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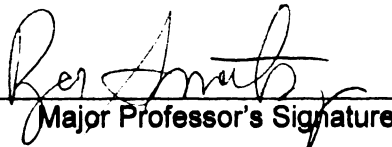
CHALLENGES/DIFFICULTIES ENCOUNTERED AND
COPING STRATEGIES UTILIZED BY NATIVE SPEAKERS
AND INTERNATIONAL STUDENTS IN MUSIC THERAPY
INTERNSHIPS

presented by

Shih-Yin Lin

has been accepted towards fulfillment
of the requirements for the

M.M. degree in Music Therapy


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**CHALLENGES/DIFFICULTIES ENCOUNTERED AND COPING STRATEGIES
UTILIZED BY NATIVE SPEAKERS AND INTERNATIONAL STUDENTS IN
MUSIC THERAPY INTERNSHIPS**

By

Shih-Yin Lin

A THESIS

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

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ABSTRACT

CHALLENGES/DIFFICULTIES ENCOUNTERED AND COPING STRATEGIES UTILIZED BY NATIVE SPEAKERS AND INTERNATIONAL STUDENTS IN MUSIC THERAPY INTERNSHIPS

By

Shih-Yin Lin

The purposes of the study were to (1) examine the relationships among internship satisfaction, self-rated internship performance, and various areas of the internship experience, and (2) to identify the major challenges/difficulties encountered and the coping strategies utilized by both native speakers and international students. A survey packet was sent to 169 AMTA national roster internship sites. A total of 83 usable surveys were returned. Out of the 83 participants, 71 were native speakers, 11 were international students, and one did not specify the nationality. The results indicated that (1) both internship satisfaction and self-rated overall performance were significantly associated with self-reported communication/interpersonal skills, therapeutic skills, and level of respect received from professional staff; (2) internship satisfaction and self-rated overall performance, were the strongest predictors for each other; (3) the top three challenge/difficulty themes for native speakers were “music skills,” “personal issues/social support,” and “financial issues,” while the top three themes for international students were “language issues/cultural differences,” “music skills,” and “therapeutic skills;” (4) native speakers and international students used both similar and different coping strategies to overcome challenges/difficulties encountered during internship.

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ACRONYMS

AAMT - American Association for Music Therapy

AMTA - American Music Therapy Association

NAMT – National Association for Music Therapy

Chapter 1

Introduction/Literature Review

Research Motivation

The author of this paper is an international student who completed her music therapy internship within the past year. The first-hand experience of her internship journey, from initial application to the completion of the internship, not only provided her several emotional roller coaster rides, but also aroused the author's curiosity in investigating the internship experience from the perspectives of her fellow interns. As a post intern, the author felt that she was able to see the whole picture of her internship journey more clearly; this experience led her to believe that it was valuable to examine the experience of both current interns as well as individuals who had recently completed their internships.

Her own background as an international student also spurred the author's intrinsic interest in understanding how international students and native speakers cope similarly or differently during their internships. As Zimmermann noted in her 1995 study, "International students must adapt or adjust to a social-cultural system which is different from their own" (p.332). This additional adjustment process may compound the already intensive internship experience and result in very distinctive internship perceptions and coping efforts by international students.

With this thesis, therefore, the author intended to learn about how music therapy students perceive their internship experiences and to encourage the recognition of international student issues in the field of music therapy. The researcher hopes that the results of this study inform educators and supervisors of the commonalities and differences between the needs of native speakers and international students during

internship. The researcher also hopes that the findings of this study help music therapy students become more aware of potential challenges that they may face during the internship as well as provide interns with coping strategies that can be useful when dealing with similar challenges and difficulties.

Background

The music therapy curriculum is made of two distinct parts: the academic phase and the field-based internship. The brief, introductory clinical experiences that the students receive during their academic coursework is generally referred to as practicum, while the extended, in-depth clinical training acquired after completion of all coursework is commonly referred to as internship (Bruscia, 1987; McClain, 1993). The current paper is concerned with the second part of these clinical experiences, the internship.

The music therapy internship, for which students must apply during the last year of their academic phase, is the critical period during which the interns evolve from students into professional music therapists. According to the *Education and Clinical Training Standards* by American Music Therapy Association (AMTA), a minimum of 1200 hours of clinical training is required, of which every student must complete at least 900 hours or 75% through internship (AMTA, 2006). It is believed that this intensive internship training not only induces a significant change in the interns' abilities, but also has an effect on the future of the music therapy profession (Cawood, 1999; Knight, 2008).

Related Literature

Research concerned with the music therapy internship has focused on curriculum evaluation (Alley, 1978; Gault, 1978), qualities/competencies necessary for music

therapy interns (Braswell, Decuir, & Maranto, 1980; Brookins, 1984; Knight, 2008; Petrie III, 1989, & 1993), and intern supervision (Cawood, 1999; Knight, 2008; O'Morrow, 1967; Southhard, 1973; Tanguay, 2008). Much previous research has included intern input as part of the results. However, less research has specifically addressed the concerns of students (Wheeler, 2002).

The first research study that centered on the concerns/experiences of music therapy interns might be that of Grant and McCarty in 1990. They surveyed the same group of interns at the beginning of the internship and at the end of each month to identify patterns of emotional states and the growth process in students. The interns were required to use a 5-point Likert-type scale to rate their feelings on 20 pairs of words describing feeling states. Ten pairs were associated with personal matters and the other 10 were related to professional matters. The emotional descriptors used for the personal matters included: happy versus unhappy, discontent versus content, uncreative versus creative, bored versus excited, unloved versus loved, etc. The descriptors used for the professional matters included: insecure versus confident, inadequate versus adequate, incompetent versus competent, uncreative versus creative, incapable versus capable, and so on. Each month, interns were also given the opportunity to share comments about themselves on the rating forms. These researchers found that interns who received their first choice of sites rated themselves higher in both personal and professional categories during the first half of the internship.

Another intern-centered research project was *Pre-internship Fears of Music Therapists* by Madsen and Kaiser (1999). Employing an open-ended question, Madsen and Kaiser examined pre-internship fears of music therapy majors and compared the results to those of music education pre-interns. They found some interesting

discrepancies between the two groups: The top three concerns of therapy majors were “general preparation/being prepared,” “failure/not cut out for therapy,” and “concerns about supervisor/placement.” In contrast, the top three fears of education majors were “discipline,” “failure/not cut out for teaching”, and “not being able to apply knowledge.”

A more recent survey allowing interns to express concerns was a comparative analysis of perceptions of professional competency between music therapy pre-interns and internship supervisors (Knight, 2008). The survey questionnaire consisted of two parts. The first part was comprised of 20 questions based on the categories of “clinical foundations” and “music therapy” listed in *AMTA Professional Competencies*. The pre-interns and supervisors were asked to rate their level of concern on each of the 20 question items using a 5-point Likert-type scale. An example question for the student was “Finding out what will be expected of me as an intern (p.90)”; an example question for the supervisor was “Helping students know what is expected of them as an intern (p.92).” The second part of the survey was an open-ended question asking participants to list any professional concerns that they had but were not addressed by the 20 Likert-type questions. The results revealed some differences in opinions between students and supervisors regarding professional concerns: (1) students rated their level of concern about getting assistance in “communicating with facility staff” and “maintaining client confidence” significantly lower than did supervisors; (2) while students listed “outside” concerns such as finances and housing most frequently, supervisors listed musical skills as the top professional concern for the intern.

Rationale for Further Research/Purpose of the Study

The importance of understanding the feelings/concerns of students has received gradual recognition in music therapy literature over the past two decades (Forinash, 2001; Grant & McCarty, 1990; Knight, 2008; Madsen & Kaiser, 1999, Wheeler, 2002). However, little research attention has been paid to the experiences of foreign music therapy students in the United States.

The United States is the lead host country of foreign students (Bain, Luu, & Green, 2006). According to the Institute of International Education (2007b), the United States has accommodated more than half a million international students annually for the past eight years (academic years 1999-2007). In the 2004-05 academic year, there were more than 565,000 international students studying in the United States, accounting for approximately one quarter of total international enrollment worldwide (Bain, Luu, & Green, 2006; Institute of International Education, 2005). In fall 2006, the number of new international students, those enrolled for the first time at a U. S. college or university, increased 10% from the previous academic year (Institute of International Education, 2007a & 2007c). A recent publication by the American Psychology Association, *Studying Psychology in the United States: Expert Guidance for International Students* (Hasan, Fouad, & Williams-Nickelson, 2008), also evidenced a rising need of addressing concerns of international students who study in the United States.

The above-mentioned growing demand for international education experience in the United States is very likely to be reflected in the field of music therapy, since the United States is the country that offers the highest number of music therapy training programs and it has welcomed international students from the inception of the profession (Brotons, 1995; Moreno et al., 1990). Nevertheless, by searching through the two mainstream music therapy journals in the United States, *Journal of Music Therapy* and *Music*

Therapy Perspectives, the author of the current thesis was only able to identify one study whose target population was international students. The only study identified was *A Survey of International Music Therapy Students in NAMT-Approved Academic Programs* (Brotons et al., 1997), which was conducted before the unification of American Association for Music Therapy (AAMT) and National Association for Music Therapy (NAMT) (see Cawood, 1999; Bruscia, 1987, for the differences between the AAMT and NAMT internship models). In order to obtain a better understanding of this under-explored population and to best serve international students during internship, an update of experiences and concerns of foreign music therapy students studying in the United States after the AMTA merger is necessary.

Apart from international student issues, another area that requires special attention in music therapy research is student adjustment. Despite the increasing recognition of the importance of student experiences in music therapy literature, the investigation of student perception seems to stop at the level of issue identification. No published music therapy studies to date have addressed what specific coping strategies interns use to alleviate their concerns or overcome challenges. If, as Aldwin (2007) says, “How an individual copes not only has an effect on the immediate problem but also adds to the cultural repertoire of coping strategies (p.9),” researching how students/interns cope is as important, if not more important, as identifying their concerns.

In order to address the two issues identified in music therapy internship literature, limited research on international students and the lack of understanding on student coping, further research is needed. Therefore, the purposes of this study are to examine student perceptions of internship experience and to investigate challenges/difficulties

encountered and coping strategies used by international students and native speakers. The specific research questions that the current author wishes to answer are as follow:

Research Question 1: To what extent are various areas of internship experience (skills, conditions, etc.) correlated to self-rated internship satisfaction and overall performance?

Research Question 2: What are the similarities and dissimilarities between current interns' and post interns' perceptions of their internship experiences?

Research Question 3: What are the similarities and dissimilarities between international students' and native speakers' perceptions of their internship experiences?

Research Question 4: What are the greatest challenges/difficulties shared by interns during their music therapy internships?

Research Question 5: What types of coping strategies do international students and native speakers utilize during their music therapy internships?

Chapter 2

Method

Participants

Participants were current music therapy interns and individuals who completed their music therapy internship within the past year. The internship directors listed as active, either in the *AMTA Member Source Book 2007* or on the AMTA national roster website (2008), were requested by the researcher to identify and help recruit the participants. A total of 169 active internship sites were identified.

Research Instrument

The measurement instrument utilized in this study was a researcher-developed survey (see Appendix C, pp. 64-68), which was comprised of two major sections. One major section included (1) 10 pairs of questions concerning various areas of music therapy internship experience using a Likert type scale from 1 through 10 (1 being the lowest, 10 being the highest) to gather data for Research Question 1, and (2) two open-ended questions to gather information concerning challenges/difficulties encountered (in response to Research Question 4) and coping strategies utilized by students during internship (in response to Research Question 5). To make the above-mentioned Likert-type scale a continuous scale, the researcher only labeled the two opposite ends (e.g. one end being “very satisfied,” the other end being “very dissatisfied”).

The other major section consisted of 5 demographic questions. These questions were designed to gather information regarding the status of the internship (current intern or post intern), the location of the internship site, whether or not the internship site was the

first choice, and the nationality and primary language of the intern. These demographic data enabled the comparisons made for Research Questions 2 and 3.

Survey Development

A draft of the researcher-developed survey was reviewed by two professors from the college of music, and then piloted to ensure that the language utilized was also comprehensible to international students. Five international students (four music therapy majors and one composition major) at a large Midwest university in the United States were invited to participate in the pilot study. The participants were requested to complete the survey, to record the answering time, and to provide feedback regarding the design and the format of the survey questions. All of the students (N=5) returned the survey. The results indicated that it took an average of 16 minutes for international students to complete the survey, and that three of the survey questions were not clear enough and needed to be modified. After the three survey questions were revised according to the results of the pilot study, and after the demographic questions were moved to the end based on a third professor's suggestion, a final version of the survey was completed. This final version was made available both online and in paper form.

Procedure

The final version of the survey instrument was mailed to the internship directors of the 169 internship programs identified. The mailing included a packet containing a cover letter addressed to the directors, a consent form directed to the interns, and a postage-paid return envelope. The on-line survey address was included in the consent form for the interns so they could choose to fill out the paper survey or complete it on-line. A follow-

up e-mail was sent to the directors one week after the packet was mailed to confirm that the directors had received it and to provide them with the survey web link and an invitation to forward it to their previous interns. A second follow-up e-mail was sent to the internship directors one week before the survey deadline as a reminder of the request to participate and as a thank you letter. Because 8 directors did not provide their e-mail address on the *Member Source Book* and another 22 directors' e-mail addresses were not current (the first follow-up e-mail failed), the researcher decided to send these 30 directors the reminder of participation via regular mail instead.

