



*The Music Therapy Center*  
OF CALIFORNIA

## Internship Fact Sheet

**Mission:** *The Music Therapy Center of California empowers people to become their “best”-- one note at a time.*

**Tagline:** *Pursuing Potential*

### **Core Values:**

- *We believe that every person is capable of leading a happy, engaging and rewarding life*
- *We are passionate about achieving excellence in everything we do*
- *We believe everyone has a best and we are compelled to nurture that pursuit*
- *We transform the community by building inclusive relationships*
- *We strive to inspire hope*

### **Company Overview**

The Music Therapy Center of California MTCCA was founded in 2004 by Julie Guy and Angela Neve. MTCCA's mission is to promote, empower and serves families, professionals and people of all ages with special needs utilizing neurologic music therapy strategies. MTCCA offers a variety of services for including individual and group music therapy sessions, school-based programs, adapted lessons, consultation, and special camps for children. In addition, experiential and educational services such as workshops, in-services, and presentations are also provided. Music therapy services are provided in three types of settings: private music therapy clinics (children and adolescents with special needs), in-home sessions and facilities.

MTCCA works with all ages beginning as young as 18 months and as old as 105 years. MTCCA specializes in children with special needs including autism, Down's Syndrome, cerebral palsy, traumatic brain injury, visual impairment, speech and language impairments. MTCCA maintains several facility contracts with agencies providing services for adults with disabilities. Older adults living in retirement communities are another area of expertise. Wellness programs such as the Clavinova Connection and memory care programs are provided for independent, assisted living and care center patients in groups. MTCCA often provides professional trainings to parents, teachers and professionals.

MTCCA has two office locations, one in Encinitas (north county) and Mission Valley (central San Diego). In-home and in-facility sessions are provided as far northwest as Oceanside, as northeast as Fallbrook and as far south as Chula Vista and Eastlake (southeast). Currently three full time board-certified neurologic music therapists work with approximately 70 clients and nearly a dozen facilities. In-clinic sessions vary in length from 30 to 45. In-home or in-facility are 45 minutes in length. Most clients are seen once a week but in some cases clients or facilities receive services bimonthly. Clients are seen 1:1, in small group or medium sized groups in facilities. Therapists often have the opportunity to co-treat and collaborate with speech therapists as their office locations are located near Kara Dodds and Associates, a pediatric speech therapy company.

MTCCA's founders are affiliated with several non-profit organizations in San Diego County including Autism Speaks, the Autism Tree Project Foundation (ATPF) and Banding Together (BT). MTCCA has served as the entertainment chair for the San Diego Walk Now for Autism since 2007 and many of our clients have performed at the event. ATPF was founded in 2003 to promote autism education and provide early intervention programs in the California community. Their programs include the preschool screening program, mentor program, preschool teacher training program. MTCCA provides In Harmony trainings as part of their teacher training program. For more information visit [www.autismtreeproject.org](http://www.autismtreeproject.org). BT's mission is to give music therapy scholarships to eligible kids with special needs (such as autism), provide instruments, and promote mentorships with local musicians. MTCCA provides music therapy services to scholarship recipients, assists with fundraising and serves on the board of directors ([www.bandingtogethersd.org](http://www.bandingtogethersd.org)).

MTCCA directors have also developed several products including In Harmony Learning ([www.InHarmonyLearning.com](http://www.InHarmonyLearning.com)) and Kibbles Rockin' Clubhouse ([www.NoteAbilities.com](http://www.NoteAbilities.com)).

## Overview of Internship Setting

Four clinical internships are offered at MTCCA each year, as follows:

- January-June
- April-September
- July-December
- October-April

MTCCA interns have opportunities to work as part of a team. Interns will gain experience with a variety of populations and settings as described above. Interns will have to the opportunity attend and assist in leading workshops, special camps for youth, and other special projects (e.g. grant writing, research, program development, etc.). The San Diego area has much to offer including many special training opportunities and networking with music therapists and other professionals which interns can choose to participate in.

Interns must have their own car and auto insurance as there is some driving to/from facility contracts. A computer is highly recommended. If accepted to the internship, interns must have a background check, have a TB test and CPR certification (cost paid by the intern).

