

Music Therapists' Reflections on University-Affiliated Internship
Experience: A Mixed-Methods Analysis of Supervision and Perceived
Professional Preparedness

by

Kymla Eubanks

A Thesis Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Music

Approved April 2013 by the
Graduate Supervisory Committee:

Robin Rio
Jill Sullivan
Barbara Crowe

ARIZONA STATE UNIVERSITY

May 2013

ABSTRACT

This mixed methods research study explores the experiences of Board Certified music therapists who completed a university-affiliated (UA) internship as part of their education and clinical training in music therapy. The majority of music therapy students complete a national roster (NR) internship as the final stage in clinical training. Limited data and research is available on the UA internship model. This research seeks to uncover themes identified by former university-affiliated interns regarding: (1) on-site internship supervision; (2) university support and supervision during internship; and (3) self-identified perceptions of professional preparedness following internship completion. The quantitative data was useful in creating a profile of interns interviewed. The qualitative data provided a context for understanding responses and experiences. Fourteen Board Certified music therapists were interviewed (N=14) and asked to reflect on their experiences during their university-affiliated internship. Commonalities discovered among former university-affiliated interns included: (1) the desire for peer supervision opportunities in internship; (2) an overall perception of being professionally prepared to sit for the Board Certification exam following internship; (3) a sense of readiness to enter the professional world after internship; and (4) a current or future desire to supervise university-affiliated interns.

DEDICATION

This work is dedicated to my parents, James and Joyce Eubanks, for their willingness to nurture my passion for music from an early age and their unwavering support of my career in music therapy.

ACKNOWLEDGMENTS

This work would not have been possible without the guidance, wisdom, and thoughtfulness of colleagues and educators: Robin Rio, Barbara Crowe, Frank Thompson, Julie Murillo, and Barbara Else. Thank you to Jessica Reichers, Kerry Draney, Cindy Goodrich, and Daniel Goodrich for your encouragement. Thank you to my fellow colleagues and students at Arizona State University. Thank you to the Board of Directors, employees, and current and former interns of Higher Octave Healing, Inc. To each client and student, thank you for the musical journey. Thank you to the first person who told me “you can’t” and “you won’t.” I have transformed these words into monumental joy through music, and I am filled with gratitude.

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Chapter 1

INTRODUCTION

This mixed methods research study explores the experiences of Board Certified music therapists who completed a university-affiliated (UA) internship as part of their education and clinical training in music therapy. Limited data and research on the UA internship model is available. This research seeks to uncover patterns and themes identified by former university-affiliated interns regarding: (1) on-site internship supervision; (2) university support and supervision during internship; and (3) self-identified perceptions of professional preparedness following internship completion. Fourteen Board Certified music therapists were interviewed and asked to reflect on their experiences during their university-affiliated internship.

Music therapy internship is defined by the American Music Therapy Association (AMTA) as the “culminating, in-depth supervised clinical training at the professional level, (that) may be designed in different ways: part or full time, in one or more settings, for varying periods or time frames, and near or distant from the academic institution” (AMTA, 2010). The AMTA, the university, or both entities approve all internship sites. The two forms of internships outlined in the AMTA Standards of Education and Clinical Training include national roster (NR) internship and university-affiliated (UA) internship. National roster internship sites are pre-established and approved through AMTA meeting all qualifications under the National Roster Internship Guidelines. Currently there are 185 active NR internship programs nationally. The Internship Director of the AMTA NR approved site oversees on-site internship supervisors and may also provide direct

internship supervision. University-affiliated internships are created by university music therapy program directors in collaboration with a clinical supervisor: the internship supervisor who is a Board-Certified music therapist. University-affiliated internships differ from National Roster internships in that they are not listed on the AMTA roster of approved internships, but, rather, result from a university-initiated partnership between the internship clinical supervisor and the university music therapy program director in order to provide a collaborative culminating clinical training experience. Under the UA internship model, the primary internship supervisor is the Board Certified music therapist at the agency or facility where practical experience occurs. The UA internship on-site supervisor must be on-site a minimum of four hours per week. The university faculty advisor is available for administrative support and meets with the intern periodically, in some cases once a month or, in other cases, the student may have a weekly university seminar style class with group supervision among peers. Both the UA and NR internships are required to meet AMTA standards of the Clinical Training Component and Qualifications for Clinical Supervision in the Standards for Education and Clinical Training document (AMTA, 2010). The Certification Board for Music Therapists accepts both forms of internships when recognizing college graduates from AMTA approved universities sitting for the board certification exam. This exam is the national credential for music therapists.

There is published research regarding the music therapy internship from the perspectives of National Roster (NR) internship directors, NR interns, and university music therapy program directors overseeing university-affiliated (UA) internships. No

published research was found that examined the former UA interns' perspective of their internship experience.

This mixed methods research study explored the experiences of Board Certified music therapists (MT-BCs) who completed a university-affiliated (UA) internship as part of their education and clinical training in music therapy. With a background in supervising UA interns, as well as employees, sub-contractors, and practicum students, my desire was to uncover trends in supervision and intern perceptions of their professional readiness through analysis of qualitative and quantitative data. Bruscia (1996) discussed the authenticity of context in research as it involves continual consideration of the “personal context of the researcher, the professional stance of the researcher, and the interpersonal environment” (Bruscia, 1996, p.97). To give personal context, this researcher completed academic coursework in a relatively rural setting. Due to the lack of practicing MT-BCs in a 50-mile radius, during four semesters of pre-internship clinical training, only one session of this researcher's practica experience was supervised by an MT-BC. Additionally, the researcher completed a six-month national roster music therapy internship. These personal experiences were the foundation for the desire of the researcher to provide professional mentorship and supervision for future music therapy students and interns. The professional context of the researcher included a background in the supervision of music therapy students, UA interns, and professionals. Additionally, the researcher acknowledges interest in ethical supervision, UA internship program development, and ethical non-profit business management. With regard to “professional stance,” this researcher acknowledges a desire for increased knowledge regarding how UA interns perceive their supervision experience in internship (Bruscia,

1996, p.196). Uncovering opinions from former UA interns regarding supervision experiences and needs will help the researcher gain insight to help with future supervision and professional preparation for UA interns. With regard to interpersonal environment, to prevent conflict of interest and provide a safe environment for candid discussion, this research study purposely excluded former university-affiliated interns supervised by the researcher. Additionally, any interviewees with known personal or professional relationships with the researcher or the researcher's colleagues were eliminated from eligibility. The combination of the personal, professional, and interpersonal environment components give context to the interview questions created by the researcher.

Through this research, I sought to investigate the perspectives of professionals in music therapy reflecting on their UA internship experience through the roles and relationships with their supervisors as well as their thoughts on whether and how their UA internship prepared them for professional practice. Professional MT-BCs with a minimum of six months experience in the field were chosen because the ability to contextualize their internship experience was deemed more likely with professional experience than would be expected from someone with less than six months experience. This research was structured as a qualitative study with the expectation that if enough quantitative data was derived through interviews, the final product could result in a mixed methods study. Areas of focus include reflections of: (1) on-site internship supervision; (2) university support and supervision during internship; and (3) self-identified perception of professional preparedness following internship completion. If the research began as quantitative, it would be very difficult if not impossible to derive qualitative

information from the structured methods dictated by the assumptions created at the outset (Bryman, 2007). Upon evaluation and contextualization of the results, it was determined that mixed methods research was the best category of research for this study. A mixed methods design incorporates qualitative and quantitative results into one project. At various times during the process, the research may weight heavier toward qualitative or quantitative (Morse, 2003). For this study, interview questions were created such that quantitative and qualitative data would be derived from responses. Qualitative and quantitative results are presented independently. Additionally, overlapping and related qualitative and quantitative information is correlated and presented. Conclusions are drawn based on all information garnered through interviews. Finally, questions and considerations for future research are presented.

In establishing the most appropriate model for the qualitative portion of this research, several options were considered. Bruscia (1995a) notes the categories of purpose for qualitative research to include: holistic description, definition of essence, analysis, theory building, interpretation, re-creation, critique and self-exploration (Bruscia, 1995a, p. 317). Determining the purpose for this research relied on asking questions about what would be investigated, what method would be utilized, and what greater purpose the research would serve. The perspective sought was that of the former UA intern who had passed their Certification Board for Music Therapists (CBMT) exam. Only MT-BCs with a minimum of six months experience were eligible for this research. Given at least six months of professional experience, these former interns would have context for answering questions about their own professional readiness.

This study seeks to uncover trends in thought and opinion about supervision, self-identified professional preparedness, and overall university-affiliated internship experience through thoughtful interviews, discussion, and analysis.

Chapter 2

LITERATURE REVIEW

Chapter Two reports on literature examining: internship training across disciplines; the university-affiliated internship option in music therapy; the national roster internship option in music therapy; and pre-internship training. A brief overview of the history of recent clinical training requirements related to music therapy internship is included supported by references to NAMT, AAMT, and the current AMTA model. A summary of key themes in previous music therapy internship research is included.

Internship Training Across Disciplines

Clinical training including an internship or fieldwork placement exists for the majority of health and allied health professionals. A variety of research regarding supervision and self-identified professional preparedness in allied health professions is comparative and insightful. When Farnan (1998) surveyed related arts therapists, she investigated clinical training models from the perception of interviewees and compared these responses with the music therapy clinical training model. Moskowitz and Rupert (1983) cited differences in personality and therapeutic approach and supervision style as reasons for conflict during psychology internships. In their study, fifty percent of participants cited personality difference as the primary reason for supervisory conflict. Of the fifty percent of remaining respondents, thirty percent were dissatisfied with their supervisor due to minimal supervision frequency, and twenty percent cited dissatisfaction with theoretical approach including the supervision model utilized (Moskowitz and Rupert, 1983, p. 638). Shaw (2009) cited her own professional and personal transformation during her dance/movement psychotherapy internship. Through nurturing

supervision, Shaw felt empowered. This feeling created a safe space to let go and trust the process of personal and professional development resulting in creation of her own “authentic style” of practice (Shaw, 2009). A 1998 survey of medical residents completing training in a variety of health-related specialties reported residents felt prepared to complete approximately ninety percent of their clinical and non-clinical duties as they entered their respective health care professions (Blumenthal, et al, 1998).

University-Affiliated Internship Option

The American Music Therapy Association (AMTA) website indicates there are 72 colleges and universities that offer approved curriculum for students who are completing bachelors, masters, and doctorate degrees in music therapy (AMTA, 2013). The music therapy programs of these higher education institutions are approved based on their adherence to guidelines as outlined in the “AMTA Standards for Education and Clinical Training” (AMTA, 2010). As a final component to a student’s training, they are required to complete an AMTA National Roster (NR) internship or a university-affiliated (UA) internship incorporating a minimum of 900 hours to be completed during internship. The additional 180 required hours can be completed in a pre-internship setting such as pre-clinical, also referred to as “practicum” or “fieldwork.” The AMTA, the university, or both entities can approve internships in music therapy. A UA internship is arranged by the university music therapy program director utilizing a board certified music therapist in the community to serve as the internship director. The AMTA Internship Approval Committee approves the NR internships after standardized criteria are met (AMTA, 2012). Both types of internships must meet all AMTA Standards of Clinical Training

and Qualifications for Clinical Supervisors as outlined in the “AMTA Standards for Education and Clinical Training” document (AMTA, 2010).

In 1996, two years prior to the creation of the AMTA as a result of the merger of the National Association for Music Therapy (NAMT) and the American Association for Music Therapy (AAMT), Niles, writing under the training model of NAMT, discussed the logistics of an experimental internship (Niles, 1996). The NAMT defined “experimental internship” as a unique internship created to train one student who cannot meet typical internship parameters. Typically, the AAMT model of internship was an experience more integrated with the university coursework than the NAMT model with a greater number of pre-internship hours required before reaching the final clinical placement in internship. When these organizations merged to form the American Music Therapy Association (AMTA) in 1998, there was much discussion and debate about creating a unified format for education and clinical training. The Draft Report of Recommendations of the AMTA Commission on Education and Clinical Training defined clinical training as the “entire range of supervised field experiences” in music therapy (Crowe and Bruscia, 1999). Clinical training includes the experiences of practical or pre-clinicals, fieldwork, observations, and internship. This research study focuses only on the last portion of clinical training in music therapy: the internship. Internships in music therapy extend between six and twelve months. A maximum of 300 of the required 1040 clinical training hours can be completed in pre-internship experience prior the start of internship. Variables that determine the length of internship can include: logistics; availability of clinical opportunities; availability of clinical supervision; scheduling availability of the intern or site; and pacing recommendations from the

university advisor and on-site internship supervisor. A value of the UA internship model lies in its ability to provide a flexible option for interns with logistical challenges including: the inability to move to a NR internship site location due to family considerations; the financial need to work part-time during internship resulting in the need to complete a longer internship with fewer client contact hours per day; difficulty finding placement at a NR internship site within the required two-year internship completion deadline following coursework completion.

National Roster Internship Option

In the merger of the two music therapy organizations, the concept of national roster internships was adopted from NAMT and an adapted model of internship connected to the university of the graduating student, “university affiliated”, was also created. Two years after the merger of NAMT and AAMT, Groene and Pembroke (2000) surveyed music therapy collegiate faculty. One of the three areas addressed in the research related to the opinion of the music therapy educator (MTE) regarding allowing creation of clinical sites beyond the NR, AMTA-approved internship sites, such as the experimental internship Niles discussed four years prior. In a 2000 survey of music therapy college faculty, Groene and Pembroke reported 74% of educators in music therapy supported the concept of part-time, extended, flexible internship opportunities for students (Groene and Pembroke, 2000). In this study, any former AAMT faculty noted this approach was previously utilized in their clinical training guidelines (Groene and Pembroke, 2000). Without significant growth in NR internship offerings, the field of music therapy needed options for additional internship opportunities for students completing academic coursework. The UA internship model allows educators to work

with MT-BCs in their university community to create internships, as needed, to ensure students seeking internships have viable options.

