



MUSIC THERAPY INTERNSHIP TRAINING MANUAL

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OVERVIEW OF AGENCY

Founded in 2006 by Meredith Roman Pizzi, MPA, MT-BC, Founder and CEO, Roman Music Therapy Services (RMTS) is a community-based organization serving a diverse client population ranging in age from birth through end-of-life in a variety of settings across eastern Massachusetts. Under Meredith's guiding vision, RMTS boasts a dynamic and growing team of music therapists, clinical supervisors, faculty supervisors, and administrative staff members.

PHILOSOPHY

Roman Music Therapy Services' vision is to create connections and build community for people of all ages and abilities, now and for generations to come. Our mission is serving others through transformative, human-centered music making. Our team is connected by our shared values about music, music therapy and human-centered care.

We Believe:

- Making music transforms lives.
- Music connects people.
- Everyone can make music.
- Making music builds bridges and creates community.
- Music therapy celebrates abilities and allows us to see beyond limitations.
- Music therapy provides a safe space to be who you are.
- As music therapists, it's our job and responsibility to make music accessible to people of all ages and abilities.
- Inclusive opportunities allow people to be music makers, to belong, to contribute, and to connect with others.
- Music making is a form of communication that fosters expression and understanding.
- Music can be used as a tool, empowering people in their daily lives.

We focus on three tenets in our work.

1. Our human-centered approach to music therapy requires that we thoughtfully adapt our responses and music interventions to the dynamic needs of the client.
2. As community music therapists, we focus on the two-way connections between individuals and communities in all that we do to help build bridges and social capital.
3. Music therapy serves our communities best with a continuum of options.

AVAILABLE SPACE AND EQUIPMENT

Interns work in multiple locations including schools, group homes, and at the RMTS office in Wakefield. RMTS has a wide variety of instruments and other resources that can be utilized by the intern. There is a sign-out sheet in the instrument room that is used to keep track of borrowed items. Additionally, the intern works with the Supervising Therapists to create their own "Instrument Kit" to keep with them throughout the internship, based on their caseload and site assignments. Possible instruments in the instrument kit may include various percussion instruments such as maracas, rhythm sticks, frame drums, mallets, guiros, etc. Interns are expected to use their own guitars for

their sessions. In addition, the Wakefield site has a lending library of music and books available for the intern's use.

Interns are provided with a company laptop for internship-related requirements, an RMTS email account which is be used for all internship-related correspondence as well as training in and access to BestNotes, LLC, the online, HIPAA-compliant platform used for all clinical documentation. RMTS provides liability insurance coverage for interns during internship.

RMTS is not responsible for housing, meals, or transportation during internship. RMTS interns are expected to use the company-provided laptop for documentation purposes as well as remote work including group supervision, staff meetings, etc. A current driver's license and dependable transportation are required for this internship. In addition, proof of current CPR/First Aid certification is required. If an intern is not already certified, RMTS will arrange for this training during the first few weeks of internship.

MUSIC THERAPY SERVICES

RMTS provides an extensive range of services to the community. Services are customized based on client need and range from clinical music therapy services to community music programs guided by the Music Therapy Pyramid Framework (developed by RMTS founder Meredith Pizzi) and Sprouting Melodies™ (developed by RMTS founder Meredith Pizzi in collaboration with music therapist and early intervention developmental specialist Elizabeth Schwartz). Additional services available through RMTS which interns may be able to participate in include the Project Harmony program and Staff Beats events.

Populations served by RMTS include:

- Babies and toddlers in community programs and early intervention
- Children and adults with intellectual and developmental disabilities
- Children and adults with mental health needs
- Older adults with dementia or Alzheimer's and other age-related needs

Examples of possible locations for sessions include schools, private residences, group homes, hospice, nursing homes, and on-site at the Wakefield office. The intern will facilitate music therapy sessions with individuals as well as with both small and large groups. The majority of sessions are scheduled for 45 minutes. Exceptions to this include special community events and/or unique guidelines within a specific contract. An additional 15 minutes is scheduled at the end of each session for documentation purposes. There are two designated office areas at the Wakefield site for interns' use.

INTERNSHIP EXPERIENCE

OUTLINE OF WORKING HOURS

The internship training period runs for a period of 8 months from either January through September or July through March, with a two-month overlap of training periods. Weekly hours range from 35-40 hours per week, with no more than 40 hours on duty within a given week. Each music therapy intern's (MTI) work schedule is created in collaboration with the supervisors based on several factors, including the hours and skills required for completion of internship as identified in the individualized training plan.