Chapter 3

Results

During the data collecting period, two survey packets were returned due to undeliverable addresses; 38 directors and two interns out of the 169 internship sites contacted the researcher to confirm whether or not they had received the survey packet. Among the 38 directors who responded, 12 expressed that they would encourage the participation of their interns; three indicated that they did not have any current interns; six mentioned that they did not have any previous interns who could participate due to the following reasons: (1) they did not have former interns' contact information (N=1); (2) there was a change of the program director (N=1); or (3) non-specified reasons (N=4); and the remaining 17 directors stated that they had neither current nor previous interns who were eligible to participate because of the following reasons: (1) there was a change of the director (N=3); (2) they did not have interns for more than 1 year (N=4); (3) they were between interns (N=1); (4) they had no contact with former interns (N=1); (5) they had an internship program on inactive status (N=2); (6) they had a new program (N=2); (7) the facility was closed or was about to be closed (N=2); or (8) non-specified reasons (N=2). In other words, at least 20 directors (11.8% of the total internship directors identified) were not able to provide current interns and 23 directors (13.6 % of the total internship directors identified) were not able to provide post interns.

Among the 169 internship sites contacted, 96 surveys were returned (21 hardcopy and 75 electronic responses). Out of the 96 responses, 13 were unusable. Unusable surveys were those that either indicated that the participants completed their internship more than 1 year ago (N=8), or they did not provide sufficient demographic information (N=5). After the unusable responses were deleted, the final sample size was 83 subjects.

Out of the 83 subjects, 48 were current interns and 35 were post interns; 71 were native speakers and 11 were international students. Because one of the current interns did not specify the nationality, his or her response was excluded when the researcher compared the results between international students and native speakers.

Demographic Profiles

The respondents of this survey represented all but one of the seven AMTA regions. Great Lakes Region contributed most interns (N=23), followed by Mid-Atlantic Region (N=15), Midwestern Region (N=13), Southeastern (N=13), and Western Region (N=13). The only region that did not have any representatives was the New England Region, where there were only 3 active internship sites during the data-collecting period of this study. For more detailed geographical distribution information of the participants, please refer to Appendix D (p. 66-67).

Apart from listing the location of their internship sites, the interns were also questioned about whether they interned at the site of their first choice: 86.7% of all subjects (N=72) said “Yes” and 13.3% (N=11) said “No.” When the subjects were divided into groups, 91.7% of current interns (N=44), 80% of post interns (N=28), 93% of native speakers (N=66), and 45.5% of international students (N=5) said “Yes”; 8.3 % of current interns (N=4), 20% of post interns (N=7), 7% of native speakers (N=5), and 54.5% of international students (N=6) said “No.”

A demographic profile of respondents includes 70 Americans whose primary language was English, 1 Canadian whose primary language was English (interned in Canada), 3 Japanese whose primary language was Japanese, 3 Taiwanese whose primary language was Chinese (Mandarin), 2 participants from South Korea whose primary

language was Korean, 2 participants from Hong Kong whose primary language was Cantonese, and 1 participant from Costa Rica whose primary language was Spanish. Participants who interned in the United States but were from another country and did not list English as their primary language were defined as international students. Participants who interned in the United States and listed United States as their home country and English as their primary language were defined as native speakers. Exception was made for the participant from Canada. The only Canadian participant was viewed as a native speaker in the current study because he or she interned in their home country Canada. According to these definitions, 11 international students were then identified. Among these 11 international students, 5 were current interns and 6 were post interns.

Statistical Procedures

The statistical procedures utilized in the current study included the independent group *t*-test and Pearson Correlation Coefficients. Both procedures were computed using Statistical Analysis System (SAS) software. Because the between-group equality of variances was rejected when computing the results of two of the variables between international students and native speakers, one of the variables between current and post interns, two of the variables between current interns, two of the variables among post interns, one of the variables among international students, and three of the variables among native speakers, the researcher decided to use the Satterthwaite's approximation instead of the pooled standard error for all of the *t*-test procedures.

Research Question 1: To What Extent are Various Areas of Internship Experience (Skills, Conditions, etc.) Correlated to Self-Rated Internship Satisfaction and Overall Performance?

To address the first research question, correlations were determined between various skill/condition variables, self-reported internship satisfaction, and self-rated overall performance (Table 1). Significant ($p < .01$), but moderate ($r = .30-.50$), positive correlations were found between internship satisfaction, overall performance, level of respect received from professional staff, therapeutic skills, and communication/interpersonal skills. Apart from internship satisfaction, self-rated performance was also moderately associated with communication/interpersonal skills ($r = .42$; $p < .0001$), therapeutic skills ($r = .41$, $p < .001$), quality of previous music therapy training ($r = .33$, $p < .01$), and music skills ($r = .31$, $p < .01$). A significant ($p < .05$), but small, correlation was found between internship performance and level of respect received from professional staff ($r = .28$).

Table 1

Pearson Correlations among Variables (N=83)

	Perf	Train	Music	Thera	Com	Finan	Resp	Engl	Cultr
Satis	0.46 ****	0.17	0.21	0.32**	0.31**	-0.01	0.39 ***	0.11	0.03
Perf		0.33**	0.31**	0.41 ***	0.42 ****	0.06	0.28*	0.19	-0.02
Train			0.18	0.36 ***	0.32**	0.01	0.09	0.20	0.04
Music				0.21	0.14	0.03	0.05	-0.01	-0.09
Thera					0.48 ****	-0.09	0.18	0.11	0.12
Com						-0.02	0.27*	0.32**	0.29**
Finan							0.25*	-0.08	0.22
Resp								-0.03	0.20
Engl									-0.16

* $p < .05$; ** $p < .01$; *** $p < .001$; **** $p < .0001$

Note. Satis = Internship Satisfaction; Perf = Internship Performance; Train = Previous Music Therapy Training; Music = Music Skills; Thera = Therapeutic Skills; Com = Communication/Interpersonal Skills; Finan = Financial Status; Resp = Level of Respect Received; Engl = English Language Skills; Cultr = Cultural Differences

Research Question 2: What are the Similarities and Dissimilarities between Current Interns' and Post Interns' Perceptions of Their Internship Experience?

To address Research Question 2, the means of current interns and post interns were compared on the 10 pairs of the 10-point Likert-type questions (Table 2). Because the first question item of the 10th pair was a multiple choice question with a comment field, the researcher decided to present the results of that particular question later in an independent section. Therefore, the following is the results of the 19 Likert-type items only.

Both current and post interns gave positive ratings (between 6 points and 10 points) on 7 out of the 10 pairs of questions (14 items), and negative ratings (1 point to 5 points) on 4 out of the remaining 5 items. The items that received positive ratings by both groups were: internship satisfaction, internship performance, previous music therapy training, influence of previous music therapy training, overall music skills, importance of music skills to one's success, overall therapeutic skills, importance of therapeutic skills to one's success, communication/interpersonal skills, influence of communication/interpersonal skills, level of respect received, importance of level of respect received, English language skills, and importance of English language skills. The items that received negative ratings were: financial status, influence of financial status, influence of cultural differences, and influence of personal issues.

Despite the above-mentioned pervading agreement between current and post interns, significant difference was still found in their mean rating of one of the question items (9a): "How do (did) you rate the cultural differences that you experience (experienced) during the internship?" Post interns reported a significantly higher mean level ($p < .05$) of cultural differences experienced. Moreover, in contrast to the negative rating (mean = 4.9167) from the current interns, post interns rated the cultural differences experienced positively (mean = 6.1429).

Table 2

Descriptive Group Statistics (Current Intern vs. Post Intern)

Item	Respondent	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	Current Intern	48	8.2792	1.3486	0.7409
	Post Intern	35	8.6286	1.3738	
1b. How do (did) you rate your overall performance during the internship?	Current Intern	48	8.2292	0.9048	0.5232
	Post Intern	35	8.3714	1.0596	
2a. How well has (had) your previous music therapy training prepared you for the internship?	Current Intern	48	7.7917	1.774	0.9231
	Post Intern	35	7.8286	1.6713	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	Current Intern	48	7.6667	1.8141	0.1785
	Post Intern	35	8.1714	1.5622	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	Current Intern	48	7.9167	1.1639	0.2694
	Post Intern	35	7.6286	1.1653	
3b. How important do you think your music skills are (were) to your success during the internship?	Current Intern	48	8.6667	1.4635	0.4294
	Post Intern	34	8.4412	1.1062	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	Current Intern	48	7.9792	1.2289	0.6507
	Post Intern	35	7.8571	1.1917	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	Current Intern	48	9.2917	0.9444	0.1612
	Post Intern	35	8.9429	1.2113	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	Current Intern	48	8.125	1.1783	0.4238
	Post Intern	35	8.3143	0.9632	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	Current Intern	48	8.9375	1.0398	0.7927
	Post Intern	35	9	1.0847	
6a. How do (did) you rate your financial status?	Current Intern	48	4.4375	2.2209	0.2819
	Post Intern	35	5.0286	2.6064	

Table 2

Continued

Item	Respondent	N	M	SD	p-value
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	Current Intern Post Intern	48 35	5.0417 5.3143	2.4922 2.898	0.6552
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	Current Intern Post Intern	48 35	8.1875 8.5143	1.6329 1.4219	0.3346
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	Current Intern Post Intern	48 35	8.375 8.4857	1.5523 1.8048	0.7708
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	Current Intern Post Intern	48 35	9.4792 9.0857	1.0914 1.5973	0.2133
8b. How important do you think your English language skills are (were) to your success during the internship?	Current Intern Post Intern	48 35	8.8542 8.6857	1.4141 1.8907	0.6585
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	Current Intern Post Intern	48 35	4.9167 6.1429	2.3685 2.788	0.0390*
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	Current Intern Post Intern	48 35	4.9375 5.3143	2.8614 2.9383	0.5615
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	Current Intern Post Intern	48 32	4.9375 5.4063	2.6289 2.8382	0.4589

t-test significant items: * $p < .05$

Research Question 3: What are the Similarities and Dissimilarities between International Students' and Native Speakers' Perceptions of Their Internship Experience?

When the means between international students and native speakers were compared, both groups rated 7 pairs of Likert-type questions (14 items) positively and rated 1 item negatively. The questions that were rated positively (6 points to 10 points) by both groups were: internship satisfaction, internship performance, previous music therapy training, influence of previous music therapy training, overall music skills, importance of music skills, overall therapeutic skills, importance of therapeutic skills, communication/interpersonal skills, influence of communication/interpersonal skills, level of respect received from professional staff, importance of level of respect received, English language skills, and importance of English language skills. The only item that was rated negatively (1 point to 5 points) by both international students and native speakers was financial status.

T-test results indicated that the two groups differed significantly on 6 out of the 19 items: Native speakers rated their “English language skills (Question 8a; $p<.0001$)” significantly higher than their international counterparts. International students rated “the importance of therapeutic skills (Question 4b; $p<.05$),” “the influence of their financial status (Question 6b; $p<.05$),” “the level of cultural differences experienced (Question 9a; $p<.01$),” “the influence of cultural differences experienced (Question 9b; $p<.001$),” and “the influence of personal issues on the success of their internship (Question 10b; $p<.05$)” significantly higher than native speakers. Although both groups rated their financial status (Question 6a) negatively, international students rated the influence of their financial status on their success positively (Question 6b; mean=6.7273) while native speakers rated its influence negatively (mean=4.9014). A complete list of the *t*-test results between international students and native speakers is provided in Table 3.

Table 3

Descriptive Group Statistics (International Student vs. Native Speaker)

Item	Respondent	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	International Student	11	8	1.4832	0.1267
	Native Speaker	71	8.7746	1.3115	
1b. How do (did) you rate your overall performance during the internship?	International Student	11	7.9091	0.9439	0.1591
	Native Speaker	71	8.3662	0.9598	
2a. How well has (had) your previous music therapy training prepared you for the internship?	International Student	11	7.3636	2.0136	0.4406
	Native Speaker	71	7.8732	1.6897	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	International Student	11	7.6364	1.7477	0.6299
	Native Speaker	71	7.9155	1.7382	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	International Student	11	8.2727	1.009	0.1107
	Native Speaker	71	7.7042	1.1759	
3b. How important do you think your music skills are (were) to your success during the internship?	International Student	11	9.0909	1.0445	0.1150
	Native Speaker	70	8.5	1.3593	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	International Student	11	7.8182	1.1677	0.7470
	Native Speaker	71	7.9437	1.2293	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	International Student	11	9.6364	0.5045	0.0121*
	Native Speaker	71	9.0986	1.0975	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	International Student	11	7.8182	1.328	0.2905
	Native Speaker	71	8.2817	1.0445	

Table 3

Continued

Item	Respondent	N	M	SD	p-value
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	International Student	11	9.0909	1.0445	0.6713
	Native Speaker	71	8.9437	1.0675	
6a. How do (did) you rate your financial status?	International Student	11	4.8182	1.8878	0.7604
	Native Speaker	71	4.6197	2.4574	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	International Student	11	6.7273	2.4532	0.0395*
	Native Speaker	71	4.9014	2.6358	
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	International Student	11	8.1818	1.6624	0.7745
	Native Speaker	71	8.338	1.5487	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	International Student	11	8.3636	1.2863	0.8948
	Native Speaker	71	8.4225	1.721	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	International Student	11	6.7273	1.5551	<.0001****
	Native Speaker	71	9.7465	0.6485	
8b. How important do you think your English language skills are (were) to your success during the internship?	International Student	11	9.2727	1.009	0.1258
	Native Speaker	71	8.6901	1.6953	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	International Student	11	7.1818	1.7787	0.0043**
	Native Speaker	71	5.1408	2.6311	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	International Student	11	7.6364	2.1106	0.0007***
	Native Speaker	71	4.6479	2.7677	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	International Student	10	7.5	2.7183	0.0114*
	Native Speaker	69	4.7536	2.5518	

t-test significant items: * $p < .05$, ** $p < .01$, *** $p < .001$, **** $p < .0001$

Personal Issues

Rather than a Likert type scale, the first item of the 10th pair of survey questions was a multiple choice question: “Do (did) you have any personal issues during the internship?” The researcher chose a different format for this question because it was designed to investigate interns’ personal issues, the nature of which was that people either have them or do not have them. When answering this question, 62.5% of current interns (N=30), 60% of post interns (N=21), and 66.2% of native speakers (N=47) said “Yes,” and 37.5% of current interns (N=30), 40% of post interns (N=21), and 33.8% of native speakers (N=47) said “No.”