Key Themes in Previous Music Therapy Internship Research

Key themes in previous internship-related research include supervision and ethics. Tanguay (2008) surveyed NR internship directors and determined the supervisors and directors desired more training, an increased level of support from AMTA, and more communication with each other and with music therapy educators. The study also cited research in the area of university-affiliated internship as a future need in the field of music therapy. Knight's survey comparison in 2008 assessed similarities and differences among NR interns and their supervisors regarding their concerns during internship. Maintaining professionalism with regard to client confidentiality and communication with internship facility staff and supervisors were noted as the two main differing response areas between NR interns and their supervisors (Knight, 2008). Regarding pre-internship training, Wheeler investigated student concerns and issues during practicum experiences (Wheeler, 2002). Later, Williams and Wheeler (2012) examined the self-reported reflections of practicum students' experiences related to on-site and university supervision, clinical interactions and experiences, and practicum class. Themes included: what was helpful; what was not helpful; written feedback; feelings about and during observation; personal insights; and logistical issues (Williams and Wheeler, 2012).

Chapter 3

METHODS

Chapter Three addresses the methodology of this study including quantitative and qualitative-driven data collection. The investigator defines this research as qualitative dominant mixed methods. A protocol for determining eligibility is detailed. Additionally, methods for obtaining, storing, and analyzing data are outlined. Given the personal nature of the interview experience, great emphasis is placed on ethical considerations in considering eligibility as well as maintaining confidentiality and confidence with participants. Very few materials were needed for this study. A layout of analysis procedure including quantitative followed by qualitative data. A concluding discussion regarding integration of quantitative and qualitative data is discussed before the final summary of the methods section.

This mixed methods study consisted of an in-depth interview of fourteen participants as well as a four-question screening tool utilized to determine interview participant eligibility. Guba and Lincoln (2005) concluded it is possible to blend the elements of quantitative and qualitative research into one research study. A between-methods approach of methodological triangulation (Denzin, 1979) incorporated both qualitative and quantitative methods to obtain eligibility data utilizing a participant-screening tool as well as interview questions. Triangulation provides a more balanced and detailed picture of a topic and allows for explanation of the complexity of human behavior (Altrichter, et al., 2008). Sieber (1973) identified that quantitative data can assist qualitative data in determining eligibility for research participants and outlying cases. For this reason, a participant screening tool was incorporated into the research

study in conjunction with a set of interview questions. The investigator defines this research as qualitative dominant mixed methods. Johnson, Onwuegbuzie, and Turner (2007) propose a definition of qualitative dominant mixed methods research:

Qualitative dominant mixed methods research is the type of mixed research in which one relies on a qualitative, constructivist-poststructuralist-critical view of the research process, while concurrently recognizing that the addition of quantitative data and approaches are likely to benefit most research projects.

(p. 124)

Participants

All participants were Board Certified Music Therapists who had been actively practicing professionals for a minimum of six months and had completed a university-affiliated internship in the United States. DiCicco-Bloom and Crabtree (2006) delineate four ethical issues related to the interview process including: (1) reducing the risk of unintended harm; (2) protecting the interviewee's responses and information; (3) effectively informing all interviewees about the nature of the research study and purpose for their interview; and (4) reducing the risk of exploitation (DiCicco-Bloom and Crabtree, 2006, p. 318). All four issues were addressed in the IRB process and application for research for this study. To prevent dual role relationships and promote the highest ethical standard, current and former employees and supervisees of the researcher were ineligible for this research study. Additionally, colleagues of the researcher were also eliminated from consideration for this study.

Procedure

Following International Review Board (IRB) approval (appendix A), a list of all Board Certified Music Therapists was obtained from the Certification Board for Music Therapists in mid-February, 2013. The list of over 5600 names and contact information came pre-sorted by zip code in an Excel spreadsheet. In order to produce a diverse group of participants from different states and regions, the spreadsheet was re-sorted alphabetically by last name. Of the Board Certified music therapists' information obtained, 2413 of the 5600 were emailed an invitation (appendix B) to participate in a brief four-question screening tool (appendix C). This screening tool was used to determine if the MT-BCs: (1) completed a university affiliated internship; (2) were engaged in professional practice for a minimum of six months; and (3) were willing to participate in an interview via phone, Skype, or in-person.

Of those who completed the screening tool within the pre-determined two-week period, all who indicated they were interested in being interviewed were contacted via email. A total of nineteen potential interviewees self-identified as interested in participating in the study. Four potential interviewees indicated they were interested in participating via direct email, but were unsure if their internship was categorized as national roster or university affiliated. Through discussion with each of these potential participants via email, it was determined that all four completed a national roster internship approved directly by AMTA. One potential participant self-identified as completing a university affiliated internship, however, after several interview questions and further discussion, it was determined that her internship was also a national roster internship. All data from this interviewee was eliminated from consideration in this

study. All remaining fourteen participants confirmed during their interviews that they completed a university-affiliated internship. These discussions included conversation about the internship being arranged by the university program director as opposed to consulting the national roster options from either AMTA or NAMT. In order to promote open and honest feedback about internship experiences, interviewees were not asked to identify their former university, internship site, or internship supervisor or director.

Interviews were chosen as the best method for this study in order to gain both quantitative and qualitative information from participants as a means to understand their perceptions of supervision during internship and professional preparedness. A list of questions was created in order to inquire about internship experiences and reflections on supervision and professional preparedness (appendix D). Based on permission given by individuals completing the screening tool, the interviewer contacted all fifteen respondents who positively identified they would like to participate in the study by being interviewed between the pre-determined two week period of March 1 and March 15, 2013. After discussion with one interviewee, it was determined that her internship model was national roster rather than university affiliated, and she was ruled ineligible. Fourteen interviews were completed utilizing a general interview guide approach (appendix E). The majority of the same questions were posed to each interviewee, but not all questions were deemed appropriate for each participant based on their responses. Interviewees were provided the opportunity to lead the conversation in a direction of their choice, if desired. The interviewer asked follow-up questions based on the conversation topic changes and then redirected the conversation to the pool of pre-determined questions.

Thirteen interviews were conducted over the phone and one interview as conducted via Skype between March 5 and March 21, 2013. Interview length ranged from nine to thirty-two minutes. Interviews were transcribed by a research assistant and reviewed by the interviewer for accuracy. All interviewees consented to an audio recording of the interview such that the conversation could be transcribed later. During the interview process, the interviewer summarized and stated back to the interviewee some answers to questions to ensure accuracy in understanding by both parties and increase validity of the study.

All data was stored on a password-protected laptop. A spreadsheet was created including interviewee contact information paired with a participant code number. In all recordings and all other written documentation, interviewees were identified only by their participant code number. During conversations via phone or Skype, the interviewer addressed the interviewee by name and built rapport for a few minutes prior to initiating interview recording. The interviewee was provided with parameters for the interview including: (1) the interviewee could answer questions with as much or as little detail as they chose; (2) the interviewee could skip any questions they did not want to answer; (3) the interviewee had the right to withdraw from participation at any time and request their responses not be included in the research; (4) the interviewee could interject at any time during the interview with comments on or off-topic regarding internship; (5) the interviewee would be asked the question “Is there anything about your internship you would like to include that you have not shared?” at the end of the interview; and (6) the interviewee’s name would not be used during any recordings or linked directly with any data. All participants indicated they understood these parameters and agreed to be

recorded. The interviewer asked each interviewee the majority of questions from the question pool (appendix D). Based on responses, some questions were irrelevant or answered through discussion or comments before posed by the interviewer. Based on conversations, not all questions were applicable.

Ethical Considerations

Ethical concerns regarding conflicts of interest and dual relationships between the researcher and client during qualitative research were considered at the outset of this research (Bruscia, 1995c). The possibility of dual relationship roles of supervisor and supervisee were addressed prior to soliciting interviewees. As a supervisor of employees, practicum students, and university-affiliated interns, any current or former employees whose emails were randomly chosen during the selection process were eliminated from consideration for this research. Conducting research that incorporated interviews of qualifying former university affiliated interns who are current employees supervised by the interviewer would create a dual role relationship. The act of asking current employees to participate was considered a conflict of interest as their supervisor. Supervisors are responsible to maintain an emotionally safe relationship in the work setting (Jacobs, 1991). As their supervisor, it is my responsibility to create and maintain an ethical and empowered relationship for them. Asking current employees to reflect on their UA internship experience would not have been ethical and would have skewed any data garnered from the study. It was determined prior to soliciting interviewees that if familiar names or colleagues were selected, they would be eliminated from eligibility. Additionally, it was determined that any university-affiliated interns supervised by known colleagues would also be eliminated from eligibility. These choices were made to

prevent creation of an environment wherein the interviewee knew the interviewer in any capacity. Ultimately, these decisions were made to ensure an interview experience that promoted the highest level of ethical conduct and study validity.

Materials

Materials for this research included: (1) a list of all Board Certified music therapists obtained from the Certification Board for Music Therapists for a student research fee of one hundred dollars; (2) access to the internet and an online survey tool; (3) an audio recorder with headphones for playback; (4) access to Skype and a phone; (5) a secure laptop.

Analysis Method

Interviews were transcribed by a research assistant (appendix E) and verified against the original audio recording by the interviewer. Quantitative data was extracted from interview transcripts including: (1) age; (2) gender; (3) years since internship completion; (4) years as a practicing MT-BC; (5) length of internship; (6) highest degree completed; (7) region where internship was completed (as defined currently by AMTA); (8) AMTA region where participant currently resides; (9) population(s) or areas of client identified need intern interacted with during internship; (10) number of populations or types of client needs addressed during internship; (11) number of facilities where the internship took place; (12) frequency of on-site internship supervision; (13) frequency of university advisor supervision; (14) type and frequency of peer, group, and individual supervision; (15) number of on-site internship supervisors; (16) identification of whether or not the level and frequency of supervision during internship was “adequate”; and (17)

identification of whether the internship experience was what the individual expected. A spreadsheet to track quantitative data was created.

Qualitative data included: (1) description of the interaction with the intern's on-site and university supervisors; (2) thoughts and opinions regarding the frequency and types of supervision utilized by both the university and internship site; (3) identified changes desired if they could repeat their internship; and (4) thoughts on their own professional preparedness following internship completion.

During the interview, participants were asked three of the four questions contained on the screening tool they had previously completed online. The purpose of this was to ensure validity that the interviewees were the correct target audience for this study. Repeated questions included confirming the interviewee: (1) completed a university-affiliated internship; (2) held the MT-BC credential; and (3) was engaged in professional practice as a music therapist for a minimum of six months.

Common themes were coded and identified in interview transcripts. Similar concepts that arose during interviews were noted with a chosen color and codified on a physical copy of each transcript. Unique comments were also noted with justifications provided, as applicable.

Summary

The screening tool was highly effective in determining who would be eligible and interested in participating in this study. More participants were anticipated, however, given the length of time of each interview, the interview's transcription and review, and the analysis of data, fourteen interviews were sufficient for the time frame available to complete this research. After completing a screening tool questionnaire of four questions

and scheduling an interview via email, fourteen interviewees provided insight and thoughtful responses to all questions asked.

Chapter 4

DATA ANALYSIS

Chapter 4 includes quantitative and qualitative data as well as integrated results from the fourteen interviewee responses. Demographics are included in the quantitative section and later integrated with relevant qualitative sections related to specific themes to add support to commonalities and differences. The supervision and self-perceived professional preparedness portions include the investigator's discoveries regarding these topics integrated with related quantitative data.

Results indicated more commonalities than differences among the fourteen interviewees. Participant data revealed differences in the type and frequency of on-site supervision from their direct supervisor in internship. Over two-thirds of participants identified several similar concepts: (1) the desire for peer supervision opportunities in internship; (2) an overall feeling of professional preparedness to sit for the Board Certification exam following internship; (3) a sense of readiness to enter the professional world after internship; and (4) the desire to supervise university interns now or in the future. Quantitative data is presented followed by qualitative data. Data correlation and data integration were completed for several themes.

Demographics

Eleven females and three males were interviewed in this study with an average age of 39.5. Their length of internship averaged just over seven months, and for ten of fourteen interviewees, their internship lasted 6 months. At the time of the interview, nine interviewees held a masters degree in the field of music therapy and three held a

bachelors degree in music therapy. Additionally one interviewee held a PhD in music and one held a masters degree in counseling.

Of the seven AMTA regions, eight interviewees completed their internship in the Mid-Atlantic region, two in the Great Lakes region, three in the Western Region, and one in the Southeastern region. During their UA internship, five interns reported working with one population while the remaining interviewees had clinical experiences with two to six different populations during their internship experience. Eleven interviewees worked at multiple facilities during their internships while only three reported completing their internship at one facility.

Only three interviewees identified that internship was “not the experience they expected.” Reasons for this response included: (1) the intern could have benefited from more direct supervision and modeling from their on-site supervisor; (2) the intern could have benefited from more individual supervision rather than only group supervision with other interns; and (3) the intern did not feel they would be successful in the population chosen through internship, but was successful with the population and enjoyed the experience. Reflecting on areas of training lacking in the internship experience, one interviewee cited “wise supervision” as a professional desire that was unmet. They desired “getting feedback as the session was going on or immediately after” regarding what had been successful and what could be improved.

Supervision

Feiner (2001) describes the internship experience as a journey, “rich and complex, as well as risky and not always predictable” (Feiner, 2001, p.115). Seventy-nine percent of interviewees in this research indicated they felt they had a “good” professional and

personal relationship with their on-site internship supervisor. Ten of fourteen interviewees (71%) felt the level and type of supervision they received during internship was adequate. One former intern cited a special circumstance of needing to complete internship with limited direct supervision with their on-site supervisor in the field due to logistical reasons. Although lengthy supervision meetings of a few hours occurred approximately once a month, more frequent supervision was desired. Similarly, another interviewee would have appreciated a more active, present on-site supervision experience from their internship supervisor.

Miller (2008) conducted a survey of university music therapy program directors wherein, of the 59% who responded, over 51% reported monthly contact with UA interns while students were in internship. Additionally, over 37% of respondents of Miller's survey indicated they visited the UA internship site at least once during internship (Miller, 2008). Two respondents to interviews for this research indicated distance as the reason for no site visit from their university program advisor. One indicated their university advisor made contact only twice during the internship because the faculty member supervised numerous interns and students concurrently.