Hours are divided into clinical hours (music therapy sessions) and non-clinical hours (documentation, individual and group supervision, in-service training, internship assignments {e.g., journaling, reading, practicing}, travel time) and may include some evening and weekend hours. Each schedule is unique to the caseload developed over the course of the internship. The intern is responsible for tracking their hours through Minute7, the online tracking software used by all employees. The Supervising Therapists and Internship Director review the intern hours periodically to ensure progress toward the AMTA requirements.

It is expected that MTIs organize their free time productively, to allow for practicing, reading, special assignments, etc.

During the orientation period, which lasts 6-8 weeks, interns spend time participating in sessions conducted by RMTS music therapists, gradually transitioning from observing to assisting, co-leading, and leading with support, including opportunities to verbally process the sessions with the therapists as well as to begin doing documentation. In addition to observations, the intern participates in orientation training designed to assist in acclimating to the environment, culture, and other professional expectations at Roman Music Therapy Services. Interns also participate in training on AMTA documents (including National Roster Internship Guidelines, Standards for Education and Clinical Training, Standards of Clinical Practice, Professional Competencies, Code of Ethics, Scope of Music Therapy Practice, and organizational structure).

By the beginning of the 3rd month, the intern assumes responsibility for their caseload, which will include a combination of individual and group sessions, some of which the intern leads independently and others which are co-leading formats. Interns spend approximately 18-20 hours per week in sessions, with the remaining time on duty dedicated to documentation, practicing, reading, journaling, in-service training, and supervision. In addition to processing session work and clinical and professional skills development, in-service and supervision topics may include discussion of assigned readings, structured listening exercises, discussion of philosophical and theoretical considerations of the work of music therapists, and professional advocacy. Interns receive an average of four hours per week of observation and feedback with supervisors and other team members, in addition to their weekly individual supervision with their primary supervisor.

TRAINING OPPORTUNITIES

Interns participate in individual formal supervision weekly with their assigned Supervising Therapist. In these meetings, the intern has the opportunity to discuss their internship progress, new insights into their clinical work, develop musical skills, and process clinical experiences in a variety of ways including verbal communication, creative processing, musical expression and/or artistic expression.

Interns also participate in remote, small group supervision bi-weekly, along with periodic in-service training with the Internship Director on special focus areas such as clinical improvisation, methods of music therapy, and professional identity development. Interns can also schedule individual consultations with any of the Faculty Supervisors, the Clinical Program Manager, the Professional Development Coordinator, and the CEO.

Finally, interns participate in the M3 (Meeting of the Musical Minds) staff meetings every Friday morning. The meetings cover administrative announcements, recognition and celebrations of staff accomplishments, personal/professional announcements, and professional development. Topics of

professional development have included intervention sharing and development, work with specific populations, self-care, songwriting, improvisation, advocacy, disability rights, SEMTAP training, IEP documentation, and treatment planning.

OTHER OPPORTUNITIES AND ASSIGNMENTS

In addition to work within the AMTA Professional Competencies, MTIs participate in the following experiences:

- Journaling
- Assigned readings (resources provided)
- Case study presentation
- Final project

For the case study presentation, the intern selects a client or group for the study as early as the beginning of their 4th month but no later than the beginning of their 6th month of internship. The case study is presented during an M3 near the end of the internship. The presentation will include the assessment, development of treatment plan, rationale for goals and objectives, client progress, and future recommendations.

For the final project, the intern selects a topic of special interest in collaboration with their Supervising Therapist and the Internship Director. This topic can be selected as early as the 3rd month of internship but no later than the beginning of the 6th month. Potential project foci include a paper on a specific clinical population or method/model of music therapy, an aspect of personal and professional development, a public presentation on music therapy, a compilation of original clinical music, or other areas of particular interest. This project is presented during an M3 near the end of the internship.

EVALUATIONS

The internship training program at RMTS provides interns with the opportunity to study, practice, and apply principles of community music therapy under the guidance and supervision of the internship supervisors.

Successful supervision, observation, evaluation, and written and verbal processing are considered the responsibility of the intern as well as the supervisors within a collaborative supervision model. The 'Internship Evaluation Form' is used for the midterm and final evaluations; the same form is used by the intern for self-evaluation. This form utilizes the majority of the specific skill statements as identified in the AMTA Professional Competencies document. At the midterm and final evaluation time, the supervisors meet with the intern to discuss their reports. As per the AMTA National Roster Internship Guidelines, copies of these reports are sent to the student's academic institution.