To investigate the differences between interns who had personal issues and those who had not, the researcher divided the interns into “Yes” and “No” subgroups. T-test results showed that among current interns, those who did not have personal issues rated “the influence of previous music therapy training” and “the importance of music skills” significantly higher ($p < .05$) than those who had personal issues. However, when the Yes and No subgroups among the whole sample, within post interns, within native speakers, and within international students were compared, no significant differences were found (see Appendix E, pp. 68-78).

In order to give survey participants the opportunity to specify their personal issues, a comment field was provided after the choice entry “Yes.” The personal issues listed by the participants were then categorized by the researcher. The response categories included: relationship issues (long distance relationship, breakup, being away from family/spouse, etc.), relationship with supervision/co-worker, friendship issues/isolation, time management, personal health (chronic illness, mental illness, surgery, vocal health, being pregnant, etc.), death and/or illness of loved ones, personal plans (marriage plans, planning to conceive, etc), long driving distance between home and internship site, low

self-confidence, vehicle issues (breakdown), financial concerns, change to a second internship program due to unpleasant experience at the first one, adjusting to his/her role as an intern, and loss of personal property. The category that received most responses was “relationship issues,” “personal health,” “death and/or illness of loved ones,” and “friendship issues/isolation (see Table 4).”

Table 4

Incidence of Categories (Personal Issues)

Category	Number of Responses Received	%
Relationship Issues	18	28.6
Personal Health	16	25.4
Death and/or Illness of Loved Ones	8	12.7
Friendship Issues/Isolation	5	7.9
Personal Plans	3	4.8
Financial Concerns	3	4.8
Relationship with Supervisor/Co-Worker	2	3.2
Long Driving Distance	2	3.2
Time Management	1	1.6
Low Self-Confidence	1	1.6
Vehicle Issues	1	1.6
Change of Internship Site	1	1.6
Adjustment	1	1.6
Loss of Personal Property	1	1.6
Total	63	100.2

First Choice Matters?

To determine whether or not interning at the site of one’s first choice influenced the perceived internship experience, the participants were classified into two groups: individuals who interned at the internship site of their first choice versus individuals who did not. *T*-test results indicated that among the whole sample, people who interned at the site of their first choice rated “the importance of music skills to their success ($p<.01$),” “the importance of therapeutic skills ($p<.01$),” and “the influence of personal issues” significantly lower, but rated “overall English language skills ($p<.05$)” significantly

higher than people who did not intern at their first choice. Among current interns, individuals who interned at their first choice rated their “overall music skills ($p<.05$),” “the importance of music skills ($p<.01$),” “the importance of communication/interpersonal skills ($p<.0001$),” and “the importance of English language skills ($p<.05$)” significantly lower than those who did not. Among post interns, individuals who interned at their first choice rated “the importance of music skills ($p<.05$),” “the importance of therapeutic skills ($p<.05$),” and “influence of personal issues ($p<.01$)” significantly lower, but “overall English language skills ($p<.01$)” significantly higher than those who did not intern at the site of their first choice. When the Yes and No subgroups among native speakers were compared, people who interned at the first choice rated their “overall performance ($p<.0001$)” and “the importance of music skills ($p<.05$)” significantly lower. No significant differences were found between international students who interned at their first choice and those who did not (see Appendix F, pp. 79-89).

Research Question 4: What are the Greatest Challenges/Difficulties Shared by Interns during Their Music Therapy Internships?

For the open ended questions, the researcher utilized a procedure similar to grounded theory. However, instead of creating a theory, the researcher only intended to identify common themes and categories for those responses. The researcher first browsed all responses to identify the key point or concept of each response. Then, the researcher grouped similar responses together to form categories and themes. After the categories and themes were created, the researcher randomized all responses and re-assigned those responses back to the categories to examine whether the category names were appropriate or new categories were needed. After a final version of categories and themes

was determined, the researcher gave two independent judges a random list of all responses and requested them to assign the responses to the categories. The inter-rater reliability scores among the researcher and the two independent judges were .92, .84, and .81.

The results of categories and themes concerning challenges and difficulties encountered are reported in Tables 5 and 6. Although they were asked for the three greatest challenges/difficulties, several subjects only listed one or two responses and 2 subjects did not list any responses. This resulted in a total of 219 responses: 129 for current interns, 90 for post interns; 189 for native speakers, 27 for international students and 3 for the individual who did not specify the nationality. The categories that received most responses by all participants, by current interns, and by native speakers were identical— they were “financial hardship/little or no reimbursement,” “limited song repertoire/familiarity with certain music styles,” “using time effectively,” and “lack of social life or support/loneliness.” The categories that ranked top by post interns were “limited song repertoire,” “financial hardship,” “issues relating to supervisor/meeting expectations,” “lack of social life or support,” and “using time effectively.” The most popular categories listed by international students were “limited song repertoire,” “language issues/speaking in a different language,” “cultural differences,” and “financial hardship.”

Table 5

Incidence of Categories (Challenge/Difficulty)

Category	*Tot (%)	Cur (%)	Po (%)	Nat (%)	Inter (%)
1.1 General Music Skills	1.4	0.8	2.2	1.6	0
1.2 General Instrument Proficiency	0.9	0	2.2	1.1	0
1.3 Limited Piano Skills/Functional Piano Skills	4.1	3.9	4.4	4.8	0
1.4 Limited Guitar Skills	1.4	2.3	0	1.6	0
1.5 Limited Vocal Skills	2.3	3.1	1.1	2.1	3.7
1.6 Limited Song Repertoire/ Familiarity with Certain Music Styles	13.2	10.9	16.7	12.2	22.2
2.1 General Preparation	0.9	1.6	0	1.1	0
2.2 Limited Activity Repertoire/Creativity	2.7	3.9	1.1	2.1	3.7
2.3 Implementing Appropriate Therapeutic Intervention/Spontaneity	0.9	0.8	1.1	1.1	0
2.4 Obtaining or Learning Therapeutic Skills/ Techniques/Approaches	1.8	0.8	3.3	1.6	3.7
2.5 Client Assessment	0.5	0	1.1	0.5	0
2.6 Documentation	0.9	0.8	1.1	1.1	0
2.7 Group Leadership/Group Skills	0.5	0	1.1	0.5	0
2.8 Communication with Client/ Verbal Therapy Skills	1.8	1.6	2.2	1.6	3.7
2.9 Rapport Building with Client/Empathy/ Counter-Transference	1.8	2.3	1.1	2.1	0
3.1 Issues Relating to Supervisor/ Meeting Expectations	3.7	2.3	5.6	4.2	0
3.2 Differences in Therapy Orientation/Opinions	1.4	2.3	0	1.6	0
3.3 Advocating Services to the Administration	0.5	0.8	0	0.5	0
3.4 Not Being Respected by Staff	0.5	0	1.1	0.5	0
3.5 Adaptation to New Settings/Situations/ Role as an Intern/Working Hours	3.7	3.9	3.3	3.7	3.7
3.6 Variety of Clientele/New Patients Daily/ Limited Opportunities Working with Preferred Population	1.4	0	3.3	1.6	0
4. Financial Hardship/Difficulties/ Little or No Reimbursement	14.2	15.5	12.2	15.3	7.4
5.1 Adaptation to New Environment	1.4	2.3	0	1.6	0
5.2 Work-Related or Work-Induced Negative Emotions/Emotional Exhaustion/ Stress Management	3.2	3.9	2.2	3.7	0
5.3 Lack of Social Life or Support/Being Away from Loved Ones/Loneliness	5.5	5.5	5.6	5.8	3.7
5.4 Confidence Level/Self-Doubt	3.2	2.3	4.4	3.2	3.7
5.5 Personal Illness/Illness of a Family Member	1.4	0.8	2.2	1.6	0
5.6 Self-Care (i.e. Physical Exhaustion)	1.8	1.6	2.2	2.1	0
5.7 Job Seeking During Internship	0.5	0.8	0	0	0
6.1 Location/Driving Distance	2.3	3.9	0	2.1	3.7
6.2 Lack of Technology/Resources	1.4	1.6	1.1	1.1	3.7
7.1 Interpersonal Relationships/Boundary Issues	1.4	2.3	0	1.6	0
7.2 General Communication Skills	0.5	0.8	0	0	0
8.1 Cultural Differences	3.2	2.3	4.4	1.6	14.8

Table 5

Continued

Category	*Tot (%)	Cur (%)	Po (%)	Nat (%)	Inter (%)
8.2 Language Issues/ Speaking in a Different Language	3.7	3.1	4.4	1.6	18.5
9.1 Learning a Great Amount of Knowledge	0.9	0.8	1.1	1.1	0
9.2 Using Time Effectively/ Balancing Internship Work and Personal Life/Schoolwork	5.9	6.2	5.6	6.9	0
9.3 Long-Term Time Management Issues	0.5	0.8	0	0.5	0
10.1 Lack of Specific Content Knowledge or Clinical Experience	2.7	3.9	1.1	2.6	3.7
10.2 Limited Instruction of Necessary Skills Before Entering Internship	0.5	0	1.1	0.5	0

*Tot = Total; Cur = Current Intern; Po = Post Intern; Nat = Native Speaker; Inter = International Students;
 Note. Due to an unequal number of subjects/responses and to allow for group comparisons, the data are expressed in column percentages.

The two most frequently recurring themes for all, current, and post interns, and for native speakers were “music skills” and “personal issues/social support.” The top two themes for international students were “language issues/cultural differences” and “music skills.” Current interns, native speakers, and the whole sample ranked “financial issues” third, while the third most popular theme for post interns was “issues within internship site/issues with supervisor.” The theme “issues within internship site/issues with supervisor” actually ranked relatively high (9-13%) by all but the international group. Another popular theme for interns was “therapeutic skills,” which received 11-12% of responses across all groups. The themes “general communication skills/interpersonal skills” and “time management” did not receive any responses from international students. The theme “general communication skills/interpersonal skills” also did not receive any responses from post interns.

Table 6

Incidence of Themes (Challenge/Difficulty)

Theme	*Tot (%)	Cur (%)	Po (%)	Nat (%)	Inter (%)
1. Music Skills	23.3	21	26.6	23.4	25.9
2. Therapeutic Skills	11.8	11.8	12.1	11.7	11.1
3. Issues within Internship Site/ Issues with Supervisor	11.2	9.3	13.3	12.1	3.7
4. Financial Issues	14.2	15.5	12.2	15.3	7.4
5. Personal Issues/Social Support	16.9	17.1	16.7	18.0	7.4
6. Physical Environment	3.7	5.5	1.1	3.2	7.4
7. General Communication Skills/ Interpersonal Skills	1.9	3.1	0	1.6	0
8. Language Issues/ Cultural Differences	6.9	5.4	8.8	3.2	33.3
9. Time Management	7.3	7.6	6.7	8.5	0
10. Music Therapy Foundation/ Pre-Internship Training	3.2	3.9	2.2	3.1	3.7

*Tot = Total; Cur = Current Intern; Po = Post Intern; Nat = Native Speaker; Inter = International Students;
Note. Due to an unequal number of subjects/responses and to allow for group comparisons, the data are expressed in column percentages.

Research Question 5: What Types of Coping Strategies Do International Students and Native Speakers Utilize during Their Music Therapy Internships?

The results of coping strategies are presented in Tables 7A through 16. Because many interns provided similar or identical coping strategies within each category, the researcher edited and combined similar responses to avoid repeating entries. Because some challenges/difficulties within the same category had very distinctive features, the researcher directly cited those challenges/difficulties in parentheses to help readers relate the coping strategies to the context.

Several common coping strategies were listed across different music-related categories (Tables 7A and 7B): they were “practicing” and “seeking help from supervisor/staff members.” Only native speakers provided coping strategies for the categories “general music skills,” “general instrument proficiency,” “limited piano

skills,” and “limited guitar skills.” To improve vocal skills, native speakers practiced daily, had lessons with supervisors/staff, listened to music and sang along, while international students did some vocal exercises.