Nine of fourteen interviewees engaged in group supervision during internship either with other interns or as part of a "team" during team supervision meetings at their facility. Only one interviewee cited the group supervision model as not beneficial in meeting their needs during internship stating: "I thought I would have more one on one time with my supervisor" rather than a higher frequency of group supervision with multiple interns. Four interns cited no other opportunities for group supervision due to logistics of no other interns being on-site. Group supervision can provide opportunities

to voice shared experiences, receive and provide feedback from intern peers guided by a music therapist, and gain perspective about you as a therapist and individual.

Austin and Dvorkin (2001) define a peer supervision group as a teaching tool that provides structure for mutual support and education through process. Each peer supervision group member has the dual role of supervisor and supervisee (Austin and Dvorkin, 2001). A music therapy peer supervision group functions effectively when the participants consider the psychodynamic model. Goldberg (1991) encourages critical and candid exchanges among the participants but warns that peers must treat the experience with respect balancing personal concern and support with fair evaluation (Goldberg, 1991).

Ten of fourteen interviewees did not engage in peer supervision during internship, and two interviewees did not understand the concept without explanation during interviews. One interviewee cited gaining much insight during peer supervision through “brainstorming” with intern peers about methods and resources to utilize during music therapy sessions. This same intern indicated a lack of direct supervision and internship supervisor presence during sessions. Nine interviewees indicated they would have likely benefited from peer supervision opportunities during internship, but no opportunities were provided or initiated during their internship.

Self-Perceived Professional Preparedness

The Certification Board for Music Therapists did not exist before 1983, so two individuals did not sit for their board exam until this year despite having completed their internship prior to 1983. Immediately prior to taking the Board Certification exam, only

eleven out of fourteen interviewees felt prepared to sit for the exam following internship. None indicated that they were required to repeat the exam due to failure.

Twelve of fourteen felt ready to enter the professional world following internship. Of the two who identified as feeling “unprepared to enter the professional world,” one identified as “not having a good professional relationship” with their supervisor, and the other identified as receiving “very minimal” supervision either on-site or through the university during internship.

Commonalities

The theme with the most commonality in supervision was discovered through discussion asking what changes former university-affiliated interns would implement in their internship experience. Ninety-three percent indicated they either currently supervise or would like to initiate or supervise a UA intern in the future. When asked what changes former UA interns would implement in supervising future UA interns, twenty-nine percent cited an increase in frequency and variety of supervision on-site with interns as compared to their internship experience. The remaining seventy-one percent cited they have or would implement the same adequate level and type of supervision they received on-site. The one participant who did not indicate a desire to supervise a university-affiliated intern in the future consistently cited inadequate level and type of supervision on-site and from their university advisor. Additionally, this participant indicated that they did not have a good relationship with their on-site supervisor during internship and felt unprepared to enter the professional world and sit for the CBMT board certification exam.

One commonality uncovered through interviews was a desire for increased type and frequency of on-site supervision. Two participants cited a need for more “hands on” direct supervision during clinical experience. One participant indicated disappointment in receiving a high level of group supervision with limited opportunities for individual supervision by their on-site internship supervisor. The majority of interviewees did not engage in peer supervision during internship, but over half identified that they would have likely benefited from a peer supervision model.

Another commonality among interviewees was a sense of professional preparedness. Twelve of fourteen interviewees felt “prepared to enter the professional world” of music therapy. Eleven of fourteen felt prepared to sit for the Board Certification exam. Of those who indicated they did not feel ready to take the exam, two of the three felt they did not receive “adequate” support and communication from their university internship supervisor or advisor and none of the three engaged in group or peer supervision. Additionally, these three who felt “unprepared” to sit for the Board Certification exam all participated in internships with multiple populations at multiple facilities. Interpretation of these results may indicate that interns who experienced multiple populations at multiple facilities lacked the confidence gained through success at one facility or one population for a minimum of six months. Perhaps their experience was spread too thin without concentration in one area to help build confidence in clinical skills.

Differences

Interviewees’ responses regarding communication and connection with their university supervisor or advisor differed. Fifty-seven percent of interviewees identified

that the level of contact with their university advisor was “adequate” during their internship. Four interviewees discussed the integration of their education and clinical training or close proximity to their university as reasons for frequent contact or supervision from their university advisor.

Summary

In summary, more commonalities were found among interviewees than differences. The primary difference expressed by former UA interns regarded feeling “adequately” supported by the university internship supervisor or advisor. Commonalities discovered included: (1) the desire for peer supervision opportunities in internship; (2) an overall feeling of professional preparedness to sit for the Board Certification exam following internship; (3) a sense of readiness to enter the professional world after internship; and (4) a current or future interest in supervising university-affiliated interns.

Chapter 5

DISCUSSION

Conclusion

More commonalities than differences were discovered through interviews in this research study. Topics that emerged through interview questions and interviewee-initiated comments included: relationships with on-site and university advisor supervisors; intern perceptions and preferences regarding supervision frequency and type; and intern self-identified professional preparedness. The two interviewees who identified that they did not feel prepared to enter the professional world upon completion of their internship also identified that they did not feel they received “adequate” supervision from their on-site internship supervisor. Reported “inadequate” supervision does not correlate with a sense of not feeling prepared to enter the professional world, as two additional interviewees felt they did not receive adequate on-site supervision by their internship supervisor, yet they felt ready to enter the professional world. Similarly, of the 43% of former UA interns who felt they did not receive enough contact via email, phone, or in-person from their university supervisor or advisor, only one expressed that they felt unprepared to enter the professional world. This result demonstrates that the frequency of supervision contact with the university supervisor or advisor during internship does not significantly impact the UA intern’s perception of self-identified professional preparedness in this study. Of the 29% of interviewees who identified that they did not receive an adequate amount of supervision from their on-site internship supervisor, only one participant felt unprepared to enter the professional world. This result demonstrates that the frequency and duration of supervision contact with the on-site internship

supervisor during internship does not significantly impact the UA intern's perception of self-identified professional preparedness in this study. Although 64% of interviews engaged in group supervision, only 29% engaged in peer supervision. These statistics demonstrate that the potential to engage in peer supervision was present for 64% of interviewees, but only 29% of them utilized or were exposed to the concept during internship. Two interviewees did not understand the concept of peer supervision without explanation from the investigator. Perhaps the concept of peer supervision, relatively new in music therapy research, is not utilized with UA internships because internship supervisors are not aware of its use in internship. University-affiliated internships are options that frequently have only one music therapy intern completing their internship at a time. Perhaps more continuing education regarding supervision models is needed for both the internship supervisor on-site as well as the intern.

When asked: "If you could change things about your UA internship experience, what would you change?" interviewees' suggestions included: (1) "wise supervision" and getting immediate feedback; (2) increased structure in scheduling clinical work; (3) consistent weekly observation and supervision times with on-site internship supervisors; (4) assistance cultivating expected emotional maturity and professionalism; (5) increased variety of populations served; (6) internship supervisors at each site, as opposed to just one site (in a multiple-site UA internship model); (7) increased frequency of direct, on-site supervision by the internship supervisor; (8) pairing critique with support to resolve clinical issues; (9) opportunities for group supervision; (10) opportunities for peer supervision; (11) increased contact with university supervisor or faculty advisor during internship; and (12) absolutely nothing – I loved it.

Future Considerations and Reflections

Eleven of fourteen interviewees (79%) identified that they had a “good professional relationship” with their immediate, on-site supervisor. Two interviewees who did not identify with this statement cited the desire for more direct contact and individual supervision with their direct UA internship supervisor.

One interviewee noted that the model of music therapy utilized during internship was a vastly different approach from her undergraduate training, and she felt unprepared to interact with the internship clientele. She noted that the gap created by her training and her supervisor’s expectations created tension between she and her internship supervisor throughout her internship experience. Upon reflection, this interviewee noted the value of competence gained through completing a subsequent master’s degree and advanced training in order to feel fully prepared to work with the same population as a professional.

Given that internship is more often than not a choice of placement on the part of the intern, as opposed to a mandatory placement, such as a practicum experience, should the intern bear the responsibility of accepting an internship that fits their educational experience or focus of their academic program? Did the intern receive the adequate education and information during coursework but not retain or perform well in these areas? Did miscommunication about the model or approach of the facility or supervisor occur? Whose responsibility is it to fill this gap: the educator, the intern, or the internship supervisor? The AMTA Standards of Education and Clinical Training document indicates: “Each internship shall be designed or selected to meet the individual needs of the student” (AMTA, 2010). Each student is required to meet competencies throughout

education and clinical training, but what if the student reaches internship and their competence level does not match the skill level needed to begin internship?

In many logistical and structural ways, the internship model mirrors the employment model: application, interview, supervision, service provision, planning, education, research, and termination. However, with regard to setting this structure and insuring an appropriate internship is designed or selected, the burden falls to the educator and the internship director or supervisor. Additionally, this interviewee also indicated they did not feel prepared to enter the professional world or sit for the board certification exam.

Throughout this research, each choice in creating the method required consideration of multiple potential resulting variables. Knowing quantitative data was needed and could be extracted from each interview while still gaining a snapshot of the unique experience of each UA intern, the in-depth interview method was utilized. The variable lengths of time for interviews allowed interviewees to extrapolate on topics of their choice promoting a more candid and organic conversation opportunity. Of the two models of internship offered by AMTA, the UA internship experience has potential for more variables and fewer similarities than a student completing a NR internship; therefore, each UA interviewee could potentially offer insight of a unique experience.

With regard to the screening tool for potential interviewees, future use of such a tool as part of research would define “national roster” and “university affiliated” internship. Four email respondents were unsure which model their internship followed. At this point in investigation, it was recognized these terms needed to be defined from the outset. Giving consideration to how these labels would be interpreted depended on how

long ago someone completed internship and which music therapy organization the internship was affiliated with: AAMT, NAMT, or AMTA. If this research were repeated, only interviewees who completed internships after 2001 would be considered eligible. The NAMT and AAMT unified in 1998 to form the AMTA. Students who complete coursework are given two years to finish their internship. All students completing coursework under an NAMT or AAMT model would have completed their internship by the end of the 2000. The choice to limit the eligibility with this parameter would eliminate the need for clarifying and screening, through interview, the interviewee's model of internship. After clarification through email screening and discussion, five potential interviewees were not considered for interview because of their confusion about their internship model.

Additionally, with regard to the screening questionnaire, there was one error that did not impact any research presented. Question 1 on the screening tool: "Did you complete a university affiliated internship?" was a required question. If respondents indicated "no" to question 1, the survey did not redirect to the end page of the survey. Rather, it continued to questions numbers 2 through 4. Question number 4 specified: "Would you be willing to do a 20-30 minute interview in-person, via Skype, or via phone for a research project related to university affiliated internship?" No respondents who correctly identified their internship model as national roster included an email address. Two individuals contacted me indicating that a "no" response in question number 1 should redirect to the end of the screening tool but did not. No information regarding the number of screening tool respondents and their responses in through the screening tool

was utilized in this study. This was a screening tool design error that did not impact the outcome of any results.

Interviewees responding during the two-week period in March 2013 identified in the research announcement were asked during interview scheduling to confirm that they completed a university internship. Five respondents were eliminated from interview qualification because they were unable to identify their model of internship, and it was later determined through initial conversation before interviewing that their internship model was not university affiliated. Regarding the pool of questions used for interviews, future research will include a list of detailed subsequent questions under the main section of questions. Frequently during the process, interviewees' topics veered from the main question. A list of standard "follow-up" questions could be utilized in these situations such that data could be garnered from these comments and themes of commonalities or differences could be discerned.

In order to increase validity of this qualitative study, in addition to verbal summaries reflected and restated by the interviewer during the interview process to ensure full understanding of the interviewee's response, member checks would be conducted. Member checks would include: (1) contacting all interviewees and submitting a transcript of their interview, or (2) contacting all interviewees at the conclusion of the project in order to provide overall results.

If the same research were conducted again, information and research would be gathered for a bibliography, but the literature review would not be written until after the interviews were coded and themes and trends were uncovered. The themes and discussion led in a different direction that did not fully match the original literature

review. Chapter Two was re-crafted with more applicable literature to support themes from interviews.

On a personal level, if I could start my master's degree again, I would take the research class during my first semester, and if possible, I would take an advanced research class. Knowledge from an advanced research class would have helped me with this research and additionally with future interests in qualitative, mixed methods, and phenomenological research.

Recommendations for Future Research

As with most mixed methods and qualitative research, more information was garnered through interviews than could be evaluated. Of the information culled, the most important pieces related to this research topic were utilized while maintaining the data in context to each interviewee's intent. More research is needed in the area of university-affiliated internships. Considerations for future research include: (1) a similar mixed methods study with more specific parameters and follow up questions including only graduates of UA internships since 2001; (2) mixed methods research comparing the perceptions of professional preparedness from both the graduating intern and their on-site internship supervisor; (3) phenomenological research examining the supervisory relationship of the UA intern and their on-site supervisor(s); and (4) phenomenological research examining the one-site, one-population v. the multiple site, multiple-population model in university-affiliated internship.

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APPENDIX A
OFFICE OF RESEARCH INTEGRITY AND ASSURANCE
IRB APPROVAL

To:	Robin Rio MUSIC BUIL	 Digitally signed by Dianne DeNardo DN: cn=Dianne DeNardo, o=ASU, ou=ORIA, email=Dianne.DeNardo@ asu.edu, c=US Date: 2013.02.25 14:44:59 -07'00'
From:	Mark Roosa, Chair Soc Beh IRB	
Date:	02/25/2013	
Committee Action:	Exemption Granted	
IRB Action Date:	02/25/2013	
IRB Protocol #:	1302008819	
Study Title:	Music Therapists' Reflections on University Affiliated Internship Experience: A Qualitative Analysis Professional Preparedness	

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

APPENDIX B

PARTICIPANT SCREENING TOOL INVITATION

PARTICIPANT SCREENING TOOL INVITATION

Dear Music Therapy Colleague,

This email is an invitation to participate in a four-question survey regarding Music Therapists' Experiences in University Affiliated Internships. The survey will take less than 3 minutes to complete, and the opportunity to participate in this research will close on Friday, March 15, 2013.

