



**APAC/AIAC Roundtable Discussion
AMTA Conference 10/12/2021**

Questions

- Just curious - if you are in a position to offer an intern a job with your company/agency, when in the 6-month internship does that offer typically happen?
 - We often offer at like month 5
- Are paid internships an option? My facility is looking into this option for all interns within our greater department.
 - *We are currently applying for grants to provide interns with Mastercard giftcards since we can't pay them through the hospital itself since trainees are under "special category volunteers."*- MG
 - Are Seasons Hospice pays their interns for example - They offer a stipend, which is a bit different from a job with a paycheck. True, but there is a financial benefit
- questions about the supervision course should be directed to the AIAC Co-Chairs, Eve or Lauren
- My facility is very difficult to work with in regards to coming to an agreement with academic institutions. How much should the student be kept in the loop about this process? I feel very "in the middle" of these processes and have been put into the very difficult position of telling students that we are unable to come to an agreement. And to be clear, the language that this is required is very clear to the student throughout the entire process.
 - Legal affiliation
 - That is always my goal to be ahead of the game; thank you so much for this!
- What has been the conversation around students going into internship with very little in person contact due to COVID? Is this still up in the air/see what happens or will there need to be a further discussion about the requirement of some minimum of in person client contact.
 - It seems like an equity issue to require the same in person contact for all students due to location, availability of supervisors, etc. I think we need to be models of acceptance during this terrible situation, especially to our students.

- Regarding the Internship Agreement... why is it that internship sites have to communicate with universities regarding what competencies will/will not be covered during internship, but universities do not need to communicate what competencies are not covered in the academic curriculum?

Concerns

- We are finding 6 months is sometimes not enough time to have 1,000 hours despite working 40 hours a week. What other indirect hours can we provide for students considering most relocate to internships that may be unpaid?
 - I count every task that is related to the AMTA Competencies/CBMT Certification Domains, so if interns have to make up time, all tasks should be related to those guidelines. There is lots of room when using those competencies/domains to find tasks.
- Due to COVID19, some students are coming to internship without 200 practicum hours.
- Are people seeing an uptick in managing mental health concerns with interns?
 - Yes, absolutely. It has become extremely common.
 - Yes. I have brought up self-care and therapy in supervision earlier than usual.
 - I agree, it's to the point where they frankly are unable to meet competencies and we're concerned they can't make it as a professional
 - AND college students--mental health concerns are impacting preinternship/practicum success.
 - I feel like my hands are tied often, and almost all interns are coming in with anxiety and/or depression. However, they may not disclose that until it becomes a problem... and then I feel very blindsided and then trying to learn to swim while I'm drowning.
 - -YES and YES.

We are developing professional disposition assessments for students in mental health counseling, music therapy, education, and speech and language in order to help identify issues that we need to address before sending students out to internship-

This is incredible!

How do you determine what is on this form? Right now the Director of the Counseling Center and the Assistant Provost for Graduate Learning are reviewing disposition assessments from all disciplines. Our initial one was developed based on the one that Jim Borling developed.

Just

- We use a professional disposition assessment (a baseline and a gateway) that we developed from a document created by Jim at Radford years ago (with his permission) The one Jim developed is great! - it is! I just looked at it again and am grateful for it- students seem to appreciate it as well since it provides specific feedback
 - how can we access this document??
 - Same question

Are programs requiring COVID vaccines at this point?

- I work at a hospital and YES we do
- Same; hospital and vaccine is required
- Same and flu shot
- We strongly encourage it but offer weekly screenings if people do not want the vaccine - a weekly saliva test with furlough until a negative test is achieved.

- Our hospitals do not require the COVID 19 (yet?) flu shot is a requirement
- Because of our state, our university requires faculty and students vaccine or weekly testing. Many of our practicum sites are also requiring the same at this point
- Our university requires all students who are on campus to be vaccinated. Those who were not vaccinated by a certain date were de-matriuclated from their in person classes.
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It is a little conflicting that we are being asked to trust the university's ability to prepare students to internship entry level, but then we still need to thoroughly vet intern's skills in the 2 hours of interview time

Heard and supported. yes.