Table 7A

Theme 1: Music Skills

Coping Strategies by Challenge/Difficulty Category

Category	Native Speaker (N)
Coping Strategies	International Student (I)
1.1 General Music Skills	
a. Seeking help from supervisor/other staff members (N)	
b. Increased practice time on guitar, harp, and piano (N)	
c. Practicing (Challenge: sight-reading) (N)	
1.2 General Instrument Proficiency	
a. Practicing the instrument/Practiced during down time at work and at home (N)	
b. Bought some new music books (N)	
c. Worked with supervisor on piano skills, worked with another music therapist on guitar skills, pushed myself to play more in groups even when I wasn't comfortable (N)	
1.3 Limited Piano Skills/Functional Piano Skills	
a. Practicing/Increase in time used for practice/Practice whenever time allowed (N)	
b. Purchasing a keyboard (N)	
c. Playing songs I like/Play around with improvisation (N)	
d. Sought help from supervisor - learned 1 new song from a different genre each week (N)	
f. Practiced sight reading (N)	
g. Avoidance of using piano, using simple I IVV progression with basic beat pattern, used guitar most often (N)	
1.4 Limited Guitar Skills	
a. Frequent practice/practiced regularly at home/practiced a variety of music (N)	
b. Learning more guitar skills (N)	
1.5 Limited Vocal Skills	
a. Practicing daily (at least an hour)/Practiced on the way to sessions, also most days in my apartment(N)	
b. Vocal lessons with supervisors or other music therapy staff to develop technique and placement of voice (N)	
c. Listening to music and singing along with it/Sing A long groups during the internship (N)	
d. Do some vocal exercises (I)	

To overcome the challenge “limited song repertoire/familiarity with certain music styles (see Table 7B),” native speakers and international students used common and different coping strategies. Both native speakers and international students learned

several songs per specific period of time (per day, per week, etc.) and made song repertoire files. On the other hand, while native speakers learned songs from supervisors, other music therapists, fellow interns, and clients, utilized resources at internship site (CDs, music library, music, etc.), made songbooks from websites, made CDs, listened to iTunes, participated in music listening groups, created different activities using the same song, learned new songs of all genres, wrote down songs requested and learned them, took guitar lessons, purchased songbooks, practiced songs on different instruments, and researched histories of different styles of music, international students utilized Youtube, collected sheet music, listened to a new song on the way to work/home, learned songs according to the populations, took notes and learned songs that they heard in sessions.

Table 7B

Theme 1: Music Skills (cont.)

Coping Strategies by Challenge/Difficulty Category

Category	Native Speaker (N)
Coping Strategies	International Student (I)
1.6 Limited Song Repertoire/Familiarity with Certain Music Styles	
a. Learned songs as the other music therapist sang them/Learning songs from supervisors and other interns/Requested to learn songs from supervisors, other staff members, and fellow interns (N)/ Whenever I hear a new song in any other session, try to learn it as quickly as possible (I)	
b. Listened to as many of the facility's CDs as possible/Took advantage of music library and resources at internship site (N)	
c. Make songbooks from websites and resources available at site (N)	
d. Borrowing music (N)	
e. Making CDs of repertoire to listen to in the car/Copying lots of CDs (N)	
f. Use Youtube to be familiar with new songs (I)	
g. Listened to iTunes (N)	
h. Music listening groups (N)	
i. Asking questions to clients and colleagues/patient input for song preference (N)	
j. Listening to a new song on my way to work or on my way home, taking notes and learning new song when presented during the session (I)	
k. Created different activities to do with the same song (N)	
l. Created song repertoire file to practice and learn new songs/made a binder of all songs I know and when I learned a new song, I added it into my binder (I; N)	
m. Collecting sheet music everyday(I)/Purchase songbooks (N)	
n. Learned more songs and music according to the populations (I)	
o. Learned several songs each week/Learning songs every night/learned at least one song per 3 days/per week (I; N)	
p. Learning songs from the recommended song list, constantly learning new songs of all genres (N)	
q. Practice and memorize new songs(N)	
r. Staying up late to look up and learn new songs (N)	
s. Write down any songs that are requested that I don't know and make a point to look them up and learn them (N)	
t. Guitar lessons throughout internship/Learning new songs every week with guitar accompaniment (N)	
u. Learned songs from supervisor, used her resources, learned from clients (Challenge: Learning multicultural repertoire) (N)	
v. Listened to various types of music at work and at home, practiced songs on the piano and guitar, communicated with supervisors about my knowledge and questions I had, visited a church that had Gospel music, attended concerts at work and outside work, researched histories of different styles of music (Challenge: Knowledge of various types of music, especially Gospel music) (N)	

Among the nine therapeutic skill-related categories (see Table 8), only three categories received responses from international students— they were “limited activity repertoire/creativity,” “obtaining or learning therapeutic skills/techniques/approaches,” and “communication with client/verbal therapy skills.” To surmount the challenge “limited activity repertoire/creativity,” native speakers observed groups as much as possible, reviewed past session plans, brainstormed with supervisors, used internet resources, borrowed director’s books, and read music therapy publications, recorded activity ideas when presented, and created different activities for the same instruments, while international students found more activities and talked to other professionals. To obtain/learn various therapeutic skills/techniques/approaches, both native speakers and international students learned from books (music therapy journals, textbooks, etc.) and sought help from supervisor and co-worker. Apart from those shared coping strategies, international students also attended workshops and tried multiple therapeutic techniques, while native speakers observed several professionals in the field and related fields. To improve communication with clients and verbal therapy skills, native speakers elicited feedback from supervisors and other therapists, practiced through trial and error, asked clients to repeat themselves or speak slowly, developed nonverbal communication skills, and went to other music therapy groups and observed, while international students tried to build rapport with clients.

Table 8

Theme 2: Therapeutic Skills

Coping Strategies by Challenge/Difficulty Category

Category	Native Speaker (N)
Coping Strategies	International Student (I)
2.1 General Preparation	
a. Memorizing 2 songs per week as requested by supervisor, practicing an hour a day (Challenge: Memorizing songs) (N)	
b. Visualize check lists (Challenge: Clarity of thoughts during sessions) (N)	
2.2 Limited Activity Repertoire/Creativity	
a. Observing pediatric groups as much as possible (Challenge: Limited pediatric repertoire) (N)	
b. Web searching, brain storming in instrument closet (Non-specified nationality)	
c. Reviewing past session plans to stimulate ideas (N)	
d. Brainstorming with supervisors (N)	
e. Internet resources(N)	
f. Print resources (Music therapy publications)/Used internship director's books (N)	
g. Found more sensory activities, talked to other professionals to get new ideas (Challenge: Limited sensory activities) (I)	
h. Recorded activity ideas as I saw others do them, talk about them, or post them online (N)	
i. Created different activities using the same instruments (N)	
2.3 Implementing Appropriate Therapeutic Intervention/Spontaneity	
a. Observing my supervisors closely/Consulted many times with my internship director (N)	
b. Reading books about music therapy with my population of clients (N)	
c. Researching the client population (N)	
d. Trying new things to see how they work/Using songs and activities in new ways (N)	
e. Asking lots of questions (N)	
2.4 Obtaining or Learning Therapeutic Skills/Techniques/Approaches	
a. Reading the Journal of Music Therapy, Music Therapy Perspectives, and consulting other sources and professionals to learn about different diagnoses, music therapy techniques and approaches, and how I could best meet the needs of clients here with interventions/seeking help from supervisor and other therapists (N)	
b. Learned from supervisor, books, co-workers and workshop (I)	
c. Tried multiple therapeutic ways (I)	
d. Re-read some books and notes from school (N)	
e. Worked closely with supervisors regarding safety issues specific to the setting I was in, therapeutic boundaries, and other therapeutic skills (N)	
f. Observed several professionals in the field and related fields (N)	
2.5 Client Assessment	
No coping strategies provided by the respondent (Challenge: Assessment difficulties due to non-existent observation) (N)	
2.6 Documentation	
a. Familiarized myself with documentation styles and regulations (N)	
b. Asked questions when assistance was needed (N)	
c. Practice (N)	
2.7 Group Leadership/Group Skills	
a. Communicating with my supervisor (Challenge: Leading groups of more than 10 patients by myself) (N)	

Table 8

Continued

Category	Native Speaker (N)
Coping Strategies	International Student (I)
2.8 Communication with Client/Verbal Therapy Skills	
a. Elicited feedback from supervisor/other therapists (N)	
b. Practiced through trial and error (N)	
c. Learned to just ask them to repeat themselves, or say it again slowly, so I could understand better, developed a greater repertoire of nonverbal communication skills (Challenge: Understanding clients who were hard to understand) (N)	
d. Tried to build rapport with client (I)	
e. Going to unrelated MT groups and observing (N)	
2.9 Rapport Building with Client/Empathy/Counter-Transference	
a. Going over names with pictures of clients (Challenge: Learning clients' names) (N)	
b. Reading intake information, verbal processing with colleagues and supervisors, discussion at treatment team meetings (Challenge: Difficulty relating to client's personal and family backgrounds) (N)	
c. Attended therapy for personal means; Processing with therapists at my internship site after rough sessions (Challenge: Counter-transference) (N)	
d. Kept a journal (Challenge: Separating emotions) (N)	

The only category within the theme “issues within internship site/issues with supervisor” that received coping strategies from both international students and native speakers was “adaptation to new settings/situations/roles as intern/working hours.” To overcome this challenge, international students read articles and books about the setting, while native speakers discussed stress with friends and family, talked with supervisor about needs, learned as much as possible when observing and did the best when leading, attended psychotherapy sessions, had weekly massages, and asked experienced colleagues for their coping strategies (see Table 9).

Table 9

*Theme 3: Issues within Internship Site/Issues with Supervisor
Coping Strategies by Challenge/Difficulty Category*

Category	Native Speaker (N)
Coping Strategies	International Student (I)
3.1 Issues Relating to Supervisor/Meeting Expectations	
a. Talked with other intern to validate feelings, presented ideas in a format to supervisor's liking (Challenge: Personality clash with supervisor) (N)	
b. Spoke with supervisor and tried to explain my perspective/Talking openly about needing space (Challenge: Unrealistic expectations from supervisor/Supervisor being critical) (N)	
c. Establishing relationships with other interns and therapists; various communication strategies with supervisor; venting at home to spouse (Challenge: Communicating with supervisor) (N)	
d. Peer Support (Challenge: Poor working relationship with supervisor) (N)	
e. Confronted my supervisor on some issues (Challenge: Issues with supervision) (N)	
f. Asking lots of questions/keeping close contact with supervisor (Challenge: Meeting high standards set at internship site) (N)	
3.2 Differences in Therapy Orientation/Opinions	
a. Accept the differences - compare and contrast, don't discount one or the other (N)	
b. Talking with therapist about working together (Challenge: Difference in opinion with other therapist) (N)	
c. Had to learn it (Challenge: Learning "their way" of music therapy) (N)	
3.3 Advocating Services to the Administration	
a. Discuss the field with anyone, hand out research packets and information, prepare ahead of time, let it go (N)	
3.4 Not Being Respected by Staff	
a. Met with supervisor (N)	
3.5 Adaptation to New Settings/Situations/Roles as Intern/Working Hours	
a. Reading lots of articles and books about the setting I'm in now (I)	
b. Recognizing that I am still a student, learning as much as I can while I watch, doing the best I can when I do lead (Challenge: Learning to sit back and watch instead of lead) (N)	
c. Discussing stress with friends and family (Challenge: Adapting to new situations)	
d. Voicing my desire for more independence to supervisor; taking charge of situations when appropriate and possible; taking leadership positions when offered (Challenge: Establishing independence) (N)	
e. Trying to go to bed early (Challenge: Waking up early every day!) (N)	
f. Asked experienced colleagues their coping strategies (Challenge: Adjusting to a locked unit psychiatric facility atmosphere) (N)	
g. Attended weekly individual or group psychotherapy sessions outside of the internship setting, weekly massages and energy work with a holistic health practitioner (Challenge: Working in a psychiatric setting and dealing with my own mental illness) (N)	
h. Just getting used to the hours (Challenge: Long days) (N)	
3.6 Variety of Clientele/New Patients Daily/ Limited Opportunities Working with Preferred Population	
a. Created my own youth population project - Dream Girls - for adolescent females (Challenge: Not enough youth population opportunities) (N)	
b. Wrote goals that addressed short term stays and ages 6 months to 23 years, built rapport with patient and parents, ask for input from internship director, child life, nursing staff, doctors, and rehabilitation Services/Preparing (N)	

Both international students and native speakers listed “working other jobs,” “using mass transportation system,” and “nothing” as their coping strategies for their financial difficulties. Some native speakers also used student loans, credit cards, and high debt, received financial support from parents, saved money, carefully budgeted, limited their social activities/spending/restaurant meals/personal travel, lived with family/relative, had spouse work two jobs, made time to take care of bills, and used prayers to alleviate their financial concerns. To resolve the challenge of not having enough money to buy a car, one international student expressed that she asked for rides from staff members (see Table 10).