The completion of the following survey will help determine your eligibility for a participation in a qualitative research study: Music Therapists' Reflections on University Affiliated Internship Experience: A Qualitative Analysis of Perceived Professional Preparedness

This study is in support of the partial fulfillment of my Masters requirement at the Arizona State University School of Music, Music Therapy Department. This research has been approved by the Institutional Review Board of Arizona State University (1302008819) and reviewed by the Certification Board for Music Therapists (CBMT.)

Based on survey responses, qualifying participants who express interest and qualify for the study may be contacted for a 20-30 minute interview to complete this qualitative research. If you decide to participate, please click on the link below to begin the survey. Your responses will be kept confidential. You are under no obligation to answer any questions. You may choose not to participate or withdraw from the study at any time without consequence. Please do not hesitate to contact me with any questions.

Please CLICK the link below to start the 4-question survey.

<http://tinyurl.com/UAinternship>

Your help will greatly support and improve my research.
Thank you in advance for your time and participation.

Sincerely,

Kymla J. Eubanks MT-BC
Arizona State University
kymla.eubanks@asu.edu

Robin Rio, MA, MT-BC
Arizona State University
robin.rio@asu.edu

APPENDIX C
PARTICIPANT SCREENING TOOL

PARTICIPANT SCREENING TOOL

Thank you for your participation in this short 4-question survey to determine your eligibility to participate in this qualitative study.

Informed Consent

Music Therapists' Reflections on University Affiliated Internship Experience: A Qualitative Analysis of Perceived Professional Preparedness

Researchers

Robin Rio, MA, MT-BC, Associate Professor of Music Therapy at Arizona State University, and Kymly J. Eubanks, MT-BC, of Arizona State University, have invited your participation in a research study.

Study Purpose

This study will analyze and compare responses from former university-affiliated interns about their internship experience and perceptions of preparedness for professional practice.

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk; you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at 480-965-6788.

By indicating you "AGREE," you knowingly consent to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit.

Indicate AGREE if you wish to complete this 4-question survey:

AGREE DISAGREE

(1.) Did you complete a university-affiliated (UA) internship?

Yes/No

(2.) How long has it been since you completed your UA internship?

Less than 6 months

7 months – 11 months

1 – 5 yrs

6-10 yrs

11-15 yrs

16-20 yrs

more than 20 years

(3.) Would you be willing to do a 20-30 minute interview in-person, via Skype, or via phone for a research project related to university-affiliated Internships?

Yes No

(4.) If you indicated that you would be interested in participating in an interview, please include your email address below for future contact. Your email address will not be shared or used for any other purpose. Your identity will remain confidential.

Thank you for your participation in this brief survey. If you indicated that you would be interested in completing a 20-30 minute interview, you may be contacted via email within the next 1-4 weeks to schedule an interview.

Thank you for your time,

Robin Rio, MA, MT-BC

Kymla J. Eubanks MT-BC

Arizona State University

APPENDIX D
INTERVIEW INVITATION

INTERVIEW INVITATION

Dear Music Therapy Colleague,

You recently completed a brief survey regarding University Affiliated Internship and indicated you would be interested in participating in a 20-30 minute interview via phone, Skype, or in person (depending on your geographic location.) We very much appreciate your consideration of assisting with this research.

Your confidential interview will be part of a qualitative research study: Music Therapists' Reflections on University Affiliated Internship Experience: A Qualitative Analysis of Perceived Professional Preparedness. Your responses and identity will be kept confidential. You are under no obligation to answer any questions. You may choose not to participate or withdraw from the study at any time without consequence.

This study is in support of the partial fulfillment of my Masters requirement at the Arizona State University School of Music, Music Therapy Department. This research has been approved by the Institutional Review Board of Arizona State University (1302008819) and reviewed by the American Music Therapy Association.

Keeping in mind that the interview can take up to, but no more than 30 minutes, please respond to this email with the following information:

- (1) Preferred method of interview: (Skype, phone, or in-person in Tempe, Arizona)
- (2) Preferred dates and times available during the next two weeks: Please list at least 3 options
- (3) Time Zone:

Your help will greatly support and improve my research.
Thank you in advance for your time and participation.

Sincerely,

Kymla J. Eubanks MT-BC
Arizona State University
kymla.eubanks@asu.edu

Robin Rio, MA, MT-BC
Arizona State University
robin.rio@asu.edu

APPENDIX E
INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. What is your age?
2. What is your gender?
3. How long ago did you complete your university-affiliated (UA) internship (months or years)?
4. How long have you been a practicing Board-Certified Music Therapy (MT-BC)?
5. What is your current job title?
6. What is your highest degree completed?
7. In what AMTA region did you complete your UA internship?
8. In what AMTA region do you now reside and work?
9. How many months did your UA internship last?
10. Describe the population(s) you worked with in your UA internship.
11. Was your UA internship with one facility/on-site supervisor or did you have multiple facilities or on-site supervisors?
12. Describe the level and frequency of interaction with your UA internship on-site supervisor(s).
13. Describe the level and frequency of interaction with your University supervisor during your UA internship.
14. Describe the level and frequency of interactions with other interns at the same UA internship site during your internship (if applicable).
15. Describe the level and frequency of interactions with other interns at other UA or NR internship sites during your internship (if applicable).
16. Did you feel you received an adequate level of on-site supervision in order to complete your UA internship duties? Can you elaborate?
17. Did you feel you received an adequate level of off-site (University) supervision in

- order to complete your UA internship? Can you elaborate?
18. Did you engage in group supervision during internship? If yes, can you describe that experience and if you found it to be beneficial for you?
 19. Did you engage in peer supervision during your internship? If yes, can you describe that experience and if you found it to be beneficial for you?
 18. How did your music therapy skills expand during your UA internship?
 19. Describe the relationship you had with your direct supervisor?
 20. Did your perception/opinion about whether or not you'd like to work with this population(s) change after your UA internship? If so, why?
 21. Was your UA internship the experience you expected?
 22. When you completed your UA internship, did you feel prepared to enter the professional world?
 23. When you completed your UA internship, did you feel prepared to sit for the CBMT exam?
 24. What type of student would you recommend pursue a UA internship?
 25. If you could change things about your UA internship experience, what would you change?
 26. Would you consider implementing or supervising in a UA internship in the future if you don't currently run one? Can you elaborate?
 27. If you created or supervised in a UA internship program, what would you implement that differed from your UA internship experience?

APPENDIX F

INTERVIEW TRANSCRIPTS, MARCH 2013

Interview Transcriptions

<i>Interviewee 3001</i>	
Question	How long has it been since you completed your university affiliated internship?
Response	Since June 2011.
Question	How long have you been practicing as an MB-TC?
Response	Since October 2011, it's been about a year and 5 months.
Question	What is your age?
Response	I am 29.
Question	What is your gender?
Response	Male.
Question	What is your current job title?
Response	I am currently a music therapist at a non-profit.
Question	What is your highest degree completed?
Response	Master's.
Question	What population do you work with now?
Response	Right now, I work with adult mentally disabled, children and adolescents.
Question	What populations did your university affiliated internship cover?
Response	That was children, adolescents, and young adults.
Question	In what region did you complete your internship?
Response	Mid-Atlantic region.
Question	In which AMTA region do you now reside and work in?
Response	Mid-Atlantic region.
Question	How many months did your internship last?
Response	About 6 months.

Question	Was your internship at one facility or multiple facilities?
Response	It was one program that had an on-site facility as well as satellite schools, and two therapists supervised me.
Question	What would you say the ratio was between your supervisors? A 50/50 supervision? Could you approximate?
Response	I would say about 70/30; it was mostly the one of the therapists.
Question	Can you describe the level and frequency of supervision and interaction with them?
Response	When I first started I was generally supervised within the first two weeks, then once I had enough experience, I had more trust in them, they supervised me once every two weeks or maybe once a week instead of like once a day so and then once every week or once every two weeks we had an internship meeting where we would talk about special issues.
Question	Can you describe the one-on-one supervision?
Response	Yeah, in the early morning because I would get in around 7:15 and we didn't start with the kids until 8:20-8:30.
Question	Did you have any experience utilizing a peer/supervision model?
Response	No, I was the only intern.
Question	Did you have any meetings with other interns from other sites or through your university?
Response	I did have a weekly check in with my university supervisor, it was either in person or on a phone conversation and it was four other people and we discussed our experiences.
Question	Did you find the peer/supervision to be helpful?
Response	For the most part, yes.
Question	Can you describe the level and frequency of interaction or supervision with your university contact?
Response	He only stopped maybe twice during my internship because he had so many other interns/students, so he tried to make his rounds but he met with my on-site supervisors and in terms of one on one, not really.

Question	Do you feel overall you received an adequate amount of supervision and the type of supervision that worked for you in your internship?
Response	Yes, the most important part for me is working with somebody, getting that supervision from somebody on-site who has been doing it for a while so I was getting different perspectives.
Question	Were there any specific things that you felt your university affiliated internship really helped you learn during that experience?
Response	Once they started to push me in the direction of working with kids, there one goal with me was to learn how to use my voice to be more project. So I worked with vocal music therapists, and she really helped me really work on my expressiveness as a vocalist.
Question	Did your experience in your internship change your opinion of working with that population as a professional?
Response	My opinion changed when I started doing my practical. I started out as a grad student thinking that I would work with mental health. I wanted to work with mentally ill patients. So I started working with Alzheimer's patients, and then autism then I realized.
Question	After you completed your internship, did you feel prepared to enter the professional world?
Response	I think there were some things that I wanted to do in regards to getting grant money, if I would ever start a program, which is still tricky, but I had to do it for a project for my internship.
Question	When you completed your internship, did you feel prepared to sit for the board certification exam?
Response	I wasn't sure. I really didn't learn too much about taking that exam because I was an intern. When I finished my internship, I spent 2 months studying for it.
Question	If you could change anything about your own internship experience, what would you change?
Response	I wish that I were able to work with more of the clients that I thought were more suited to my personality. For the most the clients that I worked with were a good fit, but there were some instances where I worked with younger kids that their energy, my energy just didn't mesh.
Question	Would you consider implementing or supervising a university affiliated internship in the future, if you had a facility that would allow that?
Response	Absolutely
Question	Is there anything you like to add about your internship experience that I didn't ask you?

Response	Not off the top of my head.
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<i>Interviewee 3002</i>	
Question	What is your age?
Response	49.
Question	What is your gender?
Response	Female.
Question	How long ago did you complete your university-affiliated internship?
Response	2009.
Question	How long have you've been a practicing MT-BC?
Response	Since July of 2009.
Question	What is your current job title?
Response	Music therapist.
Question	What is your highest degree completed?
Response	Master's degree.
Question	Is that in music therapy?
Response	Yes.
Question	In what AMTA region did you complete your university-affiliated internship?
Response	Mid-Atlantic region.
Question	In what region to you now reside and work?
Response	Mid-Atlantic region.
Question	How many months did your internship last?
Response	10 months.
Question	Can you describe the populations that you worked with during your internship?
Response	Oncology, primarily adult.

Question	Was your internship with one facility or multiple?
Response	Just one.
Question	Can you describe the level and the frequency of interaction with your internship on-site supervisor?
Response	We had weekly one-hour supervision and then additional supervision if needed during the week.
Question	Can you describe the level and frequency of interaction with your university supervisor?
Response	Once a week, one-hour seminar.
Question	Was the interaction with your university supervisor via phone, Skype, in-person or other?
Response	It was in a class so in-person.
Question	Can you describe the level and frequency of interaction with other interns at the same internship site, if applicable?
Response	We didn't have joint supervision, but we did have co-ed music therapy groups together. We also went to the same weekly seminar together. But that would roughly be 2-3 hours of time working together.
Question	Can you describe the level and frequency of your interactions with interns at other internship sites either national roster or UA during your internship?
Response	We had an annual joint education day where other interns of the same specialty.
Question	Can you describe your relationship with your on-site supervisor?
Response	Since the work was very intimate, I think that we had very emotional conversations about the work and he was very supportive, but also allowed me a certain amount of independence that at the time wasn't observing me on a weekly basis. It was more through working on written logs; he was more supportive rather than being directional.
Question	Did you feel that you received enough supervision or the type of supervision on-site that you felt you needed?
Response	I received enough supervision, the only that I felt that had a gap in was that I did have the opportunity to work with pediatric very much, but didn't have supervision in that area and that was the only short coming I would say.

Question	Did you feel that you received an adequate level of off-site supervision from your university during your internship?
Response	Definitely.
Question	Regarding your music therapy clinical skills, how did those expand during your internship?
Response	More repertoire development and more comfort with improvisation. I finally learned to play.
Question	Did you come in with limited comfort with improvisation?
Response	No, I was pretty comfortable with it.
Question	Did your internship affect your perception of whether you'd like to work with this population in the future?
Response	Yes, I decided to work with the population.
Question	So going in, had you already decided that?
Response	Yes.
Question	Was the intern experience what you expected?
Response	Yes.
Question	When you finished your internship experience, did you feel prepared to enter the professional world?
Response	At that site yes, but not the others.
Question	Can you elaborate why you felt prepared on one site and not the others?
Response	Well, because I did my field work and internship at the same place, which was kind of against university regulations. I didn't have experience with psychiatric living at all, but my first job out of school was with that population -essentially as a side effect of working with HIV and dementia so I was so unprepared for that.
Question	What field or populations do work with right now?
Response	Adult psychology and also children with special needs, autism.
Question	Did you feel prepared to take the CBMT test before you finished your internship?
Response	Yes.

Question	Can you describe a profile of a type of student for whom a university affiliated internship would be a good fit?
Response	I would say one who needs a lot of emotional support. I can't imagine having an internship without university support.
Question	Are there any things that are different from your own experience that you really wanted to include in your own internship supervision of students?
Response	We have to do an amount of personal support, but we are often asked to do more professional support than I expected when I was an intern because they are so anxious about finding jobs. Of course, we do letters of recommendation, to some extent we get involved in academic supervision, but also I feel like I've been told that I need to do more direct supervision of the intern sessions than what I received. So, really I just need to make sure I'm aware of their competencies and I'm able to better grade them.
Question	Does your university-affiliated internship follow the guidelines set forth by AMTA for the national roster?
Response	Yes.
Question	Anything else you like to add about your own experience or your supervising experience with internships?
Response	I feel like being a supervisor really helped make me aware of my own practices and being mindful of goals. I feel like it really helped students form my practice and the mirror of the supervisee.

