Supervising the Music Therapy Intern

AMTA
Association Internship Approval Committee

Overview of the CMTE

- CMTE requirements – must attend entire session and complete evaluation to receive certificate
- Outline of CMTE
  - Administrative and Managerial Tasks
  - Stages of Internship
  - Competency-Based Evaluations and Clinical Training
  - Multicultural Considerations
  - Ethical Issues in Supervision
  - Establishing and Maintaining the Supervisory Relationship

AIAC Representatives

- Great Lakes – Kay Luedtke-Smith
- Mid-Atlantic – Matthew Phillips
- New England – Eve Montague
- Southeastern – Lauren DiMaio
- Southwestern – Amy Smith
- Midwestern – Gina Kelly
- Western – Andrea Scheve
- National Office – Jane Creagan
- Chair – Mary Jane Landaker

Situations

- Please write down specific questions or situations that you have experienced or feel that you may experience
- Pass notes to AIAC representatives during breaks or during the CMTE
- We may or may not address all of your situations, but we will try to talk about each of the situations that you present to us...

What is Supervision?

“Supervision includes, but is not limited to, formal and informal observation and interaction in the areas of: direct patient contact, evaluation and documentation, treatment planning, supervision, participation in interdisciplinary didactic sessions, team involvement, participation in training sessions, and staff relationships.”

-The AMTA National Roster Internship Guidelines

Supervision:

- A distinct professional activity in which education and training aimed at developing science-informed [evidence-based] practice are facilitated through a collaborative interpersonal process.

### Elements of Supervision
- Acquisition of knowledge & skills by:
  - Instruction
  - Modeling
  - Mutual problem-solving

> “Tell me and I forget; show me and I remember; involve me and I understand.”
  - Unknown

### Supervisory Relationships
- Forinash (2001) states that the focus of the supervision relationship is “to address the complexities involved in helping supervisees in their ongoing (and never-ending) development as competent and compassionate professionals.”
- Mollon (in Malchiodi & Riley 1996) observes that “the aim of supervision is to facilitate the trainee’s capacity to think about the process of therapy.”

### Supervision helps interns to:
- Understand their clients
- Develop a capacity for self-awareness and reflections
- Understand theory and practical application of therapy to diverse settings

### Supervision ideas.....
- A dynamic process
- Unique for each individual
- Both members have to decide the direction of the experience
- Personal growth is a common by-product
- Supervisor MUST convey a positive attitude about the profession
- Demonstrate awareness of the diversity of settings and philosophies in MT
- Understanding the “power” of being a supervisor - perfection or executioner - gatekeeper

### Supervision can be used to discuss...
- Feelings and reactions to clients in & out of the MT setting
- Self-reflection as an aspect of supervision form the beginning of the process
- Importance of understanding issues of culture, gender, violence and abuse, and family roles in supervision
- Uniqueness of music therapy role itself
- Maintaining the boundary between supervision and therapy – not psychotherapy opportunity

### Types of Supervision
- Consultant/Mentor
- Clinician/Administrator/Manager
- Instructor/Educator/Teacher
- Peer/Supporter
- Consultant/Evaluator

*Group supervision vs. Individual supervision*
Administrative & Managerial Tasks of Supervision

Kay Luedtke-Smith, Great Lakes Region Representative

Time Management is Key

Intern Recruitment
- Regularly update internship fact sheet
- Present at regional and national conferences
- Network with academic faculty
- Guest lecture for MT classes
- AMTA annual internship fair
- Post internship information on facility website if possible

Interview and Audition Process
The Screening Process
- Would you take a job sight unseen?
- On-site interviews and auditions
- Involve others - both MTs and non-MT staff
- Observe the prospective intern with staff and client
- Sensitivity to student financial needs
- ID must be aware of the bigger picture and the needs of your team.

Organized Record-Keeping
- Intern file
  - application materials, interview notes
  - internship agreement
  - internship plan, goals
  - projects, observation forms, email exchanges with academic advisor, etc
- Supervision log
  - dates, time, brief summary of session
- Clinical case load
  - Track intern’s clinical experience
  - Own statistical data collection

Clinical Management
- Matching interns to supervising MTs
- Clinical case load assignments
- Observing interns & timely feedback
- Scheduling supervision sessions, outside observations, educational opportunities...
- Preparing for supervision
- Intern evaluation & program evaluation
Program Evaluation

- Encourage honest and constructive feedback from intern – w/ discussion
- Self-evaluate your own program after each intern: what went well, what to change/improve, etc.
- Make a list of items to add/remove/change before you forget!!