The 'Mid-Term Evaluation of Internship Training' and 'Final Evaluation of Internship Training' are completed by the intern at the indicated times. Copies of all reports are submitted to the student's academic site. The 'Final Evaluation of Internship Training' is also submitted to the NER representative to the AMTA Association Internship Approval Committee.

Upon successful completion of all requirements, the intern shall be eligible to sit for the exam to obtain Board Certification through the Certification Board for Music Therapists, Inc. (CBMT).

INTERNSHIP TRAINING DIRECTOR

Donna W. Polen, LCAT, MT-BC, graduated from SUNY at Fredonia with a Bachelor of Science in Music Therapy in May 1980, having completed her internship at Wassaic Developmental Center from August 1979 through February 1980. Donna was granted Board Certification (MT-BC) in January of 1985, and New York State Licensure as a Creative Arts Therapist (LCAT) in May 2006.

Donna created and ran the Music Therapy Department at Finger Lakes Developmental Disabilities Service Office (DDSO) (outside of Rochester, NY) from December 1980 through April 2022, where it was her responsibility to develop and maintain the music therapy program, including delivery of client services, extensive in-service training of staff, and expansion of services throughout the DDSO. Her work concentrated on adults with intellectual and developmental disabilities and dual diagnosis. Passionate about training and supervision, Donna has trained more than 100 interns through both national roster and university affiliated internship models. Donna is an Adjunct Faculty member at Nazareth University of Rochester, providing supervision in their on-campus music therapy clinic, and at SUNY Fredonia, teaching clinical piano improvisation in their Master's program. Donna joined RMTS in January 2022 as a Faculty Supervisor and took on the role of Internship Director for our reactivated national roster internship program in January 2023.

Donna has been an active member of AMTA at the state, regional, and national level. Past positions include serving as the Mid-Atlantic Region (MAR) Representative to the National Clinical Training Committee; MAR Vice-President for Conference Planning; Clinical Training Committee liaison to the Education Sub-Committee on Professional Competencies; two 4-year appointments on the Education and Training Advisory Board; and two 2-year appointments as Council Coordinator for the AMTA Council on Education and Clinical Training. She has served on the AMTA Assembly of Delegates since 1987, as Chair of the MAR-appointed New York State Task Force on Occupational Regulation (NYSTF) from 1990 through 2024, and served as Co-Chair of the AMTA Commission on the Education and Clinical Training of 21st Century Music Therapists from 2019-2024.

Donna has presented at numerous regional and national conferences on topics including improvisational techniques, clinical assessment, developing clinical musicianship in interns, clinical supervision in music therapy training, integrating music therapy into public schools, and occupational regulations. Publications include: co-authored a chapter in Inside Music Therapy: Client Experiences (1999); Clinical Training Guide for the Student Music Therapist (co-author, 2005; lead author of the 2017 2nd Edition); author, "Chapter 12: Severe to Profound Intellectual and Developmental Disabilities" in Guidelines for Music Therapy Practice in Developmental Health (2013); and authored an autobiographical chapter in The Lives of Music Therapists: Profiles in Creativity (2018), all published through Barcelona Publishers.

SUPERVISING THERAPIST

Emily Hawley, MT-BC, graduated from Anna Maria College in Paxton, MA with a Bachelor's degree in music therapy and minor in psychology. Her internship experience took place with at-risk youth in a therapeutic school setting. There she learned the value of trauma informed approaches and how to utilize dialectical behavioral therapy skills for self-care and client wellness in consult and supervision settings.

Emily currently is a board-certified music therapist and is certified in resource-oriented music and imagery. Music and imagery is something Emily is highly passionate about and likes to incorporate in supervision spaces for creative processing and expression. Her clinical experience ranges across populations of at-risk youth with mental health needs, specialized education groups and adults with disabilities. Emily has been a supervising therapist for several practicum students, previous interns and colleagues throughout the past several years and has a commitment to continually exploring her own growth and supervision approaches. In addition, Emily is the current Vice-President for the New England Region of AMTA.

Emily has been a part of the RMTS team for over 5 years. Throughout her time, she has developed into her current role as a lead music therapist providing individual and group supervision to a cohort of clinicians on the team. Emily is involved in several project initiatives including Staff Beats, Happy Committee, and DEI Committee which strive to bring cohesiveness to the workplace and share that model with other corporate companies. Emily is passionate about supporting others in creating a foundation to thrive.