Table 10

Theme 4: Financial Issues

Coping Strategies by Challenge/Difficulty Category

Category Coping Strategies	Native Speaker (N) International Student (I)
4. Financial Hardship/Difficulties/Little or No Reimbursement	
a. Student loans/Taking out many more loans (N)	
b. Grin and bear it/Deal with it (N)	
c. Financial support from parents/Borrowing from parents/Talking to parents for monetary help/Receiving help and support (N)	
d. Careful budgeting/Reducing overall budget/Saving money (N)	
e. Credit card/High debt (N)	
f. Limited extraneous activity/Eliminated social activities (N)	
g. Applied for a job/Got paying weekend job/Working another job/Worked part time during the beginning of my internship (N)	
h. Re-arranged schedule to take care of financial concerns (student loans, paying bills, etc.) one afternoon per week (N)	
i. Limited spending & excessive personal travel/Eliminated restaurant meals (N)	
j. Lived with relative/Live with family/Moved back home (N)	
k. Used public transportation (N)/Learning the bus system (I)	
l. Taking advantage of free lunch (N)	
m. Cutting internet at home (N)	
n. Have rides from other staff member if I need to get to a specific location (I)	
o. Playing at church or recitals to make extra money on top of my internship hours (I)	
p. Teaching music lessons (N)	
q. Spouse working two jobs (N)	
r. Prayer (N)	
s. Nothing (I; N)	
t. Worked overtime on the weekends	
(Challenge: Making enough money to interview around the country) (N)	

In order to gain social support, both international students and native speakers kept in touch with friends and family as well as hung out or planned to hang out with co-workers. Some native speakers also joined church groups, joined local gym, went out frequently, used prayers, visited attractions in the surrounding area, moved in with boyfriend, and started baby-sitting to address issues regarding social life and loneliness. To improve confidence level and overcome self-doubt, native speakers asked for opportunities to work in various settings, focused on what they CAN do/gave credit to their successes, practiced group skills, asked supervisor and others for input/reinforcement, read self-help books, engaged in positive self talk, made achievable goals, while the only international student respondent of this category expressed that she was still struggling with it and was thinking about having psychotherapy sessions. The comparisons of responses for categories “adaptation to new environment,” “work-related negative emotions/emotional exhaustion/stress management,” “personal illness/illness of a family member,” “self-care,” and “job seeking during internship” between native speakers and international students were unable to be made, because the responses were exclusively from native speakers or from the individual who did not specify the nationality (see Table 11).

Table 11

*Theme 5: Personal Issues/Social Support
Coping Strategies by Challenge/Difficulty Category*

Category	Native Speaker (N)
Coping Strategies	International Student (I)
5.1 Adaptation to New Environment	
a. Involving myself in community activities and a variety of dance classes; seeking one-on-one counseling once a week during my internship (Challenge: Building healthy relationships in a new environment and building self confidence (N)	
b. Went out when I could (Challenge: Living in an isolated environment without a car) (N)	
c. Asked questions about home, asked about local sports teams, events, etc. (N)	
5.2 Work-Related or Work-Induced Negative Emotions/Emotional Exhaustion/Stress Management	
a. Talking with supervisor and best friend/Staying in touch with friends back home (N)	
b. Practicing, crying, seeing a counselor (N)	
c. Exercise, meditation, taking time to relax, utilizing supervision, being with friends (Challenge: Stress management) (N)	
d. Communicated concerns with supervisors, positive self talk, Limited internship work outside of work hours, saw doctor for med advice & medication (Challenge: Anxiety related to success and failure) (N)	
e. Tried to take 15 minutes for myself between clients (Challenge: Emotional exhaustion) (N)	
5.3 Lack of Social Life or Support/Being Away from Loved Ones/Loneliness	
a. Joined church groups and looked out/Joined local gym (N)	
b. Letters, email, visiting, phone calls/Talking to friends and family on the phone/Visiting loved ones on weekends or holidays/Keep communication open (N)/Keep close contact with friends and family back home for support (I)	
c. Increased outgoingness and invited co-workers out (N)/Will try to hang out with some staff member outside of work (I)	
d. Prayer (N)	
e. Tried to get out more, started baby-sitting (Challenge: Loneliness) (N)	
f. Explored historical buildings/'tourist attractions' in the surrounding area, explored farmers' markets and cafe's (N)	
g. Decided to move in with my boyfriend to have that extra support (N)	
5.4 Confidence Level/Self-Doubt	
a. Asked (and received) opportunity to work in various settings and populations (Challenge: Unsure of what direction I want to go) (N)	
b. Remember to focus on what I CAN do (N)	
c. Keep doing groups-more practice helps (N)	
d. Ask supervisor and others for input (N)	
e. Remembering that I am in a field that is constantly changing and will ever be learning to be better (Challenge: Being confident in self both before and during sessions) (N)	
f. Utilizing supervision -seeking reinforcement	
g. Recognizing successes/Giving credit when they are attained (N)	
h. Reading self-help books (N)	
i. Positive self talk (N)	
j. Making achievable goals (N)	
k. Still struggling with it, maybe go to schedule some psychotherapy (I)	

Table 11

Continued

Category	Native Speaker (N)
Coping Strategies	International Student (I)
5.5 Personal Illness/Illness of a Family Member	
a. Had bodywork done (Challenge: Post-surgery—foot—sometimes uncomfortable) (N)	
b. Still trying to figure it out (Challenge: Personal health circumstances and health issues with family) (N)	
c. Taking breaks, not taking on too much (Challenge: Managing tendonitis) (N)	
5.6 Self-Care (i.e. Physical Exhaustion)	
a. Tried to get more rest and eat properly (Challenge: Being tired) (N)	
b. Practicing self-care techniques (N)	
c. Exercise (Challenge: Exhaustion from workload and illness) (N)	
d. Drinking more water; vocal warm ups; achieving balance between work and personal life; developing coping mechanisms for grief(internship in hospice) (Challenge: Vocal health) (N)	
5.7 Job Seeking During Internship	
a. Using office time efficiently (Non-specified nationality)	

The coping strategy for “location/driving distance” listed by both native speakers and international students was staying in the intern housing/dorm. In addition to this common strategy, native speakers also took time off to travel/go home, stayed with acquaintances/family closer to the internship site, took naps during the commute, and drove family member’s more fuel-efficient cars. In order to obtain better technology and more resources, native speakers asked questions, took time to learn the resources, advocated for better technology and used their own at home, while international students went to places (i.e. coffee shop) with internet access (see Table 12).

Table 12

*Theme 6: Physical Environment**Coping Strategies by Challenge/Difficulty Category*

Category	Native Speaker (N)
Coping Strategies	International Student (I)
6.1 Location/Driving Distance	
a. Taking time off to travel, fly home/Frequent road trips on weekends (Challenge: Rural location/Location) (N)	
b. Spend the weekdays in intern housing at hospital so I don't have to drive 90 minutes home (N)/ Stay in the dorm as much as possible (I)	
c. Tried to find acquaintances in town or family closer to my internship site to stay with occasionally (N)	
d. Pulled over to nap at rest stops frequently (N)	
e. Drove my husbands and family members more fuel-efficient cars occasionally (N)	
6.2 Lack of Technology/Resources	
a. Ask questions, take time to get to know resources (Challenge: Limited knowledge of useful resources) (N)	
b. Attempt to advocate for better technology, use my own at home (N)	
c. Go to Starbucks or places with internet (Challenge: Lack of internet access in the dorm) (I)	

Neither category within the theme “general communication skills/interpersonal skills” received any coping strategies from international students. For coping strategies listed by native speakers, please refer to Table 13.

Table 13

*Theme 7: General Communication Skills/Interpersonal Skills**Coping Strategies by Challenge/Difficulty Category*

Category	Native Speaker (N)
Coping Strategies	International Student (I)
7.1 Interpersonal Relationships/Boundary Issues	
a. Focusing more on the patient; Being involved more within conversation; ask more questions (Challenge: Boundary issues with both staff and patients) (N)	
b. Talking and developing relationships and rapport (Challenge: Interpersonal relationships) (N)	
c. Separating/excluding her from my personal/home life, as she is not a friend, but a co-worker/roommate (Challenge: Living with a fellow intern) (N)	
7.2 General Communication Skills	
a. Try to have more experience (Non-specified nationality)	

When it comes to cultural differences, international students asked questions, avoided certain situations, tried to understand and accept the differences, asked for consultation and supervision, and tried to be open-minded, while native speakers listened to podcasts, increased music repertoire in other languages, studied other languages, and read books about education and other cultures. When it comes to language issues, international students talked to English speakers as much as possible, practiced English, learned from co-worker/supervisor, watched TV and movies, asked questions, took notes when hearing good verbal rewards/phrases, read a book written in English, spoke clearly and slowly, and looked up words in the dictionary, while native speakers listened to music in another language, gained resources from co-workers and patients, had vocal coaching, listened to songs by professionals, and took language courses offered by facility (see Table 14).

Table 14

Theme 8: Language Issues/Cultural Differences
Coping Strategies by Challenge/Difficulty Category

Category	Native Speaker (N)
Coping Strategies	International Student (I)
8.1 Cultural Differences	
a. Ask questions whenever I don't know how American school systems work (I)	
b. Avoiding certain cultural situations (I)	
c. Listening to podcasts on iPod (N)	
d. Understanding and trying to accept the differences without complaining (I)	
e. Asking a native music therapist about the difference/Ask for consultation and supervision (I)	
f. Increasing familiarity with Spanish music repertoire, self-study of the Spanish language (N)	
g. Read several books about education and other cultures (N)	
h. Try to keep myself open-minded (I)	
8.2 Language Issues/Speaking in a Different Language	
a. Talk to English speaker as much as possible/Learn from co-worker (I)	
b. Practice English (I)	
c. Watch TV and movies (I)	
d. Ask questions (I)	
e. Listened to French music, gained resources from co-workers and patients (Challenge: Working in a bilingual environment) (N)	
f. Vocal coaching, hearing songs by professionals (Challenge: Singing in different languages) (N)	
g. Taking notes if any good verbal rewards or good verbal phrases are presented (I)	
h. Reading a book written in English (I)	
i. Survival Spanish course offered by company I was interning with (N)	
j. Trying to say clearly and slowly in English (I)	
k. Look up in the dictionary, learn from co-worker and supervisor (Challenge: Writing skills) (I)	

Only native speakers provided coping strategies for categories regarding time management. Please refer to Table 15 for the responses.

Table 15

Theme 9: Time Management

Coping Strategies by Challenge/Difficulty Category

Category	Native Speaker (N)
Coping Strategies	International Student (I)
9.1 Learning a Great Amount of Knowledge	
a. Skimmed things instead of really reading them, telling them I needed to cut back (Challenge: Too much reading, not enough time) (N)	
b. Reading and studying (Challenge: Learning extensive amounts of information) (N)	
9.2 Using Time Effectively/Balancing Internship Work and Personal Life/Schoolwork	
a. Completed paperwork and journaling during personal evening hours and on the weekends (Challenge: No time during internship hours to complete paper work) (N)	
b. Time management-used whatever time I could to plan, and left work at work to keep my home life less stressful (Challenge: Limited planning time) (N)	
c. Tried to be more organized and be punctual (Challenge: Handing in assignments on time) (N)	
d. Spending time with friends at home (N)	
e. Maintaining a schedule (N)	
f. Making the most of my office time (N)	
g. Taking time for myself a little each day (N)	
h. Careful planning and taking time to recharge myself (N)	
i. Work longer (N)	
j. Learned songs needed to ensure success in specific sessions (Challenge: little time for practice) (N)	
k. Talked to MT supervisor, family often about it (Challenge: Balancing work and family responsibilities) (N)	
l. Not taking work home with me (Challenge: Finding personal time to relax) (N)	
m. Adapt interventions to be appropriate for more than one situation/population; Utilize folders/binders and subject dividers to organize session plans, evaluations, and intervention ideas (Challenge: Difficulty maintaining organization and time management) (N)	
n. Making a goal of not procrastinating (Challenge: Doing schoolwork and internship work) (N)	
o. None yet. (Challenge: Balancing internship/schoolwork) (N)	
9.3 Long-Term Time Management Issue	
a. Prayer (N)	
b. Worked with supervisor to set dates/deadlines for year-long projects (N)	

Both native speakers and international students observed other interns, music therapists, the supervisor, or the director when they did not have specific content knowledge or clinical experience. Native speakers also practiced, exposed, researched about population, had good planning, asked supervisor questions, and read articles to alleviate this issue. The only response for the category “limited instruction of necessary skills before entering internship” was provided by a native speaker. She expressed that she practiced to overcome this challenge. For more detailed responses for categories

“lack of specific content knowledge or clinical experience” and “limited instruction of necessary skills before entering internship” please see Table 16.

Table 16

*Theme 10: Music Therapy Foundation/Pre-Internship Training
Coping Strategies by Challenge/Difficulty Category*

Category	Native Speaker (N)
Coping Strategies	International Student (I)
10.1 Lack of Specific Content Knowledge or Clinical Experience	
a. Practice and exposure (N)	
b. Observation of other interns and director (N)/Observe and shadow the supervisor and other music therapists carefully and closely (I)	
c. Research about population/research on the population, good planning , worked with supervisor(s) to answer questions (N)	
d. Reading articles (Challenge: Knowledge of various medical and mental illnesses) (N)	
10.2 Limited Instruction of Necessary Skills Before Entering Internship	
a. Practice (Challenge: Music skills/not taught enough during graduate school) (N)	

Chapter 4

Discussion

The purposes of this study were (1) to understand the internship experience from the perspective of music therapy interns and (2) to determine what challenges/difficulties were encountered and what coping strategies were used by international students and by native speakers during their music therapy internship. The areas of internship experience investigated in this survey included self-reported internship satisfaction, self-rated internship performance, music skills, therapeutic skills, communication/interpersonal skills, financial status, level of respect received from professional staff, English language skills, cultural differences experienced, personal issues, the influence/importance of above-mentioned skills/conditions to the success of their internship, and the three greatest challenges/difficulties encountered, as well as ways to cope. The results indicated that current and post interns agreed on the majority of the experience areas, while some discrepancies were found between native speakers and international students.