Internship Agreements

- NOT a legal contract or agreement
- Different from facility affiliation agreements – these are between legal departments of school and hosting facility – each one is different

Internship Agreements - 2

- Agreements are supposed to be initiated by the academic faculty
- This is not always the case
- Have your own ideas about what you need to know about an intern - ASK
- Many forms and formats
- As ID, you are able to amend the form PRIOR to the intern's start date – send back to academic faculty for re-approval
- Feel free to ask for an agreement from an academic faculty member

- A written internship agreement will also be made between the student, internship supervisor, and the academic faculty to describe the student’s level of performance at the initiation of the internship and the expected student’s level of performance in demonstrating the required exit-level competencies at the conclusion of the internship.
- The internship agreement may also include other pertinent information, such as the length of the internship; the student’s work schedule; the supervision plan; role and responsibilities of each party; and health, liability, and insurance issues.

- The content and format of each internship agreement may vary according to the situation and parties involved. This internship agreement is required for both the university affiliated and AMTA national roster internship programs.
- These individualized training plans and internship agreements are separate and distinct from any affiliation agreements or other legal documents that delineate the terms of the relationship between the university and the clinical training site(s).

Stages of Internship

Amy Smith, Southwestern Region Representative
**Orientation Stage: first 3 weeks**

- *Interns*: What do you need?
- *Supervisors*: What do you provide as a result?

**Learning Stage: Months 2-3**

- *Interns*: What do you need?
- *Supervisors*: What do you provide as a result?

**Development Stage: month 4**

- *Interns*: What do you need?
- *Supervisors*: What do you provide as a result?

**Maturation Stage: Month 5**

- *Interns*: What do you need?
- *Supervisors*: What do you provide as a result?

**Break**

15 minutes
Do not be late.
Thank you.

**Situations**
Competency-Based Evaluations and Clinical Training
Gina Kelly, Midwestern Region Representative

Competency-Based Training

• AMTA Professional Competencies
  – Format for education – INCLUDING internship
  – Basis for development and approval of educational curriculum and internships (Maranto, 1989)
  – Music Foundations, Clinical Foundations, Music Therapy (25 categories)
  – Open to interpretation
  – Re-evaluated regularly with clinical recommendations (AMTA Professional Competencies Task Force)

Tenets of Competency-Based Training

• All members of the training team are aware of what is expected
• Students informed of expectations and responsibilities at onset of internship
• Skills are clearly defined – not always the case with AMTA Competencies
• Format is PASS/FAIL or YES/NO – can they do it?
• Students must demonstrate skill development to complete education

AMTA Competencies

• Skills are not defined as competencies
• Each ID has to define skills under each competency
• Interpret each competency in skill-based terms to provide you with a framework for how to evaluate each skill

Tips for Defining Competencies

• Basing your internship on AMTA competencies can contribute to clear expectations.
• Review your definitions periodically.
• Keep current when AMTA Competencies change.
• Ask for input from other MT’s.
• Use feedback from site evaluations and ask for input from interns.
Tips for Defining Competencies

• Have your competencies CLEARLY defined PRIOR to interviewing prospective interns.
• Send your defined competency based evaluation to faculty members and ask about specific skill sets.
• Formulate a specific plan to assist in development of skills.
• If your internship program does not address a specific competency – it’s okay!

Competency Practice

• Competency 1.1
  — Recognize standard works in literature.

• Ask the following:
  — How would you interpret this competency?
  — How will this competency be measured?
  — How will this competency be demonstrated during the internship?
  — Would this competency be demonstrated in an academic setting or clinical setting?
  — Is this a competency that I address at my facility?

Evaluation in Competency-Based Training

• Interview Evaluation
• Initial Evaluation
• Mid-Term Evaluation
• Final Evaluation
• Intern Self-Evaluation
• Formal Observation and Feedback
• Informal Observation and Feedback

Interested in More About Competency-Based Internships?

