to the internship experience.*

For interns, if it will not result in hardship, can their time just be extended?

- Yes - if the intern, the site, the supervisor, and the institution are in agreement, this is an acceptable option.
  - 3.2.6 . . . *The internship agreement may also include other pertinent information, such as the length of the internship; the student's work schedule; the supervision plan; role and responsibilities of each party; and health, liability, and insurance issues. The content and format of each internship agreement may vary according to the situation and parties involved. This internship agreement is required for both the university affiliated and AMTA national roster internship programs. These individualized training plans and internship agreements are separate and distinct from any affiliation agreements or other legal documents that delineate the terms of the relationship between the university and the clinical training site(s).*

Can an intern return to their home institution and begin a university-affiliated internship?

- Yes, once the agreements are in place.
- All of the previously accrued hours will transfer; however, the agreement for hours remaining may lead to an increased total depending on the student's needs and abilities in relation to the time and tasks remaining for the new site.

For interns where hardship exists, what does APAC recommend for completing their training hours?

- Training is specific to interns meeting the competencies.
- There is not a required number of hours for face-to-face treatment.
- The requirement for weekly supervision remains in place and will assist the supervisor and faculty in assessing a student's competency and completion of the internship once the 1200 total hour minimum has been met.
- Intern responsibilities should not be without professional value, but research and writing, rep building, inventory lists, closet cleaning, cataloguing, songwriting, reporting on

podcasts, and many other possibilities exist for students and all relate to the AMTA Professional Competencies.

- *7.1.1 The academic institution and internship site shall take primary responsibility for assuring the quality of their programs, jointly and/or separately. This shall be accomplished by regular, competency-based evaluations of its programs and graduates, by faculty, supervisors, and/or students. Each academic institution and internship program shall develop its own system of evaluation, and shall use the results as the basis for program development, quality assurance, and program change.*

Is AMTA aware of how other fields are addressing these concerns?

- Yes. One example is illustrated in this UNC-Chapel Hill Social Work document [https://drive.google.com/file/d/1LwI2i3rWul7dY\\_jNzVxIs9jW2MB-zYBm/view?usp=sharing](https://drive.google.com/file/d/1LwI2i3rWul7dY_jNzVxIs9jW2MB-zYBm/view?usp=sharing)

❖ Please note that all responses by APAC are based on the current *Standards for Education and Clinical Training* (Revised 2018). Any changes to this document require approval by the Assembly of Delegates.

## AIAC FAQ

Like APAC, the AIAC is here to support the National Roster Internship sites, internship directors, internship supervisors and interns. The National Roster Internship Guidelines remain in place, as is, with the high standards of internship experiences.

Our committee recognizes that the 176 approved sites are facing unique situations that may be out of their control; Administrators asking all interns to leave organizations for a period of time; Universities recalling interns or interns needing to ask for pause in their learning experience.

We believe that all internship directors and supervisors can address the unique contexts they are facing while maintaining a student-centered internship. Please remember that you have AIAC regional representatives available to help you and your interns.

*Can an intern return to their home institution and begin a different National Roster Internship?*

- Yes, per the following National Roster Internship Guideline

*2.6 An intern may elect to resign from the internship with written notification to the Internship Director and Academic Program Director in accordance with university and facility policies and procedures.*

*It is possible that at a point in the future an intern may need to finish their internship experience somewhere other than where they started. If a student (previous intern) needs to complete their internship at a National Roster Internship site, then the same guidelines apply:*

- Yes. The same guidelines apply, with the understanding that the intern consult with the internship director for the best course of action, including following procedures for closure with their clients, and notify their academic advisor.

*2.1.2.1 No more than four active applications may be in progress at any one time*

*2.1.2.2 Once an active application has been withdrawn or declined, another application may be submitted to an additional facility.*

*2.1.3 Applications may not be submitted more than 12 months prior to the date the applicant will be eligible for internship. Internship Directors must not make acceptance decisions more than one year in advance.*

Also, the internship director can give the intern written documentation of the hours the intern has successfully completed, which can be applied to the new placement at the discretion of the internship director.

*If an Internship Director needs to extend the internship for a student experiencing a hardship how can the site stay in compliance with the National Roster Internship Guidelines?*

- Internship Directors can request an exception to the National Roster Internship Guidelines.

5.0 Instructions for Submitting Exception

*5.1 When the National Roster Internship Guidelines cannot be met, an exception request may be initiated by a site which is applying for national roster approval, or as needed by an existing national roster internship site.*

*5.1.2 Email the exception request to: Jane Creagan, MME, MT-BC at [creagan@musictherapy.org](mailto:creagan@musictherapy.org).*

*5.1.3 For exception requests from international sites, email the request in English, to the above address.*

*5.2 When the exception request is received by National Office, a tracking number will be assigned and the internship director will be notified.*

*5.3 Additional information and/or clarification of application materials may be requested by the Association Internship Approval Committee.*

*5.4 When review of request is completed, and approved, the Association Internship Approval Committee chairperson will notify the Internship Director and an official approval letter will be issued by the AMTA Executive Director. Copies will be sent to the Association Internship Approval Committee chairperson, and the Association Internship Approval Committee regional representative.*

*5.5 If review of request is completed and the exception is NOT approved, the applicant will be notified by the Association Internship Approval Committee chairperson and an official letter will be issued outlining the rationale for the committee's decision*

For example, if there will be an overlap of three interns at once, the Internship Director can ask for an exception to the Ratio of Qualified Music Therapists to Interns

- 3.0 Ratio of Qualified Music Therapists to Interns

*3.1 For each supervising music therapist employed full time, no more than two (2) interns may be in training at any given time. This same ratio applies for those sites with both National Roster approval and University affiliation when interns from both programs are at the site simultaneously.*

*3.2 For each part-time supervising music therapist, only one (1) intern may be in training at any given time.*

If it is necessary to add a supervising music therapist who may not meet the one year of experience at the facility, the Internship Director can ask for an exception to:

- C. Supervising Music Therapist
  - 1.0 Requirements
    - 1.1.4 Has one- year experience working in the internship setting

If there is a situation an internship director is concerned MAY occur, contact their regional representative or co-chairs of AIAC. It is impossible to predict what the future holds, so the AIAC strongly encourages internship directors and supervisors to use their ethical thinking and consult with the committee.

*Is it possible to re-examine the internship agreement?*

- Yes. Re-examining the internship agreement is always a good idea. Used as a communication tool with the intern, it is a helpful means to remind the intern that meeting professional competencies is the ultimate purpose of the internship experience, not meeting hours. Having a realistic conversation may be helpful for the intern to understand what is expected of them moving forward.

In stressful situations, as we find ourselves in now, it is important to remember that sometimes we may find ourselves in an ethical situation.

Please remember that the AIAC has a grievance policy. It is there to protect internship directors, supervisors, interns and academic advisers.

Being an internship director and supervisor means being a “viable role model” (2.1.5) and for 2.1.11 Assuring adequate time to integrate all aspects of the internship. Our committee is here to listen, support, and act.

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