Relationships among Various Areas of Internship Experience and Self-Reported Internship Satisfaction and Overall Performance

In general, interns in the current study tended to perform better if they had better previous music therapy training, better music skills, better therapeutic skills, better communication/interpersonal skills, and received higher respect from professional staff. By the same token, when interns were respected by professional staff, had better therapeutic skills, and communicated better, they also tended to be more satisfied with their internship experience. An examination of correlations between internship satisfaction and self-rated performance explains the above-mentioned overlapping in

their predictors (therapeutic skills, communication/interpersonal skills, and staff respect).

The results revealed that although several specific areas of internship experience and skills were significantly associated with both the internship satisfaction and self-rated performance, internship satisfaction and internship performance were actually the strongest predictors for each other ($r = .46$). A combination of these results suggest that: (1) interns who are more satisfied with their internship experience are more likely to have better self-perceived internship performance; (2) interns who perceived that they perform better during internship are more likely to be satisfied with their experience; (3) interns who have better therapeutic skills, communication/interpersonal skills, and receive a higher level of respect from professional staff tend to perform better and are more likely to be satisfied with their internship experience.

In contrast to the results of previous study (Grant & McCarty, 1990), the positive impact of receiving the first choice of sites was not confirmed by this study. No significant differences were found between participants who received their first choice and those who did not, regarding their internship satisfaction and most self-rated skills. Moreover, respondents of this survey who received their first choice tended to appraise the importance of several essential skills such as music skills and therapeutic skills lower. The only item that received significantly positive rating from respondents who interned at the site of their choice was overall English language skills. This may only reflect that more native speakers were accepted by the internship site of their first choice than were international students (In the current study, 93% native speakers and 45.5% of international students interned at their first choice). When the comparisons were made among native speakers, more controversial results emerged: native speakers who interned at their first choice tended to rate their overall performance lower. The disparity between

the results of the current study and the previous study (Grant & McCarty, 1990) may well be explained by differences in research methodology and the dependent variables. While the previous study followed the same group of people throughout the internship experience, the current study combined the responses of participants at different stages of the internship. While the dependent variables of the previous study (Grant & McCarty, 1990) were self-rated feelings concerning professional and personal matters, the dependent variables of the current study were self-rated internship satisfaction, performance and various skills.

Current Interns versus Post Interns

Overall, current and post interns in this study reported very similar perceptions of their internship experience. The only disagreement between the two groups was “the level of cultural differences experienced”—Post interns on average tended to report a higher level of cultural differences experienced than did current interns. This disparity may be explained by the higher ratio of international students among post interns (In this study, 10.5% of current interns and 17.1% of post interns were international students).

International Students versus Native Speakers

International students and native speakers scored similarly on most skills and conditions, except for English language skills and level of cultural differences experienced, which was not surprising. On the other hand, however, international students also tended to report higher levels of influence of financial status, cultural differences, and personal issues to their success during internship than did native speakers. These results suggest that even though international students and native

speakers on average are as competent when it comes to music skills, therapeutic skills, communication/interpersonal skills, and overall performance, international students can be more vulnerable when under the pressure of financial status, cultural differences and personal issues.

Challenges and Difficulties Encountered

A content analysis of the challenges/difficulties encountered by interns suggests some interesting findings. The category listed most frequently in the current study by all participants, current interns, and native speakers was “financial hardship,” which was similar to the top concern listed by music therapy students in previous music therapy research (Knight, 2008). On the other hand, when the categories were grouped into themes, the results showed that “music skills” was the most popular theme among all, current, post interns, and native speakers, and was the second most popular theme among international students in this study. It is noteworthy that “musical skills” was also listed as the top professional concern by supervisors for the intern in Knight’s 2008 study. These findings may suggest that even though interns may still have concerns similar to those prior to internship as reported by Knight (2008), their opinions may become closer to that of the supervisors after entering the internship.

Mixed results were revealed when the top themes of challenges/difficulties were compared between current and post interns. Although the two groups agreed on the top two themes, “music skills” and “personal issues/social support”, current interns listed “financial issues” as third, while the third most popular theme among post interns was “issues within internship site/issues with supervisor”. Moreover, when a comparison between challenge/difficulty categories listed by the two groups was made, a similar

discrepancy surfaced— post interns listed “issues relating to supervisor/meeting expectation” twice as often as current interns did. A possible explanation for this inconsistency between groups is that: since internship directors helped recruit interns in this study, some current interns might have difficulty in risking exposure or in acknowledging conflicts with current supervisors. However, future research will be needed to determine the accuracy of this explanation.

A comparison of challenges/difficulties encountered by native speakers and international students revealed that although the two groups shared some common concerns, some areas were more of an issue in one group than in the other. For example, even though both groups struggled with “financial hardship” and “limited song repertoire,” more international students were concerned about issues relating to language and cultural differences, yet more native speakers were concerned about time management and limited social support. At first glance, it might be surprising that “limited social support” did not receive as many responses from international students as from native speakers. However, unlike language and cultural issues which were directly related to their work performance, “limited social support” might have been a constant issue throughout international students’ school days in the United States, and thus they might not view it as an internship-related challenge as their native speaker fellows did.

Coping Strategies

Both similar and different coping strategies were identified when a comparison between international students and native speakers was made. Both groups sought help from supervisors, books, and co-workers to overcome work-related challenges. Both groups talked to friends and families to obtain social support. However, compared to

native speakers, international students in this study seemed not to be as aware of taking advantage of resources (CDs, music, etc.) at the internship site. Compared to international students, native speakers seemed not to be as used to asking questions about cultural differences but more likely to obtain relevant knowledge from books or other sources. Although differences in coping may merely reflect differences in personal style or result from different backgrounds, a collection of these context-specified coping strategies may benefit the interns by providing knowledge from different perspectives when looking at the same problems.

Limitations

Primary limitations of this survey are as follows: (1) difficulty in deciding the response rate, (2) difficulty in reaching post interns, (3) the omission of university-affiliated internship programs, and (4) the omission of the more “objective” dependent variables. Due to anonymity of return envelopes and surveys, it was difficult to correctly calculate the number of internship sites participating in the study and the survey response rate. Due to the indirect participant-recruiting method used in the current study, some eligible post interns were missed when contact was not maintained between them and the internship directors (see Chapter 4). Due to the chosen internship program identification method (through *AMTA Member Source Book* and the AMTA website), the university-affiliated programs were unable to be included. Because all variables of this study (internship satisfaction, overall performance, skills, etc.) were based on intern perceptions only, it was difficult to determine whether those self-reported ratings were consistent with their actual performances. All these limitations may influence the generalization of the research findings.

Recommendations and Implications

Future research on this topic should overcome the limitations of the current study by (1) obtaining an accurate mailing or emailing list of interns from university music therapy programs, (2) re-testing the same interns after completion of internship, and (3) including other measurements from sources besides intern self ratings (i.e. interns' previous school performances, supervisor-rated internship performance, coworker-rated internship performance, etc.). Through obtaining the mailing list, future researchers will be able to determine a more accurate number of potential participants and be able to include students interning at university-affiliated programs. Through re-testing the same sample, future researchers will be able to compare the viewpoints between current and post interns without worrying about how to identify or reach post interns. Through including input from both interns and other parties, it may be more likely that future researchers can estimate interns' actual performances.

Based on the results of the current study, future researchers, educators, and clinical training directors should focus specifically on how to alleviate financial difficulties of music therapy interns, how to expand students' song repertoire and music skills, and how to assist students in obtaining social support during internship. In order to resolve the funding issue during internship, schools may consider having students deposit a certain amount of money each semester along with their tuition to build a personal internship fund; AMTA may consider adjusting the clinical training standards to include a minimum stipend that the internship site would provide to their interns as well as offering workshops for internship directors on how to apply/obtain a grant for their interns; administrators may investigate what portion of the tuition should go to the student's internship fund and what amount would be a reasonable and practical value for the

stipend from the internship site. In order to help students develop song repertoire and music skills, educators may provide students with a list of songs of different eras/genres each semester and require students to sing several songs from the list with guitar/piano accompaniment in a jury conducted at the end of each semester; supervisors may provide interns with a broader song list for the target population during the beginning of the internship and work with the interns to decide the number of songs to learn per week; researchers may explore the efficiency of different methods that motivate students to refine their music skills and to increase their repertoire. To assist interns in receiving social support during internship, educators may provide interns with contact information of therapists who recently graduated from the same program and work in the area where the internship site is located or who work in a similar setting; supervisors may arrange a monthly meeting that will allow music therapy interns to meet and interact with interns of other disciplines working in the same facility; educators and supervisors may examine the possibility of establishing an intern support group in which students interning in the same state can meet and exchange thoughts and feelings about their experiences.

To better serve international students, educators and supervisors may need to have a greater sensitivity to the challenges that international students may have beyond working in a new language. For example, the international respondents of the current study seem not to be as aware of or as comfortable with utilizing the resources from the internship site as are their native peers. To help international interns make the most use of the available resources from the internship site and convey their needs rather than try to resolve problems on their own, supervisors may need to directly state what resources are available for interns and encourage international students to ask for resources or additional one-on-one consultation. To decrease the cultural differences that international

students experience, the educational system may need to provide better support for those culture/language-based issues, such as establishing an international buddy-up program on campus that pairs up an international student with a native speaker; internship directors/supervisors may encourage international students to share their own culture as well as talk about the differences that they experience, their expectations (e.g. preferred supervision/communication style), and how the students think the directors/supervisors can help alleviate the situation. Future studies should also focus on how to decrease the vulnerability of international students when they are under pressure from cultural differences, personal issues, and financial hardship during internship. On the other hand, it would also be useful for future studies to investigate what kinds of coping strategies would be recommended by internship supervisors/directors for interns to use in overcoming challenges/difficulties, especially issues relating to supervision.

The findings of this study provide important information regarding the internship experience from the intern's point of view as well as the similarities and differences between the needs of native speakers and international students. This information can be used to evaluate whether the entry level music therapy training prepares the students adequately and in what areas the students may need more instruction and training before entering the internship. This information can also help internship supervisors/directors have a better understanding of how interns perceive the internship experience and learn about the differences in needs between native speakers and international students. Music therapy students can also benefit from this information by learning what challenges/difficulties they may face in their future internships and how to cope with those issues. Future researchers may also employ this study to determine if the needs of

music therapy interns, both native speakers and international students, remain stable or change over time.

APPENDICES

Appendix A

Cover Letter to Music Therapy Internship Directors

Dear Music Therapy Internship Director,

I am writing to request the participation of your current and previous interns in this nationwide study. For my master's thesis at Michigan State University, I am surveying all AMTA-approved internship sites to gain insight from the perspective of the interns' experiences. The survey can be completed on-line at:

https://www.surveymonkey.com/s.aspx?sm=QnwThQOK23mXzM_2bRWxfOdg_3d_3d

I am also enclosing a copy of the survey and consent form for those who prefer to complete it in paper form. Please feel free to make as many copies as needed. I would appreciate your assistance in distributing the information to your current intern(s) and previous interns who have completed internship within the past year at your internship site.

This study will be beneficial for music therapists at all levels: students, future interns, educators, and directors/supervisors. The purposes of this study are: (1) to identify the major challenges and difficulties encountered by music therapy interns and the coping strategies that they use to deal with these situations; and (2) to compare the perceived internship experience between current interns and post interns, and between international students and native speakers. The results of this study will help students learn about potential challenges that they may face during the internship as well as provide interns with coping strategies that can be useful when dealing with similar challenges and difficulties. The results will also inform educators and supervisors of the commonalities and differences between the needs of native speakers and international students during internship, and assist educators and clinicians in utilizing a culturally-sensitive supervision style.

I will e-mail you one week after this packet has been mailed to confirm that you have received it and to provide you with the on-line survey address and an invitation to forward it to your previous interns. Thank you for forwarding to your interns this request to participate in my survey. I greatly appreciate your help in gathering data for my research.

Sincerely,

Shih-Yin Lin, MT-BC, NMT
College of Music
Michigan State University
102 Music Building
East Lansing, MI 48824-1043
linshih4@msu.edu
517-505-2033

Appendix B

Consent Form to Music Therapy Interns

“Music Therapy Internship Experience” Survey

Consent Form

Dear Intern:

My name is Shih-Yin Lin, and I am a master's student in music therapy in Michigan State University. I invite you to participate in a research survey. The purposes of this study are: (1) to identify the major challenges and difficulties encountered by music therapy interns and the coping strategies that they use to deal with these situations; and (2) to compare the perceived internship experience between current interns and post interns, and between international students and native speakers.

WHAT YOU WILL DO:

As a participant in this study, you are requested to complete a questionnaire, which will take about 15 minutes of your time. You may fill out the enclosed survey in paper form, or you may complete the survey online at:

https://www.surveymonkey.com/s.aspx?sm=QnwThQOK23mXzM_2bRWxfOdg_3d_3d.

POTENTIAL BENEFITS:

Your participation will help music therapy students learn about potential challenges that they may face during the internship as well as provide future interns with coping strategies that can be useful when dealing with similar challenges and difficulties. Your answers will also help educators and clinical supervisors better understand the needs and experiences of students during their music therapy internship.

POTENTIAL RISKS:

Your participation in this study involves minimal risks—That is, the probability and magnitude of harm or discomfort anticipated in this research is not greater than what you would ordinarily encounter in daily life.