• Concurrent Session – Saturday, November 23, from 3:45-5:15
• Students and Interns with Severe Competency Problems: Remedies and Best Practice
• City Terrace 12
• Feilin Hsiao, Ph.D., MT-BC and Dawn McDougal Miller, MME, MT-BC, Internship Director

Definitions

• Cross-Cultural – different cultural identities
• Multi-Cultural – pluralistic cultural perspective
• Enculturation – learning what it takes to fit in with one’s group
• Acculturation – culture learning that takes place as a result of contact between two or more culturally distinct groups

Definitions

Multicultural Considerations in Clinical Training

Eve Montague, New England Region Representative
Acculturation Curve

• Where are you?
• Where is your intern?
• Is mixed race or mixed ethnicity a factor?
• Make no assumptions
• Inquire, explore, and be curious

Five Practices of Exemplary Leadership


Model the Way

Commitment:
Find your voice by clarifying your personal values
Set the example by aligning actions with shared values

Earning the right and respect to lead

Inspire a Shared Vision

Commitment:
Envision the future by imagining exciting and ennobling possibilities
Enlist others in a common vision by appealing to shared aspirations

Leadership is a dialogue, not a monologue

Challenge the Process

Commitment:
Search for opportunities by seeking innovative ways to change, grow, and improve
Experiment and take risks by constantly generating small wins and learning from mistakes

Leaders are Learners

Enable Others to Act

Commitment:
Foster collaboration by promoting cooperative goals and building trust
Strengthen others by sharing power and discretion

Leadership is a Team Effort
Encourage the Heart

Commitment:
- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community

“What do you think?”

Supervisor Responsibilities
- Accountability to the client
- Training needs of the intern
- Timely address of concerns
- Clarity
- Consistent and inclusive communication (includes policies and procedures)
- Commitment

Interventions
- Verbal discussion
- Set structured time lines
- Suggestions
- Homework
- Teaching
- Coaching
- Modeling
- Observation
- Role play
- Music tasks
- Receptive techniques

Break
15 minutes
Do not be late.
Thank you.

Situations

Ethical Issues in Music Therapy Supervision
Lauren DiMaio, Southeastern Region Representative
Truth in Advisement

- False Statements
- Inadequate Disclosure

Overview of Ethical Considerations

- Supervisory Relationship & Process
  (informed consent, transference, countertransference)
- Multiple Roles as Supervisor
  (teacher, administrator, evaluator, etc)
- Confidentiality
- Competence/Skills of Supervisor
  (AMTA Advanced Competencies)

2.1.5 Providing a viable role model

Ethical Recommendations

- “Ethical Issues in Supervision” by Cheryl Dileo
  in Music Therapy Supervision edited by Michele Forinash.
- Articles from related professions about supervision and ethics
- Consider conducting research on ethics and supervision

Supervisory Relationship & Process

- Establish expectations at the beginning...review informed consent
- Recognize that transference/countertransference is common and can be positive or negative
- Maintain objectivity and avoid value/judgment statements: Be fair
Supervisors are legally responsible for their supervisees. They have responsibility to meet the training needs of the student/intern but primary accountability is to the clients.

Rubin, in Malchiodi & Riley, 1996

**Supervisor Roles & Boundaries**

- Educator/teacher
- Administrator/Manager
- Supporter
- Evaluator

**The Slippery Slope of Dual Relationships**

*Be aware that as a supervisor, you are in a “power” position...*

- Importance of understanding issues of culture, gender, violence and abuse, and family roles in supervision
- Maintaining the boundary between supervision and therapy – not an opportunity for you to be the intern’s music therapist.

**Discussing Personal Issues in Supervision**

- Feiner (in Forinash, 2001) - Personal issues should be addressed only when:
  - Issues interfere with the intern’s understanding or treatment of clients
  - Issues interfere with the intern’s relationship with the supervisor, interfering with the learning process
  - Issues interfere with the intern’s relationship with staff on-site

**Confidentiality**

Is supervision confidential?
From AMTA Code of Ethics:

3.12.1 The MT protects the confidentiality of information obtained in the course of practice, supervision, teaching, and/or research.

Supervisor Competence

AMTA Advanced Competencies (2007) has 9 items under Clinical Supervision including...

- 2.14 Evaluate the effects of one’s own personality and supervisory style on the supervisee and the supervisory process.
- 2.16 Demonstrate understanding of the ethical issues, problems, and procedures involved in the supervision of students and professionals.
- 2.17 Recognize limitations as a supervisor and seek consultation when appropriate.

A bit of advice...