- Yep, and this has been an issue for as long as I have been training interns. I do an 8 hour interview (when COVID is not an issue) for just this reason. -- This is such a long dedication of your time and seems unnecessary! I disagree - it gives me an opportunity to watch relationship skills, musical skills, and see how potential interns function. Eight hours is a good amount of time to show interns what they are getting into with a commitment to my facility. That's why I do it that way. I have had very few surprises in music skills or relationship building skills with interns over the years that I have done things this way.

Do you find that some interns are unwilling to interview for this long? Nope - the interview requirements are clearly stated on the fact sheet, the application, and all communication with the applicant about the interview. They know that it is required before they apply.

Actually, isn't the minimum **180 pre-internship hours**? Thanks! (Yes, minimum requirement is 180 pre-internship hours)

Thoughts or comments

- We just recently became a national roster internship, yay! I had a question about informed consent about confidentiality for interns. We want to make a document about this but not sure where to put it in terms of our documents for interns. Does anyone else have this type of form, or is it in the national guidelines anywhere? I didn't see one and I think it's very important for this.
 - I follow the expectations of my facility for the confidentiality policies that cover us all. There is no real form or guideline that is part of the National Roster Internship guidelines, but you can find examples of confidentiality policies on Google if you need an outline.
 - AIAC collects what is asked on the forms and more if you choose to share. However, you can create additional documents on your own.
- I have forms if anyone wants a template. I did extensive research on this topic for the chapter I wrote on supervision. My forms are based on best practice in the helping professions -

- Yes please can I have a template? jorja@soundstartsmusic.com. Yes I will send it along after the meeting.
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- Mandatory reporting rules vary by state with licensure and employment
- No offense intended toward academic faculty, but honestly the feedback provided regarding intern preparation level is not always received well or even acknowledged.
- Speaking of giving faculty feedback regarding applicants having or not having minimal requirements, are there any schools or internships or regions that have a formal means of communication, not just email? Is there something on a site eval?
 - Yes it's on the site eval -- academic prep -- and honestly I don't always know what to do with that when the intern says their academic prep was LARGELY inadequate
 - Communication btw academic institutions and internship sites is severely lacking
- Now at the end of this meeting, it really is feeling apparent that there is little importance placed on equity and inclusion within these conversations. How can we expect the same outcomes from all students who all have unique and different circumstances--just like our clients do. I am obviously in full support of qualified music therapists, but I do feel more conversations should be around supporting them and less about how hard our jobs are as supervisors or academic directors.
 - I hear you
 - Also, know that the competencies ARE being revised

My Zoom is doing something very funky and I can only see the google doc and hear the conversation ---- thank you for this!



ROUND TABLE CHAT

- 00:20:19 Stephanie H Morris: We count hours planning sessions, but NOT practicing. They also get hours for study, reading, staff meetings, etc.
- 00:21:52 Sharon Boyle: For our pre-internship hours at our educational program, we had 50
- 00:22:25 Jennifer Peyton (she/her): Our interns get about 8 hours of "office time" each week
- 00:22:29 Sharon Boyle: 50% have to be direct hours, but we removed that during COVID. When students are in internship that is not a requirement - all hours, within reason, count
- 00:23:15 Kimberly Bell (she/her): We also count hours planning, projects assignments etc. We were recently challenged with missing a week due to a hurricane but our intern will indeed have enough hours by counting hours in this manner.
- 00:23:34 yvonne glass she/her/hhers: I also give my interns full credit for hours when attending conferences. That's important, too
- 00:23:55 Kimberly Bell (she/her): Yes Yvonne - us too!
- 00:24:01 becky sowers: and don't forget to build in sick days!
- 00:26:00 Mary Jane: I count any tasks that have a direct relationship to the AMTA competencies and/or CBMT Board Certification Domains to fill up any extra time, so curriculum development, making visual aids for use at the facility, and all sorts of things.
- 00:26:58 Stephanie H Morris: Our internship lasts 9 months because we can't guarantee the number of hours they will get each week. We also contend that they MUST pass the AMTA competencies and not just "earn" the hours.
- 00:27:33 Kathleen Murphy: The only time a facility has to hire an MT-BC is if there is a state regulation requiring the same.
- 00:27:34 Mariagracia: Yes agreed Stephanie. Competencies is our primary goal which is why we've changed some guidelines for specific students that meet that.
- 00:28:20 Diane Bell: I am a school site and my internship is 9 months as i am a public school site.
- 00:29:12 Jennifer Jones: Thank you. That was helpful.
- 00:29:57 Kim Robertson: Our affiliation agreement with the school covers the requirements around working at the hospital in another capacity while interning to include wording related to hours, location worked within the hospital, etc to delineate the expectations.
- 00:33:33 Amanda Ellis: I'm seeing an increase in mental health concerns with my intern