	<i>Interviewee 3003</i>
Question	How long has it been since you completed your university affiliated internship?
Response	About three years.
Question	How long have you been a practicing MT-BC?
Response	About three years.
Question	What is your age?
Response	32
Question	What is your gender?
Response	Female.

Question	What is your current job title?
Response	I am a music therapist.
Question	What is your highest degree completed?
Response	Master's.
Question	What is your master's in- music therapy or other?
Response	Music performance.
Question	Was that after or before your music therapy degree?
Response	Before.
Question	What populations do you work with now?
Response	I work with mostly individuals with developmental disabilities ages about 1-80, and also some work at nursing homes for clients with stroke and Alzheimer's and dementia.
Question	What region did you complete your university affiliated internship?
Response	Western region.
Question	What region do you now live and work in?
Response	Southeastern.
Question	Thinking about your internship, how many months did it last?
Response	About 6.
Question	Can you describe the populations you worked with in your internship?
Response	It was mostly school populations, pre-school through high school with developmental disabilities. I also did a little bit with middle school that was considered at risk and different behavioral problems.
Question	Was your internship with one facility or one on-site supervisor or did you have multiple facilities with multiple supervisors?
Response	I had multiple facilities.
Question	Was that with one music therapy supervisor or multiple supervisors?

Response	One music therapy supervisor.
Question	Can you describe the level and the frequency of your interaction with this on-site supervisor?
Response	It was pretty minimal. I don't know how much of the background, but my original supervisor moved just before I started. So I was switched with a new supervisor who was not able to always be in the area or even in the country.
Question	So you had someone step in?
Response	Yes, I thought that last minute which means it was very limited supervision in the field.
Question	So would you say that you spoke with or met this person once a month or once a week?
Response	I would say it would be closer to physical meeting, closer to once a month possibly less and some coordination in addition by email and phone.
Question	Can you describe the interaction with your university affiliated internship supervisor?
Response	That would have been just a few times throughout my internship.
Question	Was that phone or in-person?
Response	Yes.
Question	Phone?
Response	Yes – to make sure everything was on track and going the way it was supposed to be going.
Question	Did you interact with any other music therapy interns or other discipline interns during your internship?
Response	No other interns, no.
Question	Did you have interactions with any interns at all even outside your internship or the field of music therapy – such as team meetings?
Response	No.
Question	Can you describe your personal/professional relationship with your on-site supervisor?
Response	We had a phenomenal relationship. When we did meet it was usually for a few hours since we couldn't meet because there was a lot for us to cover. I really got a lot from how much she was able to give me when we would meet or how available she was anytime, I had a problem and thing that she would lead me. Though, however, I do wish I would have had a lot more of her at the site, kind of watching what I was doing - correcting me as I went.

Question	Regarding the university advisor, do you wish you had more or less supervision there or a different type of supervision?
Response	No, I felt like it was just about where it needed to be. We really didn't coordinate much, but I didn't really feel like there was a whole lot for us to coordinate about. She let me be pretty proactive. Actually, now that I think of it, she had given me a lot of freedom to really take my internship in the direction that I had strongly wanted to take it. So she gave me a lot of liberty, and because of that I was able to figure out a lot of things on my own and grow a lot. She would kind of spot check me on it, but I thought it was exactly what I had hoped for.
Question	Can you describe some of the highlights of some developmental areas in your clinical skills during your internship?
Response	There were a couple of things that I really got out of it. When I first started, I was given a bit of time to build up some of my own resources. I was seeing very few clients, it was before the school year started, and was given the opportunity to interview other professionals outside of the field and work on developing my own assessment tools. I thought that was more than a pretty significant thing for me and also in working with kids, being able and given so much freedom to try out some really creative ideas that I don't think I would have gotten from another type of internship.
Question	After your internship, did your perception of whether or not you'd like to work with these populations changed? If so, how?
Response	I guess I felt even stronger about the groups I wanted to work with. I had always wanted to work with kids with different disabilities. I wanted that age range, and I wanted to work specifically with developmental disabilities. I felt even stronger about not working with kids that were just considered at risk groups - whether it was behavior. I really did not want to go back working with the other groups that I had.
Question	After you finished your internship, did you feel prepared to enter the professional world?
Response	No, but I feel like that it's partially personality. I want to have everything completely figured out, and so I don't think that was entirely because of my internship. Although I feel that having someone there more often would have made me feel a little more confident. I feel like I would have felt like 'ok I've gotten that reinforcement of what you're doing is working or not this is not really what you need to be doing.' So, no, I really didn't feel prepared.
Question	Did you feel prepared for the board certification exam?
Response	I didn't feel like I was, but I took it and I passed. So I think I was just nervous. So I was prepared I just didn't think I was.
Question	If you could change things about your internship experience, what would it be?
Response	Once more, wise supervision; standing there getting that feedback as the session was going on, or immediately after feedback on specific things that I had done and not done.
Question	Would you consider implementing or supervising a university-affiliated intern?

Response	Maybe not. I'm not ready. Not sure I will be.
Question	What would you offer that you didn't receive?
Response	Just a lot more being there and present during the sessions and having that immediate feedback about what was going on.
Question	Have you experienced group supervision or peer supervision as either a student or a professional?
Response	Yes.
Question	What are your thoughts on group and peer supervision as part of an internship?
Response	I think it's phenomenal. I think there's so many things that you get from that that you wouldn't necessarily hear or wouldn't quite get through to you the same way as the regular supervisor. Some things are different and fresh. It's just a different level of feedback you get from it, and I think it's exciting to because, as you get that feedback from peers, you can start brainstorm. Were as, I get that feedback from my supervisor (directly), I feel more like 'ok, yes ma'am, yes sir,' but for peers. I feel more apt to challenge them on and go 'well I was kind of doing it because of this.'
Question	Is there anything that I haven't asked you that you would like to share about your own internship experience?
Response	I feel like we might have kind of covered this, but I feel like I got something that so few people get, and that is the ability to really create my own internship experience and experiment with a lot of different things. I would be to go meet my population. (I was able to) choose my schools, and I had to get out there and market myself and put all these things together. I felt that gave me so much confidence and real world experience I wouldn't have gotten. So I would just walk into a facility and this is how they make these things and I'm going to imitate that. Having to kind of create everything from scratch gave completely different insight, confidence and feelings that I never expected in going in my internship, and I feel very fortunate.

	<i>Interview 3004</i>
Question	How long has it been since you completed your university affiliated internship?
Response	10 years.
Question	How long have you been practicing as an MT-BC?
Response	10 years.

Question	What's your age?
Response	33.
Question	What's your gender?
Response	Female.
Question	What's your job title?
Response	Music therapy.
Question	What's your highest degree completed?
Response	Master's degree in music therapy.
Question	Do you have any other degrees beyond bachelor?
Response	No.
Question	What populations do you work with now?
Response	Hospice, terminally ill.
Question	In what AMTA region did you complete your internship?
Response	Mid-Atlantic.
Question	Which region do you currently reside in and work in now?
Response	Mid-Atlantic.
Question	How many months did your internship last?
Response	5 and a half months.
Question	Can you describe the populations you worked with during your internship?
Response	I was working with pain management department, so there were physical cases, cardiac cases, father/baby types of situations where the mother got c-sections. So I was in a hospital setting, and that was half my internship. Then the other half I worked with the hospice, terminally ill.
Question	Was your university-affiliated internship with one facility, or was that just divided between two facilities?
Response	Yes, it was divided between two facilities.
Question	Did you have on-site supervisors in both facilities?
Response	Yes, but they were not music therapists.
Question	Did you have any on-site supervision that was with music therapists?
Response	There was supervision with music therapists but it wasn't on-site.
Question	Was it a really integrated internship experience with the university experience?

Response	No.
Question	Can you describe the level and the frequency of the interaction with your university affiliated internship supervisor?
Response	Not very frequent, maybe once every 2-3 weeks.
Question	Can you describe the nature of that supervision, was it sit-down or individual or actual supervision of work?
Response	Yes, we did some collating, he did demonstrations and observation of me and then we would kind of briefly sit down and talk about that.
Question	Did you have any experience in group or peer supervision with other interns during your internship?
Response	No.
Question	Were there other interns in either of the facilities where you were?
Response	No.
Question	Did you have no interaction with interns on the national roster internship?
Response	No.
Question	Can you describe your personal/professional relationship with your supervisor?
Response	I think he thought I was a pretty dependable, independent intern in that he could count on me and so we had a very good relationship. I would have liked for him to be more active and more present, but I do feel like the times that he was there they were really good times. They were very instructional and I was able to walk away with some good information.
Question	Did you feel like you wanted more supervision at the time?
Response	Yes, at the time.
Question	Were you able to develop some of your music therapy skills or your repertoire skills?
Response	Yeah, luckily the people that I worked on site in the pain management department there was a nurse and in the hospice there was a life and clinical social worker, so from those 2 people I was getting an outside perspective that was really helpful and I felt like a sponge absorbing anything I could from both of those people. Then I just try and figure how I can adapt it to music therapy so I was kind of taking what I learned from my coursework and try to adapt it to the population that I was working with, a lot of it was trial and error and some things worked great others didn't.
Question	Did you have a lot of multi-disciplinary interaction with other professionals?
Response	Yeah, very much.
Question	Did you rely on some of their supervision?

Response	Absolutely, yes.
Question	Did your perception about whether or not you'd like to work with that population change?
Response	I think for me it just validated that I wanted to work with the population, I would have worked with either and I ended up writing a proposal for both places that I was at, one wasn't able to go through because the process was taking too long but the hospice agreed to hire me full time so actually started the music program there.
Question	Was your internship experience what you expected it to be?
Response	Yes, before I started, yes because I sort of knew my supervisor there and I knew his style and so I didn't expect it to be much different than during my undergrad studies.
Question	Did you feel prepared to enter the professional world?
Response	Yes.
Question	Did you feel prepared to sit for the CBMT exam?
Response	Yes, I thought so.
Question	If you could change things about your internship experience, what would you have changed?
Response	I think probably just a little bit more structure, definitely having weekly observations/supervision time, I think that's the big thing.
Question	Would you consider implementing or supervising a university affiliated intern or internship in the future?
Response	Yes.
Question	Had you supervised interns before?
Response	Yes, we have an internship program at our hospice.
Question	Is that national roster affiliated with university?
Response	Yes, national roster.
Question	Are there things that you would or maybe already have implemented that were different from your experience to give new interns a different experience than you had?
Response	Yeah, we're pretty strict about giving them observation/supervision time every week so you know full hours, minimum of observation and one-hour minimum of supervision. Basically one on one, and we also try to have 2 interns at a time but one senior intern and one kind of junior intern overlap by about 3 months usually, those are major differences.
Question	Is there anything about your own internship experience you'd like to add that I didn't bring up?

Response	I don't think so.
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<i>Interviewee 3005</i>	
Question	How long has it been since you completed your university affiliated internship?
Response	4 years.
Question	How long have you been practicing as an MT-BC?
Response	3 years.
Question	What is your current job title?
Response	Music therapist.
Question	What's the highest degree you completed?
Response	PhD in music.
Question	What populations do work with right now?
Response	I work with older people primarily, and kind of a specialty with dementia and trying to pay attention to folks who have dementia but have multiple medical issues and trying to factor that into their treatment; rather than pretend that I am working on memory stuff. Because very often it has to do with census of disability and frailness and just medical condition base type things that I think need to be addressed and the memory comes along with it. The other population I work with is developmentally disabled adults and I've also done music psychotherapy with sort of normal neurotics, however, kind of focus on specific traumas at work that invoke other traumas, so existential type stuff in their immediate past that invoke other types of things.
Question	What region did you complete your university affiliated internship?
Response	Mid-Atlantic region.
Question	In what region do you now reside in?
Response	New England.
Question	How many months did your internship last?
Response	10 and then some, it was a little longer than 10.
Question	What populations did you work with during your internship?
Response	I work in a nursing hospital, and so I worked with people with dementia and people with multiple medical issues, so not just diabetes but COPD so stuff that older people are prey to with a residence in the hospital. We also worked on pain management and we had a co-treatment with a yoga therapist so music assisted, yoga and meditation and then I also worked in the out-patient section in music assisted speech therapy and physical rehab, the rehabs were one on one but the speech was a group.
Question	In your internship, was the only facility you worked at or did you have multiple facilities?

Response	My nominal internship was that facility and at the same time I had two private clients that I was seeing, and my supervisor at my internship agreed to supervise my work there also with those private clients.
Question	Can you describe the level and frequency of the interaction with your on-site supervisor at the facility or in-home visits?
Response	It was intense, we often co-treated especially in the first semester, we often co-treated, and we had a full on hour-long supervision session every week. She was always available for feedback questions, and that kind of thing but also to schedule a little chunk of time to go about things and she also structured 3 different opportunities during the week for all the interns to get together with her in a group situation and process things, present and do all manner of things, so basically it was an individual and group supervision.
Question	Did you have any peer supervision?
Response	Yes, that was within the thing we were encouraged to, part of the group was she would just sit back and go ok you're all music therapists help each other, so yes that was also built into the Friday group sessions.
Question	Can you describe the level and frequency of interaction with your university appointed supervisor?
Response	Again intimate, we had a full supervision session every week in a small group setting, there was also the opportunity for peer supervision that was very much encouraged and guided by our university supervisor.
Question	The other interns that you interacted with, do you know if they were university affiliated internships or were some in national roster internships?
Response	Every one of them was in university-affiliated internships.
Question	Can you describe your personal and/or professional relationship with your on-site internship supervisor?
Response	Yes, I had a particularly rich I think it's probably a good word, relationship with her.

<i>Interviewee 3006</i>	
Question	How long as it been since you've completed your university affiliated internship?
Response	14 years ago.
Question	How long have you been practicing MT-BC?
Response	13 years.
Question	What is your age?
Response	35.
Question	And your gender?
Response	Female.