Housing	The intern will be responsible for procuring personal housing
Insurance	MTCCA's liability insurance covers interns. Interns are required to purchase at least short-term catastrophic health insurance
Meals	The intern will be responsible for providing personal meals
Stipend	The intern will receive no stipend
Transportation	The intern must have a vehicle, since travel required by MTCCA contracted services is an integral part of the internship. Proof of auto insurance is required.

## Intern Candidate Criteria for Consideration

Internship candidates must be able to demonstrate the following:

Musical skills:

Guitar	play I, IV and V7 chords and transpose in the keys of C, D, E, G, and A
Keyboard	sight-read music and perform a simple improvisation
Voice	sing on pitch, in rhythm, with appropriate volume and with lyrics articulated clearly
Conducting	cue to begin, end, increase and decrease tempo in order to lead an ensemble or sing-along

Therapeutic knowledge:

- Human body structure, function, medical terminology, and physical disabilities
- Influence of music on attitude, mood, motivation, and behavior
- Music styles and repertoire appropriate for multiple populations

Ability to perform each of the following:

- Assess client strengths, weaknesses, and potential
- Formulate appropriate music therapy goals and objectives
- Plan and implement group and individual music therapy sessions, indicated by practica and work experience
- Prepare and initiate age-appropriate music activities for children and adults
- Identify instrument needs and remain willing to adapt instruments and activities to client needs
- Utilize time effectively in planning sessions, charting, report writing, etc.

Possess the following professional attributes:

- A passion for music therapy and working with children with special needs and adults
- Speak and write effectively and professionally
- Follow directions and seek guidance when needed
- Maintain professional demeanor and appearance in the presence of clients, family and staff
- Accept constructive criticism and identify personal strengths and weaknesses

- Be organized and self-motivated

While not required, the following are highly recommended:

- Take the neurologic music therapy training prior to or during the internship
- Have access to a laptop or computer
- Be familiar with Mac programs such as iMovie, GarageBand, iTunes, etc.

**For more information contact internship directors:**

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**Overview of Internship Clinical Training**

MTCCA clinical training internship is comprised of the following:

Hours	Description
80	Orientation
514	Music therapy experiences
52	Documentation
40	Staff meetings and in-service trainings
59	Personal and professional development
26	Formal/informal observation and constructive feedback
26	Supervision
117	Administration
78	Special requirements (case study, special project, consult materials, etc.)
48	Holidays, illness, personal time, etc.
<b>1200 Hours Total</b>	

**Orientation: 80 hours**

The internship begins with two weeks of MTCCA orientation and training conducted by the ID, Music Therapists-Board Certified (hereafter referred to as MT-BC), and senior interns. Topics to be covered include MTCCA policies, procedures, confidentiality, and infectious disease control. It is expected that the intern will become familiar with and adhere to all appropriate policies and procedures. The intern will tour both office locations, become familiar with the music therapy clinic spaces and will formally observe adjunct therapy professionals.

Hours	Description
30	Observation of CTD, senior interns, and clients at each office location
15	Observation of CTD, senior interns, and clients at each contractual site
5	Observation of San Diego speech, occupational and physical therapists
5	Review of AMTA Standards of Practice, AMTA Organizational Structure, AMTA Code of Ethics and Clinical Training Guidelines
5	MTCCA overview of philosophy, expectations, policies and procedures, and read handbook
5	NMT techniques training
5	MTCCA client and therapist forms and documentation
10	Orientation to both office locations, required reading (client files, articles, books, etc.), and material creation

Upon conclusion of orientation, the intern will sign a verification form as proof of having received materials and information listed above and of being made aware of the expectations of the music therapy program.

**Music Therapy Experiences: 514 hours (over six months)**

Months One and Two

The intern will observe, participate in and co-lead individual and group music therapy sessions along with the music therapy team, which may include the ID, senior interns and MT-BC supervisors. The intern will be co-leading with the therapist by the end of the first month. After demonstrating sufficient client-interaction skills and therapeutic leadership ability, the intern will gradually assume more responsibility for independent planning, implementing and charting therapy

sessions.

#### Months Two and Three

The intern will assume total responsibility for preparation, implementation, and documentation of personal assignments by the end of the second or third month, depending upon the intern's readiness to assume these responsibilities. Interns will begin to assess clients and write treatment plans. In addition, the intern will choose a client for video case study and also choose and propose a special project to the ID at the end of the third month.

#### Months Four and Five

The intern will begin work on a special project that reflects the intern's specific interests. Whenever more than one intern is actively training, the senior intern will share responsibilities for the transition of new incoming interns' training.