00:34:13 Amanda Ellis: My intern is a year out post-graduation so she is accessing private therapy services for herself

00:34:32 Amy Tenney: Could you please remind me what is the email to ask questions about the AMTA supervision course (the content?)

00:35:16 Anna Wamhoff: What is the title of the book did you have them read?

00:35:28 Sharon Boyle: We work on Self Care Plans - reactive and preventive - throughout the student's program. Our college recently made a 24/7 medical/mental health option available so students who are online, interns, and campus students can receive telehealth counseling. I have had interns tell me how helpful and beneficial this has been at this time

00:35:45 yvonne glass she/her/hers: I tell interns that I cannot require them to see a therapist, but being proactive in their self-care is a great thing - and, they can leave during the work day, if necessary.

00:36:27 Jennifer Jones: Some students need more than self-care. They need counseling services or additional mental health treatment. I've found the university resistant to Telehealth in the past, but are more flexible now. Students are still students during internship but may not get access to university counseling services.

00:36:30 Jennifer Phillips (she/her/hers): Yes, agreed re: mental health. I'm a national roster internship director and connect our interns with resources in our community. If they come from a local school, I also connect them back to campus mental health resources.

00:37:53 Jennifer Peyton (she/her): In the same boat sometimes regarding counseling when students from outside our university come to us but need therapy or counseling and they don't qualify for campus counseling when they are not a student at OUR university

00:38:32 Kathleen Murphy: I have sample informed consent forms

00:38:34 Stephanie H Morris: Yes, we encourage students to use student services because we stress that they still have services for students even during their internship.

00:39:04 Chrissy Watson: We include consent forms in HR paperwork at orientation.

00:39:30 Melissa Reinhardt: Informed Consent is written into our University Affiliated Contract that all parties sign

00:40:00 Stephanie H Morris: The evaluation states that the copy will be sent to academic advisor.

00:45:04 Jennifer Phillips (she/her/hers): I'm a non-LCAT New York State internship director, so I have not been trained in Title 9. Just wanted to put that out there since there may be others like me.

00:49:13 Sharon Boyle: Yes, the meetings and guidelines for UA internship were very helpful

00:49:30 Melissa Reinhardt: UA internship guidelines are MUCH appreciated!

- 00:49:33 Susan Droessler: Yes, I think training on title 9 and informed consents would be very helpful for internship directors.
- 00:52:03 Susan Droessler: We are able to connect our MTIs to local resources including an external local hospital-based employee assistance program. As others have said many of the issues we see are beyond self-care and the scope of the supervisory relationship. We have also seen an increase in bereavement needs related to COVID and otherwise.
- 00:59:26 Kayla Shafer: I think that is a great idea! I would love to be able to share and access others' documents. What a great way to support one another!
- 01:00:30 Stephanie H Morris: The audition process for the internship should catch some of the music skills.
- 01:01:02 Cathy McKinney (she/her): Many internship applications request video recordings from the student of piano, voice, and guitar.
- 01:01:15 Susan Droessler: That would be wonderful to have a document repository.

I am unable to edit the google doc but would also be interested in the informed consent template. Can the person who wrote that please DM me?

- 01:01:19 Mariagracia: Part of our requirements is a live interview on their music skills. We found anyone can practice and provide recordings but a live interview has changed everything.
- 01:02:12 Cathy McKinney (she/her): Traditional class piano does not prepare a student for playing, singing, and leading in a music therapy session.
- 01:02:27 yvonne glass she/her/hhers: I have candidates demonstrate proficiency on piano/voice/guitar and sight-reading at the time of their interview. Does anyone else do this?
- 01:02:43 Rebekah Stewart: Yes Yvonne, I do that too
- 01:02:47 Susan Droessler: Yes, a live interview and we take it a step farther and don't allow the student to pre select all the songs. We select some randomly from the students submitted repertoire list.
- 01:02:50 Melissa Reinhardt: Us too, Yvonne
- 01:02:53 Stephanie H Morris: Yes. We require sight-reading.
- 01:02:57 Kayla Shafer: We have found that a video as part of the application AND a live audition demonstrating piano/voice/guitar competency have both been crucial pieces.
- 01:03:38 Kim Robertson: I also have interviewees show proficiency in sight-reading/singing, piano/voice and guitar. It's an important part of our interview process.