PRIVACY AND CONFIDENTIALITY:

The data is being collected anonymously. All of your responses on the questions will be kept confidential, to the extent allowable by law. Although you will be asked several demographic questions on the questionnaire, you will not be required to provide your name throughout the study. Themes from responses will be identified and a number of direct quotes from the open-ended questions will be utilized when the data are analyzed and results are written up for presentation and publication. All data will be stored under secure conditions and only members of the research team and the institutional review board will have access to them. The data will be maintained for 5 years after the completion of the study. Again, please be assured no names or any information will in any way identify you or other participants of this study.

YOUR RIGHTS TO PARTICIPATE, SAY NO, OR WITHDRAW:

Your participation in this study is strictly voluntary. You may refuse to take part or stop your participation at any time. You may skip any questions you do not feel comfortable answering.

COSTS AND COMPENSATION FOR BEING IN THE STUDY:

You will incur no monetary costs or benefits by your participation.

CONTACT INFORMATION FOR QUESTIONS AND CONCERNS:

If you have any questions concerning this research, or you wish to receive the summary of the results, please contact me by phone: (517) 505-2033, or e-mail: linshih4@msu.edu; or Roger Smeltekop, Associate Professor of Music Therapy at Michigan State University, by phone: 517-355-6753, or e-mail: smeltek3@msu.edu. If you have any questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of the study, you may contact Peter Vasilenko, Ph.D., Director of Human Research Protections, (517)355-2180, fax (517)432-4503, e-mail irb@msu.edu, mail 202 Olds Hall, Michigan State University, East Lansing, MI 48824-1047.

CONSENT TO PARTICIPATE:

If you are willing to participate and are 18 years old or older, please fill out the paper survey or go to the above-mentioned web address by 6/30/08. **You indicate your voluntary agreement to participate in this study by completing and submitting the survey.**

Thank you for your assistance and contribution to our further understanding of the music therapy internship experience.

Sincerely,

Shih-Yin Lin, MT-BC, NMT
College of Music
Michigan State University
102 Music Building
East Lansing, MI 48824-1043
linshih4@msu.edu

Appendix C

“Music Therapy Internship Experience” Survey

“Music Therapy Internship Experience” Survey

A. Questions on the Internship Experience:

Please circle the number that applies when answering the following Questions:

1.	(a) How satisfied are (were) you with your internship experience?	Very Dissatisfied	1	2	3	4	5	6	7	8	9	10	Very Satisfied
	(b) How do (did) you rate your overall performance during the internship?	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
2.	(a) How well has (had) your previous music therapy training prepared you for the internship?	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
	(b) To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	Not at all	1	2	3	4	5	6	7	8	9	10	Extensively
3.	(a) How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
	(b) How important do you think your music skills are (were) to your success during the internship?	Not Important	1	2	3	4	5	6	7	8	9	10	Very Important
4.	(a) How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
	(b) How important do you think your therapeutic skills are (were) to your success during the internship?	Not Important	1	2	3	4	5	6	7	8	9	10	Very Important
5.	(a) How do (did) you rate your communication/ interpersonal skills during the internship?	Poor	1	2	3	4	5	6	7	8	9	10	Excellent

	(b) To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	Not at all	1	2	3	4	5	6	7	8	9	10	Extensively
6.	(a) How do (did) you rate your financial status?	Extreme financial concerns	1	2	3	4	5	6	7	8	9	10	Free of financial concerns
	(b) To what extent do you think your financial status influences (influenced) the success of your internship?	Not at all	1	2	3	4	5	6	7	8	9	10	Extensively
7.	(a) How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	Very Low	1	2	3	4	5	6	7	8	9	10	Very High
	(b) How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	Not Important	1	2	3	4	5	6	7	8	9	10	Very Important
8.	(a) How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	Poor	1	2	3	4	5	6	7	8	9	10	Excellent
	(b) How important do you think your English language skills are (were) to your success during the internship?	Not Important	1	2	3	4	5	6	7	8	9	10	Very Important
9.	(a) How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No Differences	1	2	3	4	5	6	7	8	9	10	Extensive Differences
	(b) To what extent do you think the cultural differences influence (influenced) the success of your internship?	Not at all	1	2	3	4	5	6	7	8	9	10	Extensively
10.	(a) Do (did) you have any personal issues (i.e. illness of self or family members, relationship/ friendship issues, etc.) during the internship?	(1) No. (2) Yes. (Please specify.) _____ _____											

	(b) To what extent do you think your personal issues influence (influenced) the success of your internship?	Not at all	1	2	3	4	5	6	7	8	9	10	Extensively
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11. Please write the three greatest challenges/difficulties you have (had) during your internship?

(For example: Challenges/Difficulties: (A) *Limited song repertoire.*

(B) *Cultural differences.*

(C) *Financial hardship.*)

Challenges/Difficulties:

(A) _____

(B) _____

(C) _____

12. What coping strategies are (were) you using or have (had) you tried for each challenge/difficulty you listed in question 11? Please list as many strategies as applicable in the following textboxes.

(For example:

Coping Strategies:

for Challenge/Difficulty (A) : *(Limited song repertoire)*

-*purchasing several song books;*
-*listening to the radio on my way to work;*
-*learning a new song every week;*
-*seeking help from my supervisor for recommended songs.*

Coping Strategies:

for Challenge/Difficulty (A) :

Please go on to the next page.

for Challenge/Difficulty (B) :

for Challenge/Difficulty (C) :

Demographic Information

1. Are you a current-intern or post-intern? Please circle the one that is applicable.

- (1) Current-intern (this is the _____ month of my internship) ;
(2) Post-intern (I completed my internship _____ month(s) ago).

2. In what location is (was) your internship site? _____
(State/Province) (Country)

3. Do (did) you intern in the internship site of your first choice? Please circle the one that applies.

- (1) Yes; (2) No.

4. What is your primary language (the language in which you write and speak the most proficiently)?
_____.

5. What is your home country? _____.

Thank you for your participation in this survey.

Appendix D

AMTA Geographical Distribution of Survey Participants

Table 17

AMTA Geographical Distribution of Survey Participants

AMTA Regions*	N (**C/P/I/N)	%
Great Lakes	23 (12/11/1/22)	27.71
Mid-Atlantic	15 (9/6/2/13)	18.07
Midwestern	13 (7/6/0/12)	15.66
New England	0 (0/0/0/0)	0
Southeastern	13 (10/3/2/11)	15.66
Southwestern	5 (3/2/3/2)	6.02
Western	13 (7/6/3/10)	15.66
**Canada	1(0/1/0/1)	1.20
Total	83 (C+P) 82 (I+N)	100

*Great Lakes: IL, IN, MI, MN, OH, WI; Mid-Atlantic: DE, DC, MD, NJ, NY, PA, VA, WV; Midwestern: CO, IA, KS, MO, MT, NE, ND, SD, WY; New England: CT, ME, MA, NH, RI, VT; Southeastern: AL, AK, FL, GA, KY, LA, NC, MS, SC, TN; Southwestern: NM, OK, TX; Western Region: AK, AZ, CA, HI, ID, NV, OR, UT, WS

**There was one AMTA approved national roster internship program in Canada.

***C = Current Intern; P = Post Intern; I = International Student; N = Native Speaker

Appendix E

Descriptive Group Statistics—Personal Issues

Table 18A

Descriptive Group Statistics—Personal Issues (All Participants)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	32	8.8125	1.1483	0.4812
	Yes	51	8.6078	1.4708	
1b. How do (did) you rate your overall performance during the internship?	No	32	8.4063	0.9456	0.3825
	Yes	51	8.2157	0.9862	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	32	8.0625	1.6052	0.2758
	Yes	51	7.6471	1.7869	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	32	8.25	1.1914	0.0849
	Yes	51	7.6471	1.9578	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	32	7.9063	1.0883	0.4843
	Yes	51	7.7255	1.2178	
3b. How important do you think your music skills are (were) to your success during the internship?	No	31	8.9032	0.9436	0.0511
	Yes	51	8.3725	1.4827	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	32	7.9688	1.2044	0.8075
	Yes	51	7.902	1.2207	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	32	9	0.9837	0.3191
	Yes	51	9.2353	1.1241	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	32	8.25	1.164	0.7724
	Yes	51	8.1765	1.0527	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	32	9.0313	0.9995	0.6403
	Yes	51	8.9216	1.0926	
6a. How do (did) you rate your financial status?	No	32	5.25	2.1251	0.0785
	Yes	51	4.3333	2.5033	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	32	5.4063	2.9387	0.5183
	Yes	51	5	2.4819	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	32	8.375	1.5811	0.8195
	Yes	51	8.2941	1.5401	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	32	8.6875	1.3545	0.2183
	Yes	51	8.2549	1.8093	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	32	8.9688	1.6161	0.0894
	Yes	51	9.5294	1.0836	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	32	8.9064	1.8554	0.6072
	Yes	51	8.7059	1.4737	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	32	5.7813	2.6608	0.3438
	Yes	51	5.2157	2.5793	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	32	5.375	3.1392	0.5035
	Yes	51	4.9216	2.7265	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	29	4.5517	2.9348	0.1730
	Yes	51	5.451	2.5402	

Note. No=without personal issues; Yes=with personal issues.

Table 18B

Descriptive Group Statistics—Personal Issues (Current Intern)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	18	8.7222	1.1275	0.9768
	Yes	30	8.7333	1.484	
1b. How do (did) you rate your overall performance during the internship?	No	18	8.3333	0.8402	0.5303
	Yes	30	8.1667	0.9499	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	18	8.2778	1.4061	0.1146
	Yes	30	7.5	1.9253	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	18	8.3333	1.2367	0.0271*
	Yes	30	7.2667	1.9989	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	18	7.8889	1.0786	0.8964
	Yes	30	7.9333	1.2299	
3b. How important do you think your music skills are (were) to your success during the internship?	No	18	9.2222	0.8085	0.0172*
	Yes	30	8.3333	1.6678	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	18	7.7778	1.2628	0.3911
	Yes	30	8.1	1.2134	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	18	9.1111	1.0786	0.3407
	Yes	30	9.4	0.855	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	18	7.9444	1.3048	0.4380
	Yes	30	8.2333	1.1043	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	18	8.8889	1.0226	0.8032
	Yes	30	8.9667	1.0662	
6a. How do (did) you rate your financial status?	No	18	4.9444	1.6968	0.1842
	Yes	30	4.1333	2.4598	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	18	5.3889	2.852	0.4875
	Yes	30	4.8333	2.2756	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	18	8.3889	1.3346	0.4824
	Yes	30	8.0667	1.7991	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	18	8.6111	1.3779	0.3993
	Yes	30	8.2333	1.6543	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	18	9.2222	1.2154	0.2354
	Yes	30	9.6333	0.9994	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	18	9	1.4552	0.5895
	Yes	30	8.7667	1.4065	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	18	5.3889	2.3549	0.2902
	Yes	30	4.6333	2.3706	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	18	5.6667	3.0679	0.1912
	Yes	30	4.5	2.6878	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	18	4.6667	2.9704	0.6053
	Yes	30	5.1	2.4403	

t-test significant items: * $<.05$

Note. No=without personal issues; Yes=with personal issues.

Table 18C

Descriptive Group Statistics—Personal Issues (Post Intern)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	14	8.9286	1.2067	0.2798
	Yes	21	8.4286	1.4687	
1b. How do (did) you rate your overall performance during the internship?	No	14	8.5	1.0919	0.5691
	Yes	21	8.2857	1.0556	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	14	7.7857	1.8472	0.9067
	Yes	21	7.8571	1.5091	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	14	8.1429	1.1673	0.9251
	Yes	21	8.1905	1.8061	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	14	7.9286	1.1411	0.2182
	Yes	21	7.4286	1.165	
3b. How important do you think your music skills are (were) to your success during the internship?	No	13	8.4615	0.9674	0.9307
	Yes	21	8.4286	1.2071	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	14	8.2143	1.1217	0.1459
	Yes	21	7.619	1.2032	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	14	8.8571	0.8644	0.7133
	Yes	21	9	1.4142	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	14	8.6429	0.8419	0.0898
	Yes	21	8.0952	0.9952	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	14	9.2143	0.975	0.3317
	Yes	21	8.8571	1.1526	
6a. How do (did) you rate your financial status?	No	14	5.6429	2.5901	0.2622
	Yes	21	4.619	2.5976	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	14	5.4286	3.1553	0.8562
	Yes	21	5.2381	2.7911	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	14	8.3571	1.9057	0.6433
	Yes	21	8.619	1.0235	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	14	8.7857	1.3688	0.3936
	Yes	21	8.2857	2.0529	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	14	8.6429	2.0232	0.2344
	Yes	21	9.381	1.2032	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	14	8.7857	2.3264	0.8173
	Yes	21	8.619	1.5961	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	14	6.2857	3.0237	0.8135
	Yes	21	6.0476	2.6921	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	14	5	3.305	0.6275
	Yes	21	5.5238	2.7316	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	11	4.3636	3.0091	0.1570
	Yes	21	5.9524	2.6547	

Note. No=without personal issues; Yes=with personal issues.