Question	What is your current job title?
Response	Music therapist.
Question	What is your highest degree completed?
Response	Master's.
Question	Is that in music therapy?
Response	Yes and counseling.
Question	In what region of the AMTA did you complete your internship?
Response	Great Lakes
Question	In what region do you reside and work?
Response	I'm Mid-Atlantic now.
Question	How many months did your internship last?
Response	6 months.
Question	Describe the populations you worked with in your internship?
Response	I worked with pediatric hospital, oncology, skilled nursing, HIV, clinic, adult hospital and pediatric it was divided among them.
Question	Did you have one internship supervisor on-site or multiple supervisors?
Response	I had one main supervisor but there were two other music therapists.
Question	Did you meet with your on-site supervisor?
Response	Once a week for an hour.
Question	What was your frequency and level of interaction with them during your internship?
Response	None, because I already had my degree.
Question	Did you have any interactions with other interns at your facility?
Response	Yeah.
Question	Did you interact with interns from national roster internships or other university affiliated internships?
Response	Not at that time.
Question	Can you describe your personal and professional relationship with your on-site supervisor during your internship?
Response	It was great, he was extremely knowledgeable and we continue to have a great relationship even to this day.
Question	Did you feel you received enough supervision and the type of supervision that you needed?

Response	Yes.
Question	Did you ever experience group or peer supervision?
Response	No.
Question	How would describe your music therapy skills expanding during your internship?
Response	I don't know, it was a new population so I got interested in pediatrics but before that I just wanted to do adult, so it kind of opened up my opportunity and I learned a lot about medical music therapy.
Question	Did completing the internship made you change your perspective about working with the population?
Response	Yes.
Question	Favorable or Non-favorable?
Response	Yes.
Question	Was your internship experience what you expected?
Response	Yes, it was wonderful, it was more than I ever dreamed.
Question	When you finished your internship did you feel prepared to enter the professional world?
Response	Yes.
Question	Did you feel prepared for the exam?
Response	No, but I didn't study very much for it, the exam was a little bit of a surprise, I think that was more of my university than my internship.
Question	If you had change things about your internship experience, what would you change?
Response	Nothing.
Question	Do you currently run an internship program?
Response	Yes.
Question	How long have you run that?
Response	Since June of last year.
Question	Have you run a previous one in a different position?
Response	Yes.
Question	How long have you been working with interns?
Response	10 years.
Question	Do you also do any pre-clinical supervision or practicum?
Response	I don't do practicum but I do supervision for professionals.

Question	Is that a one on one or group or peer supervision model?
Response	I get calls from professionals about once a month, and I supervise them.
Question	Have you had any experience at all with group or peer supervision as a professional?
Response	Yes.
Question	Can you talk about what kind of supervision you prefer and why?
Response	I think a combination is the most important, you get benefits from peers.
Question	Is there anything you like to add about your own university affiliated internship experience that I didn't ask you?
Response	No.

	<i>Interviewee 3007</i>
Question	What is your age?
Response	43.
Question	What is your gender?
Response	Female.
Question	How long ago did you complete your university-affiliated internship?
Response	I did it the year '91-'92.
Question	How long you have you been a practicing MT-BC?
Response	Since September 92.
Question	What is your current job title?
Response	Music therapist.
Question	What is your highest degree completed?
Response	Master's.
Question	Is that in music therapy?
Response	No, it's in special education.
Question	In what region did you complete your university-affiliated internship?
Response	The mid-Atlantic region.
Question	In which region do you now reside and work?
Response	Same, mid-Atlantic.

Question	Thinking back on your internship, how many months did it last?
Response	It went September to May.
Question	Can you describe the populations that you worked with during your internship?
Response	I was in special ed pre-school.
Question	Was your internship at one facility/school or multiple facilities/schools?
Response	I was in two different schools.
Question	Can you describe the level of interaction/frequency with your on-site supervisor?
Response	I had an on-site supervisor once a week and I spent the whole day with him so I had interacted probably from 9-2 was the whole full day.
Question	And was that a music therapist?
Response	Yeah.
Question	Can you describe the level and frequency of interaction with your university supervisor?
Response	I would say at least twice a week, I was still taking classes so I would say I had that class twice a week but it was at least twice a week that I saw her.
Question	Did you have any interaction with other interns during your internship?
Response	Not at my site, no, but I did at school; we had an internship seminar so whoever was doing an internship I saw at school.
Question	Did you have group or peer supervision?
Response	It was more like a lab class and then kind of a session class, I don't know if it was really supervision or sharing activities and things like that.
Question	Can you describe your personal/professional relationship with your on-site supervisor during your internship?
Response	We got along really well but it was definitely a student/supervisor relationship.
Question	Did you feel you received enough supervision and the type of supervision that you needed?
Response	I think at the time that I did, there probably would have been better if I had a supervisor at my second site where I was placed a week but at the time there was none available so you know once a week was all that I could get at that time.
Question	Can you describe how your music therapy skills expanded working in this internship?
Response	Well, certainly having the supervision every week, she improved my skills in improvisation; she really worked hard to get me to think about what it was that I was doing in relation to the clients. I feel that my skills improved quite a lot.

Question	Did your repertoire skills expand a lot during your internship?
Response	Yeah, she really exposed me a lot of repertoire.
Question	Did your perception about whether you wanted to work in that population changed after your internship? And if so, how?
Response	I don't think it changed, I think it just made me want to work with that population even more.
Question	Was your internship experience what you expected it to be?
Response	I would say so, I think it was hard but not any harder than I expected going in.
Question	After you had finished your internship, did you feel prepared to enter the professional world?
Response	Yes.
Question	Did you feel prepared to sit for the CBMT exam?
Response	I'm going to say yes, I mean I passed it with a kind of hit and miss because I don't think the CBMT exam test what you're really learning in your internship because it's a lot of practical, a lot of more theoretical.
Question	If you could change anything about your own internship experience what would you change?
Response	I think it would have been nice to have a supervisor for all three days in both of my sites, instead of just one supervisor in one of my sites.
Question	Would you consider implementing or supervising a university-affiliated internship in the future?
Response	I have had an intern.
Question	So you've had university affiliated or is it national roster that you supervised?
Response	I've only done university affiliated, and I have a lot of field work students, I've had an intern and I'm probably going to get an intern in September so I've never done the national roster though.
Question	What are your thoughts on group supervision for interns?
Response	I think that if you do a peer group, I think it would be a good idea because that's kind of a safe place where you can complain about what's going on and talk about issues and not feel intimidated. If there's a professional there; but I think you know ultimately that's why I like university affiliated internships because their usually going for weekly classes with a professional with your professor who can really help you work through those issues.
Question	Is there anything that you'd like to add about your own internship experience or supervising interns you had that I haven't asked you?

Response	I don't think so, I personally prefer the university affiliated rather than the national roster because they think as an intern you need to have a connection to a school on a weekly basis where you can get feedback and work on issues.
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<i>Interviewee 3008</i>	
Question	How long has it been since you completed your university affiliated internship?
Response	Bachelors or masters?
Question	Oh you had to do two?
Response	I had to do in both, yes.
Question	So you had to do two internships both in music therapy?
Response	Yes, I had my bachelor's in music therapy and so is my master's in studio arts/music therapy.
Question	Ok, let's talk about your bachelor's one in music therapy, was it university affiliated?
Response	Yes.
Question	Let's talk about your bachelor's one, specific to music therapy, how long since you've completed that one?
Response	I graduated in 1985, so it's been a long time, I would say 20 some years ago. I completed my master's 25 years ago so let's say 27 years ago maybe, 28 years ago.
Question	When did you start practicing as an MT-BC?
Response	It's been at least 16 yrs. I would say.
Question	What is your age?
Response	I'll be 50 this year.
Question	What is your gender?
Response	Female.
Question	What is your job title?
Response	Right now I am a consultant as a music therapist.
Question	What is your highest degree completed?
Response	Master's.
Question	And that's in?
Response	Music therapy.
Question	What populations do you work with now?
Response	Primarily teenagers.

Question	Is that at risk or special needs?
Response	I suppose some people think all teenagers are at risk but it's not considered at risk, no they're just normal teenagers let's say regular population, well I worked with people who considered normal population.
Question	Thinking about your bachelor's, your undergrad internship, what populations did that cover?
Response	Well, I'm not exactly sure, how you're talking about internship because every year we had to do a internship, every year so I don't know how it's structured now but we had to do an internship at that time and then we had to do, for my RMT I had to do a 6 month internship.
Question	Well let's focus on what you had to do for the RMT, the 6-month internship, was that national roster or university affiliated?
Response	That was in a psychiatric hospital.
Question	So psychiatric adults and teens, children?
Response	All populations, it was in New Orleans and that was, I was very fortunate to get into a psychiatric hospital that covered everyone.
Question	What region did you complete that internship?
Response	I guess that's the south region, I wasn't in that region as a music therapist so I'm not really sure what it is, I guess it's south because it was in New Orleans, Louisiana.
Question	What region do you reside and work in now?
Response	I'm in the Mid-Atlantic region.
Question	How many months do you think your internship lasted?
Response	It was 6 months, you had to do a full time internship in an RMT.
Question	It was one facility or multiple facilities for that internship?
Response	Just one, I mean I don't know how it's structured now, but when I got my bachelor's we went to different places and when I was getting my bachelor's degree we had to go to different facilities but to get an RMT you had to do 6 months in one facility.
Question	Did you have an on-site supervisor who was a music therapist at that facility?
Response	Yes.
Question	Can you describe the interaction level, how frequently or how much supervision you had with that supervisor?
Response	Well, actually there were two music therapists, like I said it was a unique situation because there was a music therapy department in addition to other creative arts department and other therapies so we actually, there were 3 interns and I was one so we had not only had group supervision and individual supervision and that happened on a weekly basis for both.
Question	Did you have any peer supervision?

Response	Yes, well as part of the supervision we roomed together, we all kind of dealt with each other and also we had to have cross training in the other modalities: art therapy, recreational therapy, other kinds of therapy, so we had lots of supervision.
Question	What type of supervision works best for you?
Response	I think I like both, it just depends, I think that I like...for different reasons I like both, I like the input of having different...when you have group supervision it's the nice thing of having input from different people but when you have the individual supervision you really get more intimate with the person and they really...you know open the eyes line, eye open up a little bit more so the person individually so they can go after some things maybe that I would be have the chance to do in the group.
Question	During your internship, did you have any supervision or connection with your university at that time as far as supervision or guidance?
Response	Absolutely not, I mean at that time you, you know when you graduated so I already had my bachelor's in music therapy and so you know you basically kicked out, kicked to the curb and you're on your own. In fact, I had already worked I already had a job before I got my RMT. When I had my bachelor's we had what we call rotations and when I was in my bachelor's degree we had little rotation.
Question	After your internship, did your perception of whether you'd like to work with that population changed?
Response	Actually, it was enhanced, before I went there I did not intended working with that population when I went to my internship. I wanted to work with teenagers that's what I wanted my internship to be in but it fell through at the last minute and so is the job that I had prior to my internship was psychiatric, and in that department is really what kind of turned me on to go to internship with psych. That kind of charted my path in terms of where I decided to go as a music therapist.
Question	Would you consider implementing or supervising a university-affiliated intern?
Response	Probably.
Question	Are there any things that you would do differently?
Response	I would probably do it more my with what was going on in my master's, but I would some very similar but just the fact that it's 25 years later as a person and as a therapist I've grown, I'm sure that things that I would do differently. So I'm sure there are some techniques I've learned just from working with different advisors and from working in the field and just my knowledge base as a person has grown so I'm sure there are things that I would do differently.
Question	Is there anything about your internship experience that you like to share that I haven't asked you?
Response	Not that I can think of, I'm just kind of curious as to what people are experiencing now in their bachelor's, because it seems to me that, based on the questions that you asked me it's much different than it was when I got my bachelor's even my master's degree it's different now then it was.

<i>Interviewee 3009</i>	
Question	What is your age?
Response	27.
Question	What is your gender?
Response	Female.
Question	How long ago did you complete your university-affiliated internship?
Response	It'll be 5 yrs in July.
Question	How long have you been a practicing MT-BC?
Response	Same amount of time, 5 yrs in July, I started doing music therapy a little earlier but I wasn't certified quite yet.
Question	What's your job title?
Response	I'm a founder in music therapist of several different places.
Question	What's your highest degree completed?
Response	Bachelors.
Question	In what region did you complete your internship?
Response	Western.
Question	In what region do you now reside and work?
Response	Western.
Question	How many months did your internship last?
Response	6 months.
Question	Can you describe the populations that you worked with during your internship?
Response	Sure, it was an extremely versatile internship, so almost every population I had some experience in hospice; general medical hospital; and was prepared to rehab for teens/adults, to after-school programs for at risk youth, a few wellness groups for adults, as well as we had some Parkinson's experience some cancer survivor experience that's probably the main ones. Oh some teen pregnancy and early development childhood experience and I was already working in a psych hospital at that point so it was versatile.
Question	Was it non-profit?
Response	It was actually a joint business, part non-profit part for-profit.
Question	Would you say your internship was one facility or multiple facilities?

Response	Multiple for sure.
Question	Can you describe the level and frequency of interaction with your on-site internship supervisor?
Response	We had weekly meetings with the team, there were several interns besides myself there were some senior interns that kind of helped me, and I saw my director/supervisor a couple times a week, one time at the meeting that was 2-3 hrs long. And then there were sometimes one-on-one supervision throughout the month.
Question	Can you describe the level and frequency of interaction with your university supervisor?
Response	During the internship?
Question	Yes.
Response	Pretty minimal.
Question	At all?
Response	I was in a different state so it was pretty much sent me a couple of emails.
Question	You had mentioned other interns at the facility; can you describe how often you interacted with them? Did you have meetings? Did you co-facilitate together?
Response	Yeah, when I was there, there were 6; 3 senior interns for the first 3 months and then 3 juniors that has just gotten there for the first 3 months and we all co-lead together and gave each other a lot of feedback. It was one of the main points was learning how to work with others and build off each other's ideas and to get constructive feedback and give it as well.
Question	Did you engage in group supervision or peer supervision with them?
Response	Yeah.
Question	So what are your thoughts on group supervision or the peer supervision model?
Response	I think it's good to have both, I think it's a lot of alone time but I think it's important to have peer supervision because you learn from other people. You're learning faster in a way you learn from their mistakes and their successes and also your president is going to be your going to give feedback, you watch for what you like to do differently or keep the same, I think it's a good piece of it for sure.
Question	So did you feel the level and type of supervision you received was what you needed?
Response	Yeah, it was good.
Question	Regarding your clinical skills, can you tell me maybe a couple of high points of things that you really gained in that experience?