01:03:41 Jennifer Jones: As an educator, I welcome internship interviews include musical skills demonstration. What you need musically varies from site to site. Your assessment of skills is essential.

01:04:12 Mariagracia: Yes Kayla! We do that too. 4 videos plus a live interview. And we ask to transpose in the moment because pitch intonation we found was an issue with a LOT of applicants.

01:04:29 Sharon Boyle: I love when internship sites specify what music skills they expect from incoming interns - it helps in preparation and choices in our curriculum

01:05:04 Stephanie H Morris: We also want them to demonstrate skill on their primary instrument. We feel that gives a demonstration of their musical skills.

01:05:10 Rebekah Stewart: Do you ask them to transpose?

01:05:18 Stephanie H Morris: Yes

01:05:55 Jennifer Phillips (she/her/hers): Yes, great idea. Thank you!

01:06:02 Mariagracia: Yes transpose a basic Children's songs (with 3 chords) to 3 different keys. But I choose the key. And it's been a game changer.

01:06:06 Kim Robertson: Yes - we have them transpose as well. We have a couple of times asked the incoming intern to do additional work with a vocal teacher or coach to improve skills prior to internship as well.

01:06:15 Mariagracia: I also assess their finger-picking there.

01:06:18 Cathy McKinney (she/her): From the AMTA Code of Ethics: 5.5 educators and clinical training directors ensure that students and interns meet or exceed the AMTA professional competencies before recommending entrance into the profession.

01:06:29 yvonne glass she/her/hhers: Yes - we also require performing on their primary instrument.

01:07:12 Jennifer Jones: YES> that would be very helpful to know why a student was not chosen for an internship.

01:07:18 Mariagracia: The way I frame it (prior to the interview) is that we can't get to the THERAPY component if we are working on the basic music skills. And everyone understands that.

01:08:04 Nicole Steele (she/her): Also, we have found it helpful to do an "on the spot" song creation...just like a patient might in our hospital. "sing me a song about (pick anything). This tends to give us a ton of information both musically and in how folks feel about creativity, and being under a little bit of pressure

01:08:07 Stephanie H Morris: Agree with Mariagracia!

01:08:12 Eve Montague, Co-Chair AIAC (she,her): Yes Mariagracia - we have to have our tool in place before we can do therapy

01:08:14 Chrissy Watson:We have revamped our interview to match our teletherapy services. It includes them leading an intervention with us over zoom and an in-person interview. This also allows us to assess their technological competency (which we need).

01:09:09 Chrissy Watson:Also within our zoom interview, we ask the student to play and then we give feedback and ask for changes within that interview to see how they take that and incorporate it.

01:09:09 Kathleen Murphy: I think educators and internship directors do what they can, but sometimes are hands are tired.

01:09:52 Jennifer Phillips (she/her/hers): Great points. Thanks, everyone.

01:12:08 Lauren DiMaio (she/her): At TWU, the last two practicums: we use all of the professional competencies as their mid and final evaluation- it's been helpful to have honest conversations

01:13:04 Jennifer Jones: We use the professional competencies for 100 - 400 level Practicum. Each level has a different and progressive set. This is one of the evaluations in practicum.

01:13:12 Kimberly Sena Moore: And by state—in Florida we cannot mandate the vaccine.

01:17:07 Kathleen Murphy: We assign competencies for each level of fieldwork. We use those as midterm final evaluations. We develop unique midterm and final evaluations for internship where we identify the competencies we feel that intern needs to address. WE share that with the internship supervisor within the first 4 weeks of the internship and ask the internship director and intern to review together and make any additions.

01:18:22 Jane Creagan: https://www.musictherapy.org/careers/21st_century_education/ Link for 21st Century Commission page on AMTA Website