- Keep documentation of supervision sessions & activities (be specific)
- Choose competent interns that are appropriate for your client population
- Read & co-sign all clinical documentation
- Be available for your intern
- Read books and articles on supervision
- Attend supervision workshops/sessions at conferences (MT and related disciplines)
- Consult with other supervising music therapists

Self-Care for the Supervisor

- Balance & pacing
- Be aware of the preliminary signs of burnout
- Give self permission to take a break from supervising (it’s not a marathon)
- Network with other MT supervisors (JOIN THE LISTSERV!!!)

National Roster Internship Listserv

Please send an email to the address below to join:

nr_internship_forum-subscribe@yahoogroups.com

Establishing and Maintaining the Supervisory Relationship

Mary Jane Landaker, AIAC Chair
Start by Knowing Yourself

- What is your supervisory style?
- What is your personality?
- How do you learn best?
- What are your triggers?

Starting Off on the Right Note

- Spend time with applicants – in person, on phone, directed questions and writings
- Ask how applicants learn best...
- Ask what they want in a supervisor...

Learn About Your Intern

Things to Ask Before Accepting
- How do you learn most efficiently?
- Who did you learn from the quickest or easiest during your preinternship experiences? Why? What did they do that made them easy to learn from?
- What type of supervisor do you think you want?

Things You May Want to Ask After Accepting and During Supervision
- Birth Order in family
- Personality Traits
- Learning Style
- http://www.edutopia.org/multiple-intelligences-learning-styles-quiz

The Foundation for Dialogue

- Know what you want
- Know what you want for your intern
- Know what you want for the relationship
- Make it safe to dialogue
- Make sure your behavior matches what you want

Make it safe to dialogue

- Establish mutual purpose
- Maintain mutual respect
- Use contrasting statements
- Offer examples – video, audio, personal
- Acknowledge contributions to a common pool of meaning
Tricks to Finding that Common Pool of Meaning

- Define terms together — competencies, skills, desired client responses
- Don’t wait for interns to ask you — they often do not know that they don’t think the same way

Holding in mind what you want for the intern, the supervisory relationship, and for yourself helps diminish secondary motives that are dialogue killers:

- Trying to save face
- Withdrawing to avoid embarrassment or confrontation
- Simply trying to win
- Needing to be right
- Wanting to punish

Your path to action should reflect what you really want

- Pursuing a secondary motive may lead you down a false action path and close down dialogue
  - This can damage the relationship and you still don’t have what you really want — for yourself or the intern
  - The next exchange on a given issue may end up as a full-blown confrontation.
- If you don’t know what you want, ask for time to reflect

Things to Watch For in Yourself

- Being the therapist for your intern – this is a problem! You are a supervisor, not a buddy or therapist.
- Excusing behavior based on situations in the intern’s life
- Allowing things to slide… maintain your standards!

Use Your Medium

- Improvisation
- Role Playing
- Composition

We are MUSIC therapists, after all!

Remember to continue role as supervisor not therapist

Musical Development

- Playing, practicing, improvising on own instrument to nourish musical self, build rapport/team-building
- Playing, practicing, improvising on non-primary instrument to develop music skills, let go of perfection.
- Becoming more comfortable with different musical styles/increasing repertoire
- Encourage use of main instrument as well as “weaker” instruments in sessions
- Focus on a specific music competency (e.g., improvisation)
Self-Awareness & Insight
- Improvise musically certain aspects of self or the client: improvising feelings, sensations, and perceptions to gain insight/when “stuck” with a client
- Create a musical portrait of client via improvisation for insight/ideas
- Role-play musical interactions with intern in role of client and supervisor as role of intern (then switch)
- Team-building with departmental staff

Session Analysis
- Audio recording musical interactions in client sessions: analyzing the music (client alone, therapist alone, together)
- Actively listening to audio recordings of sessions to be more sensitive to clients’ needs/responses

If you are not able to maintain a relationship, ASK FOR HELP!

Academic Faculty Members

AIAC Regional Representative

Resources
- Crucial Conversations
- Crucial Confrontations
- Influencer
  All by Patterson, Grenny, Maxfield, McMillan and Switzler
  Also: www.vitalsmarts.com

ATTITUDE by: Charles Swindoll
The longer I live, the more I realize the impact of attitude on life.
Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home.

The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10% what happens to me and 90% how I react to it.

And so it is with you... we are in charge of our attitudes.
Thank You for attending!

Please complete your evaluation at this time.

15 minutes to complete CMTE evaluations!

Feel free to talk to an AIAC representative about any questions you have about your program status.

That’s why we’re here!