Response	I really gained a lot from hospital hours that were a lot of alone time really at this location, I learned a lot, it was really a moment in prop state you really have to think on your feet and learn quickly. For a diverse of array of people you might meet. Also, the rehab the situation taught me a lot and I feel I've been able to use those things in my professional life even then so it's a really useful tool and also wellness I didn't really heard of that and that's a great place to build especially in LA. Because I learned a lot from the head community music for wellness for just anybody out there.
Question	Did the internship experience affect your perception of whether you like to work with these populations or did it give you insight as to which ones since you had so many?
Response	Yeah, I mean, it's been really helpful to have a lot; we also worked with like eating disorders and it gives light into working with others I thought originally I would have liked to work with that population then I found that it didn't resonate well with me, sometimes you don't know til you try it. So my personal favorite is working with at risk youth so we got a little bit of experience in that and I really want more, I already knew that I wanted to do it but it helped me know that I wanted to continue doing that and it also opened my eyes to populations that I wasn't sure that I love so much like I was saying with the rehab. So I think it's really good to try different things.
Question	Was the internship experience what you expected?
Response	Yes and no, I guess I didn't expect so many other interns in the group supervision model, I just thought I have more one on one time with my supervisor originally but that's ok I think actually turned out really wonderful.
Question	After you finished your internship, did you feel prepared to enter the professional world?
Response	Yeah, definitely.
Question	Did you feel prepared to sit through the board certification exam?
Response	Yes.
Question	Would you consider running or supervising a university-affiliated internship?
Response	Yeah, perhaps down the line, I'm still building my business to the point where I can handle that but I think it would be a good experience for one I'd do it in a heartbeat, I would probably do that down the line some day.
Question	Are there any things you would do differently?
Response	I would keep it small personally just because I would want it to be more for what I had going on more of a directive experience that being a specialty instead of a buffet kind of thing, and less in terms of a one intern at a time just keep it very little not that it didn't work it's just that it would be more my style.

Question	Is there anything about your internship experience that you would like to add?
Response	No I think that's it.
Question	Overall, would you say it's been a positive experience for you?
Response	Yeah I think.

<i>Interviewee 3010</i>	
Question	What is your age?
Response	24.
Question	What is your gender?
Response	Female.
Question	How long ago did you complete your university-affiliated internship?
Response	2 yrs ago.
Question	How long have you been a practicing MT-BC?
Response	For 2 yrs.
Question	What is your current job title?
Response	I am a music therapist.
Question	What is your highest degree completed?
Response	I am currently working on my master's
Question	Is that in music therapy?
Response	Yes.
Question	In what AMTA region did you complete your internship?
Response	Mid-Atlantic region.
Question	In what region do you now reside and work?
Response	Mid-Atlantic also.
Question	How many months did your internship last?
Response	It was a 6-month internship.
Question	Can you describe the populations you worked with during your internship?
Response	Yes, I worked with a mixed, I had school aged children and I also worked with adults with mental health needs and also gerontology.
Question	Was your internship with one facility/supervisor or multiple facilities/supervisors?

Response	I had one supervisor, again there were 3 schools, I had multiple schools I went into there were counselors.
Question	So you had one supervisor outside the university who supervised you at multiple schools?
Response	Yes, and he was actually the supervisor from the school.
Question	So it's the same person, then your on-site supervisor and your university advisor?
Response	Yes.
Question	Can you describe the level and frequency of interaction with them during your internship?
Response	We had weekly internship meetings, and I think she changes them about every other week and she tried to come to the facility in where we held our internship and a part of having feedback and interaction it was all through the weekly meetings and at times through email and texting.
Question	When you say weekly meetings, were they one on one meetings or did you meet with other students?
Response	With the other interns there were 4 or 5 interns at the time I was there.
Question	Were they all working in the schools or were they working in different settings?
Response	Off in different settings, they were quite a few around and there was a mix of adults and school aged children and with gerontology I chose to be with mix.
Question	And thinking about that mix that you chose to do, after your internship did it change your perception or narrow the populations that you wanted to work with?
Response	I think it did help me narrow down, prior to music therapy I thought that I would like to head more towards the elderly, but throughout my education and internship experience I found that I really enjoyed working with the children as well; and I think in my internship. I talk to my advisor before I started she asked me if I wanted to narrow down to a specific population in my internship and I said well I'm not sure where I want to focus specifically on adults or children as well; because of where you are right now I would suggest doing a mix for your internship that way you get experience with all the different populations and I felt that was a good choice for me. I think my advisor was great in pointing out how I would be able to work with the different populations and it's definitely made me a good therapist more flexible because I have worked with the different populations.
Question	Was the internship experience what you expected it to be?

Response	<p>Since I did remain at the same place I was very familiar with the surroundings, and I already been in the area for some time to come, in the critical experience as an undergrad and in this area that I was already familiar with it so yeah I think it was what I expected because a lot of.... actually, being an intern I actually interned at some of the same facilities. So I had already knew a few clients and already worked with the special education teachers and all the special disciplinary professionals that I had to work with, so it was more like a continuation of working with them with the clients as well, so yeah it was what I was expecting and it was a lot of work, lot of late nights but it was definitely great and it was nice to have. I know some interns that were around 2 or 3 at the time but I think it was a real fun group it was great because, like I said we all had a different experience, different abilities and skills that we used that was more specializing and having that weekly internship meeting created a bond, just to share ideas and to show that we work well; just to share our ideas and frustrations and victory too.</p>
Question	<p>Would you say that it was a group supervision model or a peer supervision model?</p>
Response	<p>I would say it was more of a.... it was kind of a mix I would say during our internship meetings we never were there to observe each other in a session per say we'd give feedback to them but we.... my supervisor asked us to bring in questions that we had for ourselves, and then from their he kind of give us feedback on our reaction to or maybe give an idea of how to work with the client or we would handle it as individuals. I think that as far as having peer supervision for each other throughout the internship we interns had a performing arts group for adults with mental disabilities and as a group it took us outside of our lesson plan and the songs we get to choose.... we took turns conducting and basically the whole program and just looking at the performance that was the internship we had to do, I think that was another way of putting us together as an intern and saying ok you need to work together and to communicate among yourselves and proving from start to finish at rehearsals and making sure everything's there.</p>
Question	<p>Do you have a highlight of how your clinical skills expanded during your internship?</p>
Response	<p>I definitely, what we had to do for that performing group that really pushed me out of my comfort zone as far as being in a group and conducting skills, in undergrad I had one class that hadn't start getting the group and trying to conduct a group of your peers was completely different from trying to organize, arrange, prepare for every adult in that facility. I think that was when I really enjoyed and was really pushed to develop my skills (leadership, connecting abilities) and as far as my music skills again I think that....I think that as a musician I like certain genres of music and I really explore it because I enjoy it, but having clients that have different music taste from myself that was something that I really had to grow and develop in and again lean on my fellow interns for that as well because we all have different likes and dislikes.</p>
Question	<p>When you finished your internship, did you feel prepared to enter the professional world?</p>

Response	I don't know if anybody ever really feels prepared to be a professional, as a music therapist I think as far as having the basic knowledge, knowing what to look for my resources for my research I did feel prepared but again it's always a little scary after first graduating as an undergrad.... and it was a little hard at first not because I wasn't prepared but made me feel more intimidated not what you expect really.
Question	Did you feel prepared to sit for the board certification exam?
Response	Yes, definitely for that one.
Question	If you could change anything about that internship experience, what would it be?
Response	I think from my internship experience and experience from my undergrad, I would really try to find a way to get.... I know there were times where I was really super busy during my internship period, but over that time my supervisor really wanted me to put myself out there and that music therapy is not an isolated practice. I think if there were any changes that I would make.... actually I really enjoyed my internship.
Question	Would you consider implementing a university-affiliated internship in the future?
Response	I actually would consider supervising a university affiliated internship and actually I'm doing some part time supervising at the university.
Question	Is there anything about your internship that I haven't asked that you like to share?
Response	No, I think that's about it.

	<i>Interviewee 3011</i>
Question	What is your age?
Response	35.
Question	What is your gender?
Response	I'm a male.
Question	How long ago did you complete your university-affiliated internship?
Response	About 5 years ago.
Question	How long have you been a practicing MT-BC?
Response	For 5 years.
Question	What is your current job title?
Response	I'm a music therapist.

Question	What is your highest degree completed?
Response	It was the equivalency.
Question	Ok, so a master's equivalency in music therapy, in what AMTA region did you complete your internship?
Response	In the western region.
Question	In what region do you now reside and work?
Response	The western region.
Question	About how many months did your internship last?
Response	6 months.
Question	Can you describe the populations that you worked with during your internship?
Response	Yeah, it was a variety of populations; there was some hospice work, some work with adults with dementia. There was some work at the psychiatric facility, and some work with people with drug dependency, and then some work with children with autism.
Question	Was your internship at one facility or multiple facilities?
Response	Yeah, it was multiple places that I worked at.
Question	Did you have one main supervisor or did you have multiple supervisors?
Response	No, one main supervisor.
Question	Can you describe the level and the frequency and even the type of interaction with your on-site supervisor?
Response	We did a lot of...she was very hands on, she did a lot of supervision, we had weekly interviews just to talk about things and all of the interns would get together once a week as well and have kind of a meeting talking about things. Then during the sessions, the first half of my internship she was usually at least part of the sessions, part of the time in the sessions and then towards the end then there was less supervision.
Question	Would you say that group supervision with the other interns, was that more peer supervision model without your supervisor there or was it more group with the supervisor facilitating?
Response	Yeah, that was more group with the supervisor facilitating.
Question	Did you have any experience with peer supervision?
Response	No.
Question	Can you describe the level or frequency or type of supervision you had with your university contact supervisor?
Response	Yeah, that was pretty minimal, I think it was mostly we were supposed to report to her once a week, so it was all kind of email contact and I think there is maybe one or two times that she actually was there.

Question	Was there as in she came to one of your sights and supervised you?
Response	Yes.
Question	Can you describe how often you interacted with the other interns at your site?
Response	I interacted with them regularly, and there were 3 other interns who were there while I was doing my internship.
Question	Did you guys overlap or did you start at the same time?
Response	We overlapped a little bit, two of them had started before I started and then one of them came when I was halfway through.
Question	Did you feel you received the adequate level that you needed of supervision?
Response	Yes.
Question	And did you receive the type of supervision that helped you grow professionally?
Response	I think I would have preferred something a little bit different, my supervisor had things that wasn't kind of my style as far as, she was more psycho-analytical and she kind of was really wanting everybody to kind of view what they were doing through that lens and that just really didn't resonate with me.
Question	Did you feel like you received the adequate level and the type of support from your university advisor during your internship that you needed?
Response	I probably could have used some more.... yeah maybe a phone contact every once in a while or something like that.
Question	Thinking about your clinical skills, during your internship, what do you think some of the high points are as far as how they expanded for you?
Response	Well, I got just a greater understanding of.... just my.... the role of music and how to really use music on a like really coming back to the music, and I think also because of what the internship was it gave me a really great kind of took hold to a lot of different populations, and a lot more understanding of how to work in hospice and how to work in other populations and that's really like invaluable since I left the internship.
Question	Do you feel like you had a good professional working relationship with your supervisors?
Response	I think at the end of the internship that our relationship might have been a little bit strained.
Question	Do you want to elaborate as to what might have made it strained, if it was personal or clinical approach?

Response	Yeah, sure, I think part of it was clinical approach I think part of it was just about their style, they were really critical; in the beginning they were more supportive and then they got more critical and then it felt a little bit overly critical.
Question	After your internship experience, did your perception about whether you'd like to work with those populations or choosing which ones that really appealed to you, did that change and if so how?
Response	It changed a lot, before going into my internship, I thought that I could not work in hospice but then during my internship then actually engaging in hospice work I realized that it was something that I really did enjoy. The first 4 years of my professional career that's what I did was just hospice.
Question	Is there anything you'd like to add about, was the internship experience what you expected it would be?
Response	Well, I guess there wasn't exactly what I expected it to be but I don't know that I had a lot of expectations of what it would be.
Question	When you completed your internship, did you feel prepared to enter the professional world?
Response	Yes, I did.
Question	Did you feel prepared to sit through the CBMT exam?
Response	Yes.
Question	If you could change a few things about your internship experience, what would you have changed, either on your side or your supervisor's side or the experience altogether?
Response	Well, I wish that my supervisor was more open to whatever critical style I had, it would have helped me grow more in the style that resonated with me. Other than that I think that's it.
Question	Would you consider implementing or supervising a university affiliated intern and if so maybe why or why not?
Response	Yeah, I would consider it, the only difficult thing I think would be just my distance right now from any university that have music therapy program.
Question	If you created one, what would you do different as a supervisor from your own experience?
Response	I think I would probably include the university a little bit more and I think I would be just more encouraging to the interns.
Question	Is there anything that I haven't asked that you wanted to talk about your internship experience or supervision during that experience?
Response	No, I'm good.

<i>Interviewee 3012</i>	
Question	What is your age?
Response	50.
Question	What is your gender?
Response	Female.
Question	How long ago did you complete your university-affiliated internship?
Response	1991.
Question	How long have you been a practicing MT-BC?
Response	1992.
Question	What is your current job title?
Response	I don't have a facility, I'm self-employed, so I would say music therapist.
Question	Are you a director of your own company, self-proprietor?
Response	Yeah.
Question	What is your highest degree completed?
Response	Master's in music therapy.
Question	In what region did you complete your internship?
Response	Mid-Atlantic.
Question	In what AMTA region do you now reside and work?
Response	Same, the mid-Atlantic.
Question	How many months did you internship last?
Response	Actually it was a year, well it lasted September to may so 9 months.
Question	Can you describe the populations you worked with during your internship?
Response	There were 3 distinct populations, I did in-patient, children, medical, new patient that led to psychiatric and out-patient that's all psychiatric.
Question	Was your internship at one facility or multiple facilities?
Response	I guess you can say multiple sites, it was within the same hospital setting, so it was within the hospital setting.
Question	Did you do a rotation with those populations or did you intermingle throughout your internship?
Response	The adolescents and pediatrics were interspersed through the 9 months and the out-patient was the 9 months; that was my job so I did part of my internship while working at the site the out-patient facility.