#### Month Six

The intern will complete and submit the special project to the ID no later than the second week of the sixth month of internship. The intern also will complete all other assigned work; improve/refine time management skills; crisis management skills; refine consult techniques with families; show improvement in targeted skills related to direct services for clients; and help train junior interns to assume full responsibilities.

### **Documentation: 52 hours**

Each intern will devote approximately 60 minutes each day to completing session data. Charting is to be completed at the end of each day or when not possible, no later than within 24 hours of each session and will be signed off by the ID whenever possible. The intern will write music therapy objectives which support the Individual Education Plan or private therapy goals established for clients; screen clients for services; complete client assessments; plan daily session plans and complete session data; and write assessment and update reports. Report examples will be given, the intern will receive feedback on documentation and reports until 'signed' off by the ID.

### **Staff and In-Service Meetings/Intern Symposia: 40 hours**

The intern will attend weekly team meetings. In addition, interns and the ID are involved in a weekly symposium devoted to trainings, assigned reading discussions, patient highlights, processing challenges and successes, etc.

### **Self-Awareness and Professional Growth: 59 hours**

Throughout the six-month term of internship, the intern will be required to:

- The intern will be expected to write session plans, analyze and evaluate music therapy sessions
- Take the Strengthsfinder and Myers-Briggs test, report strengths to team and implement and utilize strategies effectively for effectively working with the strengths of all members of the team
- Practice and improve personal musical skills and to increase session repertoire
- Conduct at least two presentations on music therapy
- Read and discuss with the ID and team books and articles on a recommended list
- Regularly share in observation and feedback sessions with the ID
- Write at least one self-composed song and create consult materials during the internship

Additionally, the ID will encourage the intern to attend the annual AMTA national conference and the spring Western Regional Music Therapy (WRAMTA) conference in order to learn new skills, refine current skills, and to develop a pattern of continuing education as a professional music therapist. Internship also includes time to attend local in-services or workshops. Prior approval from ID is required for any non-MTCCA workshops.

### **Formal/Informal Observation and Constructive Feedback: 26 hours**

The ID or assigned MT-BC supervisors will provide the intern with formal or informal observation no less than two hours each week. Discussion will follow each observation, and feedback will include mention of the intern's strengths, weaknesses, therapeutic skills, and personal assimilation of past evaluations. All feedback will be constructive, emphasizing suggestions for improving effectiveness as a professional music therapist. Sessions may be recorded periodically, and intern interaction with staff will be observed informally on an on-going basis.

### **Supervision: 26 hours**

The ID will schedule and meet with the intern one hour per week. Each weekly consultation may include discussion of any appropriate topics, including intern progress, intern professional areas requiring strengthening, methods of dealing with situations and clients, music therapy marketing strategies, new program development, personal and professional growth, documentation and paperwork. If necessary, time in addition to one hour each week may be scheduled. ID or MT-BC supervision also will follow the intern's group observation and intern-conducted individual treatment sessions.

### **Administration: 117 hours**

Interns will be responsible for observing their own music groups and individual sessions, assisting in group or individual work, facilitating discussion, providing feedback following each music therapy session, and writing

evaluation (with supervision and co-signature of the ID). Interns will learn and be assigned various administrative responsibilities required by MTCCA, including daily charting, program and grant proposal writing, research, project development, organizational structure, quarterly reports, and material creation.

### **Special Requirements: 78 hours**

Internship requires completion of consult materials, case study and a special project of the intern's choice, approved in advance by the ID. Where applicable, projects are required to comply with all of the following:

- Be related to a related topic of interest
- Written projects
  - Be ten pages minimum length and computer typeset using double line-spacing
  - Use correct grammar, punctuation, and spelling
  - Use writing style guided by the Publication Manual of the American Psychological Association
  - Include a bibliography
- Other projects needs have a written summary, notebook or video

Examples of special projects include writing an article suitable for publication in a professional journal; creating a topic-specific manual; implementation of a special camp for clients or organization; developing/implementing a community in-service project; initiating a grant or proposal (i.e., treatment plan, budget, list of equipment needs, needs determination of staffing and space and hypothetical service delivery schedule); a video about music therapy or a public service announcement, compiling NMT videos/research articles; or developing a pilot program. Projects may be coordinated with a local non-profit affiliate.