Question	Did you have one supervisor or multiple supervisors?
Response	It's kind of hard to say, because it was the university setting plus my job so I had my immediate supervisor, there was also a... actually I had two supervisors, I had a program supervisor and then I had a residual person the I go to...like a third person outside the facility, there were faculty but they weren't working in the hospital setting.
Question	So the faculty person wasn't necessarily on-site but you had supervision with them?
Response	Yeah.
Question	Can you describe the type of supervision you had, was it a one-on-one or was it group setting or peer supervision?
Response	We had a class on group supervision but that was kind of ongoing throughout the year program for master's degree, the group supervision was part of the coursework, the other was the individual.
Question	Did two different people, one faculty, and one lead it on-site?
Response	Yeah.
Question	So you had contact with your supervisor ongoing throughout your internship?
Response	Yes.
Question	Was that every week?
Response	It was every other week, only because I was on-site.
Question	Did you have experience with peer supervision without the supervisors present?
Response	No.
Question	Can you describe you relationship with them and if it was what you anticipated as far as supervision?
Response	Yeah, he was boss before he was my site supervisor so we had a kind of really good working relationship, it was really kind of an open relationship where she gives me feedback and I implemented it. I would let him know about the comments or whatever so it was kind of back and forth type of thing and the individual relationship, that I had with the faculty person I didn't feel uncomfortable he became my boss.
Question	Were there other interns at the same facility, at the same rotation that you were or did they overlap with your internship?
Response	No I was kind of on my own.
Question	Thinking about the growth of your clinical skills during your internship, can describe some of the high points that helped you grow as a professional?

Response	The work that I did with the adolescents was beneficial because they were my hardest population that I've ever worked with, and then you know an adolescent has so many issues they have complicated lives and my motto became I can do anything for an hour, that's kind of a joke in my house but you know if you think about you're in a really tough situation and know it's just the time you make. Do anything for an hour has always stuck with me and well it wasn't positive then it has been a positive thing now.
Question	Do you mind explaining what the biggest challenge was for you?
Response	Yeah, actually engaging them in kind of a musical experience, they preferred a lot of live music instruments; probably the combination of their environment and I was an intern at 22 so I didn't have experience in terms of, I had experience leading groups but not music therapy groups. So trying to ask musical concurrent and having something that they could walk away with in a positive way was a challenge.
Question	After your internship, did your perception of whether you like to work with the population change and if so how?
Response	My initial goal in becoming a music therapist was completing the master's degree so that I could work with children, and to get out with working with adults. At that point only working with out patient and in patient with adults in the psychiatric facility but the master's degree allows me and kind of take a step further to my career as I was able to work with children which is what I had hoped to do.
Question	Thinking about the internship experience as a whole, was it what you expected it to be?
Response	I really didn't have any expectations that were met or not met, I kind of wanted to be able to create my own internship, which is what I was able to do and that kind of branch to a new area that hadn't really been explored that much. Then I ended up doing my thesis on intervention of music therapists in a pediatric setting so, like I said I really didn't have any expectation I just want to be able to have flexibility and I wanted to be able to kind of pick and choose the populations that I did work with.
Question Response	So after, did you feel prepared to sit for the MT-BC exam, which happened a little later? Oh yeah.
Question	Is there anything you'd still change about your internship experience?
Response	Yeah, maybe have it more condensed, I've since been a internship director so I've watched my you know the interns that I help come in and do their 4 months and it's everyday all day. Then they're done. And I think that kind of experience may offer just a different kind of I don't know more kind of clinical experience.
Question Response	Would you consider implementing or supervising a university-affiliated internship? It sounds like you have correct? Yes.
Question	Do you still supervise?

Response	No, I do not have a proper facility where I can do that.
Question	Are there things that you would do differently in your supervision of interns that you didn't receive?
Response	I think the peer supervision was a really good idea because I never experienced that, and just being able to sit with a group of people and getting feedback while they're in the trenches with you.
Question	Is there anything about your internship experience that you like to share that I haven't asked you?
Response	No I think I hit the highlights.

	<i>Interviewee 3013</i>
Question	What is your age?
Response	65.
Question	What is your gender?
Response	I'm female.
Question	How long ago did you complete your internship?
Response	37 yrs.
Question	How long have you been a practicing MT-BC?
Response	Since it started, which I think was '85 but I'm not entirely sure.
Question	What is your current job title?
Response	My current job title is music therapist.
Question	What is your highest degree completed?
Response	I have some post bachelor's credit from NYU.
Question	And I'm assuming that's in music therapy?
Response	Yes.
Question	In what AMTA region do you now reside and work?
Response	Mid-Atlantic.
Question	Is that where you completed your internship as well?
Response	Yes.
Question	Thinking back to your internship, how many months did it last?
Response	6 months.
Question	Can you describe the populations you worked with during your internship?

Response	Yes, I worked with school-aged and adult developmentally disabled and multiply handicapped and I worked in 2 facilities one of which was a willow brook class unit, the willow brook class was a federal class action suit that was filed under the offices of Geraldo Rivera. There were federal guidelines and federal oversight for everything that happened in that unit, there were some very good results and some not very good results from that.
Question	So you worked at 2 different facilities during your internship?
Response	I did.
Question	Did you have 2 different supervisors or just one supervisor?
Response	I had one supervisor, I was actually the first intern in the program so it was only me and the supervising music therapist.
Question	Was the supervising music therapist the same as your university advisor?
Response	No, we were separated from the university but we were the first... in order to certify the program I was the first graduate to finish my internship from the university program so it was a brand new program.
Question	Do you remember the type of supervision or how frequent the supervision was with them?
Response	It was very hands on particularly initially, and then after I finished my internship she and I went on to supervise many interns. I supervised more than 50 before I left the program and we were very hands on initially, and then we let everybody pick their own clients and set up their own goals and objectives, which we oversaw and then they could do whatever they wanted to do pretty much.
Question	So would you say that on average you met with them once a week or once a day, once a month?
Response	We met everyday and we had staffing time once a week, but we went over specific cases and stuff but there was contact everyday.
Question	Did you have any interaction with other interns elsewhere during your internship?
Response	No, there weren't any.
Question	Did you feel that you received an adequate level of supervision during your internship?
Response	Yes, absolutely.
Question	During your internship, did you have any contact with your university advisor/supervisor?
Response	I did not, she was not physically on site but the way the program was formatted, I had actually finished my degree before I started my internship. So at that program I finished my degree, I finished all my coursework in December and I started my internship in February so I was officially graduated by the time I started my internship.
Question	When you finished your internship, did you feel prepared to enter the professional world?

Response	Absolutely.
Question	Was your experience what you expected it would be?
Response	Yes, because I had a lot of input because I was trained in an order of rounded context, and my supervisor was not. She was very interested in what we were doing and they way I did things and adopted that type of intervention and that's what we taught the rest of the interns.
Question	Were there things you did differently as I supervisor that you did not receive that you wanted your interns to receive?
Response	Yes, and I think this is.... I have students from the university come in to observe me on a regular basis and I also have 2 master students from the university at this point. What I feel that they're not prepared for just in general is that they're not emotionally mature enough to let the client be the focus, and I think music therapists in general, I think we're insecure and we're looking for the activity or the program or the intervention that will fix everybody and everything rather than feeling secure in our ability to establish a relationship and to work from there. So I think there's a level of emotional maturity that we're not cultivating.
Question	Is there anything about your own internship experience that I haven't asked you that you like to share?
Response	It was extraordinary because I was the first intern, it was the beginning of something they haven't seen before and it was at a time in a big institutional setting where they had just started the whole community residence and family care program at the end of '70s and beginning of the '80s. So all of the people that the administrators felt could be helped had left the facility, so the people who were still in the facility were very low functioning, very physically handicapped; the kind of people that were regulated to the back wards. And because I was willing and the interns after me we were willing to work with these people and the administrators got to see dramatic changes in the people they thought were hopeless, it changed the whole atmosphere in the facility and they reclassified a number of items specifically from music therapists from general recreation therapists because they felt that we did better work and it was they got more bang for their buck by hiring specifically music therapists.

	<i>Interviewee 3015</i>
Question	What is your age?
Response	35.
Question	What is your gender?
Response	Female.
Question	How long ago did you complete your university-affiliated internship?
Response	I completed it in 2000, which was 13 yrs ago.

Question	How long have you been a practicing MT-BC?
Response	12 yrs.
Question	What is your current job title?
Response	My current job title is music therapist.
Question	What is your highest degree completed?
Response	Master's.
Question	Is that in music therapy?
Response	No, it's in clinical counseling.
Question	In what region did you complete your university-affiliated internship?
Response	Great Lakes.
Question	In what region do you now reside and work?
Response	Great Lakes.
Question	Thinking back to your internship, how many months did it last?
Response	It lasted 9 months.
Question	Can you describe the populations you worked with during your internship?
Response	Chemically dependent and mentally ill children and adolescents.
Question	Thinking about the supervision, was your internship in one facility/supervisor or multiple facilities/supervisors?
Response	It was one facility but multiple units in that facility and I had two supervisors.
Question	Can you describe the level and frequency of interactions with your two on-site supervisors?
Response	You know, I had really...I would say interesting experience because I had one supervisor...you know both of them were sort of described to me in the beginning of the internship as having very similar roles, I had one that I interacted with every single day who observed many of my groups who I was really active into the process with. And I had one that I saw more like two or three times a week and she would sort of stop in aside from her groups to just kind of check in and make sure nothing was really wrong, so I had really two different experiences with one supervisor that was really involved and one with the supervisor that was a little bit less hands on I guess.
Question	Were there other interns at the facility at the same time?
Response	No, there were other interns working in other fields working in those units but none were music therapy interns.
Question	Were both of your supervisors music therapists?
Response	Yes.

Question	Do you think one of them was the director of an internship and one was your direct supervisor?
Response	They were both listed as director, so I don't know, I don't know if there was any official difference really I think it was mostly sort of personality and style of the two individuals.
Question	Did you experience any group or peer supervision with the interns that were there?
Response	Not with the other interns that were here, but the way that my university program was set up was once a month all of the students that were doing internships met with our professor at the university to sort of talk about things for 2 hrs. Once a month so I did have group supervision in that setting.
Question	Would you label that as group or peer supervision?
Response	I would say group.
Question	Was there any contact with your university advisor or supervisor on the university outside of that once a month meeting?
Response	We had that once a month and then once a month we had a personal check-in via phone.
Question	Let's think about your on-site supervisors, did you feel like you received enough adequate support and the type of support you needed to complete your internship?
Response	I absolutely did, yeah.
Question	And same question for your university supervisor, did you feel like you received enough and the right type of supervision you needed?
Response	Absolutely, yeah.
Question	Thinking about your clinical skills, what are some high points of your clinical music therapy skills that expanded during your internship?
Response	Oh man there are so many, I had never worked in a psychiatric treatment setting, I had never done print some in this kind of setting at all, and was really interested in the setting that I had no experience. So I learned a lot about counseling skills really being in the setting I say that was just the biggest area and because I was working with adolescents often adolescents that have some difficulty with managing their emotions and their behavior, I learned a lot about sort of group and crisis management in those kinds of settings I didn't do a lot, I know a lot of students really felt like they extended their musical skills sometimes I felt like most of the skills that I really worked to expand my internship were clinically based counseling skills. I did less with trying to expand my ability to improvise, play certain instruments and that kind of thing but I did a lot of work with those thing and I also did a lot of work on working with transference, counter transference which was huge with this population, I'd say those were the biggies.
Question	Working with that population, did it change your perception about whether you'd want to work with that population once you were an MT-BC?
Response	Absolutely, I loved it from day one.

Question	Was your internship experience what you expected it to be?
Response	You know it wasn't, it was definitely less.... I'm not sure even how to articulate this I felt like a lot of what I got out of my supervisors especially the one that was a little more hands on was my own personal kind of processing of what was going on, I was almost doing sort of therapeutic work about my own reactions/personal reactions to what kids were talking about in my groups and what kinds of behaviors I was dealing with in my groups where as I thought it was going to be they were going to watch my group and tell me what I did right and what I did wrong, there was a lot of processing that I did.
Question	Do you think it was because of the population?
Response	Probably, yeah.
Question	After you completed your internship, did you feel prepared to enter the professional world?
Response	Yeah, I was hired at the hospital and I still work in the same facility, 6 months in for the last 3 months I was actually working for the hospital and I'm still in that same position.
Question	Would you consider implementing or supervising a university-affiliated internship?
Response	I do, yeah, I'm on my eighth right now.
Question	So when did you start supervising there as an employee?
Response	Let's see, probably in my 5th year and some years I'll take 2 at a time and some years I've only taken one at a time, so there are 6 music therapists now. When I started my internship there were 2 employed music therapists at the hospital now there's 6 of us so we can handle more.
Question	Are there things that you have implemented or done as a supervisor that were different from your own experience?
Response	We've really taken on a trauma based care perspective so that we're looking at not just behaviors that are being presented, but also the intentions behind those behaviors. You know kids are acting out because they are trying to protect themselves or kids acting out because this is what they learn in their own family system or cultural systems, those kinds of things where as when I started we were working on containment, keeping everybody safe and didn't really look into the psychological background. That has changed quite a bit and that's changed how we work with interns quite a bit.
Question	Aside from that have there been any conscious changes that you made as a supervisor thinking I want to do this in a different manner than how I was supervised?
Response	Yeah, there have been a couple of things; one is that I always give my interns 6 personal days. I only take them for 6 months because 9 months seems like a long time to be working for no pay and the financial burden on that was really difficult for me and a couple of the interns that came after me, so we cut it down to 6 months. Most of the interns feel clinically prepared at that point anyway and we always give them 6 personal days, the first couple of years it was definitely expected that you show up everyday at that time, that you would save your vacations and those kinds of things when you were done. We've discovered that

it's a high intensity group of clients; there's a lot of emotional energy required and that part of what we want to teach is self care so we sort of instituted this field where they can take 6 personal days within those 6 months so potentially they can say once a month "phew I need a rest" and take a day off.

Question

Is there anything that I haven't asked you that you like to share about your own internship experience?

Response

I don't believe so, no.