Table 18D

Descriptive Group Statistics—Personal Issues (Native Speaker)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	24	8.8333	1.0495	0.7684
	Yes	47	8.7447	1.4366	
1b. How do (did) you rate your overall performance during the internship?	No	24	8.5417	0.9315	0.2692
	Yes	47	8.2766	0.9714	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	24	8.0417	1.5458	0.5352
	Yes	47	7.7872	1.7685	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	24	8.2083	1.1788	0.2404
	Yes	47	7.766	1.9584	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	24	7.625	1.0959	0.6776
	Yes	47	7.7447	1.2242	
3b. How important do you think your music skills are (were) to your success during the internship?	No	23	8.7391	0.9154	0.2289
	Yes	47	8.383	1.5259	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	24	7.9167	1.2482	0.8965
	Yes	47	7.9574	1.2328	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	24	8.8333	0.9168	0.1184
	Yes	47	9.234	1.1649	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	24	8.3333	1.1293	0.7769
	Yes	47	8.2553	1.0101	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	24	8.875	1.0347	0.6968
	Yes	47	8.9787	1.0932	
6a. How do (did) you rate your financial status?	No	24	5.2917	2.1362	0.0826
	Yes	47	4.2766	2.5597	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	24	4.7917	2.9337	0.8143
	Yes	47	4.9574	2.5018	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	24	8.3333	1.5511	0.9856
	Yes	47	8.3404	1.5642	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	24	8.75	1.3593	0.2085
	Yes	47	8.2553	1.8705	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	24	9.625	0.9237	0.3656
	Yes	47	9.8085	0.4491	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	24	8.7083	2.0532	0.9540
	Yes	47	8.6809	1.5052	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	24	5.4167	2.888	0.5516
	Yes	47	5	2.5108	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	24	4.4583	2.9189	0.6909
	Yes	47	4.7447	2.7144	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	22	3.9091	2.7414	0.0766
	Yes	47	5.1489	2.3864	

Note. No=without personal issues; Yes=with personal issues.

Table 18E

Descriptive Group Statistics—Personal Issues (International Student)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	7	8.5714	1.5119	0.0520
	Yes	4	7	0.8165	
1b. How do (did) you rate your overall performance during the internship?	No	7	8.1429	0.8997	0.3300
	Yes	4	7.5	1	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	7	8.1429	2.0354	0.0530
	Yes	4	6	1.1547	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	7	8.4286	1.3973	0.0553
	Yes	4	6.25	1.5	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	7	8.7143	0.488	0.1550
	Yes	4	7.5	1.291	
3b. How important do you think your music skills are (were) to your success during the internship?	No	7	9.5714	0.7868	0.0625
	Yes	4	8.25	0.9574	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	7	8.1429	1.215	0.2163
	Yes	4	7.25	0.9574	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	7	9.8571	0.378	0.0886
	Yes	4	9.25	0.5	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	7	8.1429	1.3452	0.3074
	Yes	4	7.25	1.2583	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	7	9.5714	0.7868	0.0625
	Yes	4	8.25	0.9574	
6a. How do (did) you rate your financial status?	No	7	4.7143	2.0857	0.8185
	Yes	4	5	1.8257	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	7	7.4285	2.2991	0.2550
	Yes	4	5.5	2.5166	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	7	8.4286	1.9024	0.4963
	Yes	4	7.75	1.2583	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	7	8.4286	1.5119	0.8162
	Yes	4	8.25	0.9574	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	7	7	1.8257	0.3951
	Yes	4	6.25	0.9574	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	7	9.4286	0.9759	0.5567
	Yes	4	9	1.1547	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	7	6.8571	1.5736	0.5110
	Yes	4	7.75	2.2174	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	7	8	2.1602	0.4865
	Yes	4	7	2.1602	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	6	6.5	3.0166	0.1190
	Yes	4	9	1.4142	

Note. No=without personal issues; Yes=with personal issues.

Appendix F

Descriptive Group Statistics—First Choice of Internship Site

Table 19A

Descriptive Group Statistics—First Choice of Internship Site (All Participants)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	11	8.4545	1.5725	0.6014
	Yes	72	8.7222	1.3239	
1b. How do (did) you rate your overall performance during the internship?	No	11	8.5455	0.5222	0.1486
	Yes	72	8.25	1.0175	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	11	7.3636	2.6181	0.5408
	Yes	72	7.875	1.5559	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	11	7.8182	1.7787	0.9038
	Yes	72	7.8889	1.7244	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	11	8.0909	1.1362	0.3723
	Yes	72	7.75	1.1719	
3b. How important do you think your music skills are (were) to your success during the internship?	No	10	9.4	0.6992	0.0025**
	Yes	72	8.4583	1.3525	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	11	8.2727	0.7862	0.1709
	Yes	72	7.875	1.2553	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	11	9.6364	0.5045	0.0087**
	Yes	72	9.0694	1.1174	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	11	8.0909	1.221	0.7416
	Yes	72	8.2222	1.0776	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	11	9.1818	1.0787	0.4831
	Yes	72	8.9306	1.0525	
6a. How do (did) you rate your financial status?	No	11	4.2727	1.6181	0.4129
	Yes	72	4.75	2.4937	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	11	5.8182	3.06	0.4476
	Yes	72	5.0556	2.5995	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	11	8.7273	1.009	0.2118
	Yes	72	8.2639	1.6098	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	11	8.7273	1.1037	0.3779
	Yes	72	8.375	1.7234	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	11	8	1.6733	0.0139*
	Yes	72	9.5139	1.1627	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	11	9.1818	1.328	0.3187
	Yes	72	8.7222	1.6634	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	11	6.5455	2.3394	0.1181
	Yes	72	5.2639	2.6216	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	11	6.3636	2.7667	0.1277
	Yes	72	4.9028	2.8688	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	11	7	3.0332	0.0431*
	Yes	69	4.8261	2.5493	

t-test significant items: *p <.05, **p<.01

Note. No=not accepted by the first choice of site; Yes=accepted by the first choice of site.

Table 19B

Descriptive Group Statistics—First Choice of Internship Site (Current Intern)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	4	8.5	1.9149	0.8135
	Yes	44	8.75	1.3141	
1b. How do (did) you rate your overall performance during the internship?	No	4	8.75	0.5	0.1025
	Yes	44	8.1818	0.9219	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	4	8	4	0.9171
	Yes	44	7.7727	1.5229	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	4	9	2	0.2435
	Yes	44	7.5455	1.7713	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	4	8.75	0.5	0.0222*
	Yes	44	7.8409	1.1801	
3b. How important do you think your music skills are (were) to your success during the internship?	No	4	9.75	0.5	0.0062**
	Yes	44	8.5682	1.4848	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	4	8.75	0.9574	0.1775
	Yes	44	7.9091	1.2355	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	4	9.75	0.5	0.1408
	Yes	44	9.25	0.9675	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	4	8.75	1.5	0.4351
	Yes	44	8.0682	1.1493	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	4	10	0	<.0001****
	Yes	44	8.8409	1.033	
6a. How do (did) you rate your financial status?	No	4	4.5	1.291	0.9295
	Yes	44	4.4318	2.2966	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	4	4.75	3.594	0.8725
	Yes	44	5.0682	2.4247	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	4	8.5	1.291	0.6486
	Yes	44	8.1591	1.6697	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	4	8	1.4142	0.6147
	Yes	44	8.4091	1.5748	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	4	9.25	0.9574	0.6493
	Yes	44	9.5	1.1102	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	4	9.75	0.5	0.0164*
	Yes	44	8.7727	1.4445	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	4	6.5	1.291	0.0654
	Yes	44	4.7727	2.4002	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	4	7.5	2.3805	0.0948
	Yes	44	4.7045	2.8085	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	4	5.25	4.0311	0.8779
	Yes	44	4.9091	2.5318	

t-test significant items: *<.05, **<.01, ***<.001, ****<.0001

Note. No=not accepted by the first choice of site; Yes=accepted by the first choice of site.

Table 19C

Descriptive Group Statistics—First Choice of Internship Site (Post Intern)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	7	8.4286	1.5119	0.6997
	Yes	28	8.6786	1.3623	
1b. How do (did) you rate your overall performance during the internship?	No	7	8.4286	0.5345	0.8130
	Yes	28	8.3571	1.1616	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	7	7	1.7321	0.1863
	Yes	28	8.0357	1.6212	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	7	7.1429	1.3452	0.0519
	Yes	28	8.4286	1.5258	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	7	7.7143	1.2536	0.8422
	Yes	28	7.6071	1.1655	
3b. How important do you think your music skills are (were) to your success during the internship?	No	6	9.1667	0.7528	0.0389*
	Yes	28	8.2857	1.1174	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	7	8	0.5774	0.5932
	Yes	28	7.8214	1.3068	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	7	9.5714	0.5345	0.0201*
	Yes	28	8.7857	1.2869	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	7	7.7143	0.9512	0.0931
	Yes	28	8.4643	0.9222	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	7	8.7143	1.1127	0.4647
	Yes	28	9.0714	1.0862	
6a. How do (did) you rate your financial status?	No	7	4.1429	1.8645	0.2273
	Yes	28	5.25	2.7437	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	7	6.4286	2.82	0.2737
	Yes	28	5.0357	2.8993	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	7	8.8571	0.8997	0.3508
	Yes	28	8.4286	1.5258	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	7	9.1429	0.6901	0.0806
	Yes	28	8.3214	1.9636	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	7	7.2857	1.6036	0.0087**
	Yes	28	9.5357	1.2615	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	7	8.8571	1.5736	0.7661
	Yes	28	8.6429	1.9854	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	7	6.5714	2.8785	0.6684
	Yes	28	6.0357	2.8085	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	7	5.7143	2.9277	0.6963
	Yes	28	5.2143	2.9859	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	7	8	2	0.0034**
	Yes	25	4.68	2.6255	

t-test significant items: *p <.05, **p<.01

Note. No=not accepted by the first choice of site; Yes=accepted by the first choice of site.

Table 19D

Descriptive Group Statistics—First Choice of Internship Site (Native Speaker)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	5	9.2	0.8367	0.3081
	Yes	66	8.7424	1.3395	
1b. How do (did) you rate your overall performance during the internship?	No	5	9	0	<.0001****
	Yes	66	8.3182	0.9792	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	5	7.4	3.2863	0.7480
	Yes	66	7.9091	1.5465	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	5	8	1.5811	0.9072
	Yes	66	7.9091	1.7605	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	5	7.8	1.0954	0.8487
	Yes	66	7.697	1.1893	
3b. How important do you think your music skills are (were) to your success during the internship?	No	4	9.5	0.5774	0.0224*
	Yes	66	8.4394	1.3715	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	5	8.4	0.5477	0.1300
	Yes	66	7.9091	1.2616	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	5	9.6	0.5477	0.0972
	Yes	66	9.0606	1.1215	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	5	8	1.2247	0.6159
	Yes	66	8.303	1.0373	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	5	7.244	1.4142	0.9294
	Yes	66	8.6811	1.0507	
6a. How do (did) you rate your financial status?	No	5	4.2	1.6432	0.5934
	Yes	66	4.6515	2.5145	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	5	4.8	2.7749	0.9358
	Yes	66	4.9091	2.6471	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	5	9.2	0.8367	0.0672
	Yes	66	8.2727	1.5743	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	5	8.8	1.3038	0.5416
	Yes	66	8.3939	1.7531	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	5	8.8	1.6432	0.2385
	Yes	66	9.8182	0.4611	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	5	8.6	1.6733	0.9059
	Yes	66	8.697	1.7094	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	5	5.2	2.2804	0.9550
	Yes	66	5.1364	2.6711	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	5	5	2.7386	0.7787
	Yes	66	4.6212	2.7888	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	5	6	2.2361	0.2584
	Yes	64	4.6563	2.5648	

t-test significant items: *<.05, **<.01, ***<.001, ****<.0001

Note. No=not accepted by the first choice of site; Yes=accepted by the first choice of site.

Table 19E

Descriptive Group Statistics—First Choice of Internship Site (International Student)

Item	Group	N	M	SD	p-value
1a. How satisfied are (were) you with your internship experience?	No	6	7.8333	1.8348	0.6924
	Yes	5	8.2	1.0954	
1b. How do (did) you rate your overall performance during the internship?	No	6	8.1667	0.4082	0.4078
	Yes	5	7.6	1.3416	
2a. How well has (had) your previous music therapy training prepared you for the internship?	No	6	7.3333	2.2509	0.9592
	Yes	5	7.4	1.9494	
2b. To what extent do you think your previous music therapy training influences (influenced) the success of your internship?	No	6	7.6667	2.0656	0.9522
	Yes	5	7.6	1.5166	
3a. How do (did) you rate your overall music skills (instrument skills, voice skills, improvisation skills, conducting skills, movement skills, etc.)?	No	6	8.3333	1.2111	0.8347
	Yes	5	8.2	0.8637	
3b. How important do you think your music skills are (were) to your success during the internship?	No	6	9.3333	0.8165	0.4552
	Yes	5	8.8	1.3038	
4a. How do (did) you rate your overall therapeutic skills (therapeutic relationship-building, client assessment, therapy implementation, therapy evaluation, documentation, professional role/ethics, group leadership, flexibility, spontaneity, etc.)?	No	6	8.1667	0.9832	0.3224
	Yes	5	7.4	1.3416	
4b. How important do you think your therapeutic skills are (were) to your success during the internship?	No	6	9.6667	0.5164	0.8415
	Yes	5	9.6	0.5477	
5a. How do (did) you rate your communication/ interpersonal skills during the internship?	No	6	8.1667	1.3292	0.3691
	Yes	5	7.4	1.3416	
5b. To what extent do you think your communication/ interpersonal skills influence (influenced) the success of your internship?	No	6	9.3333	0.8165	0.4552
	Yes	5	8.8	1.3038	
6a. How do (did) you rate your financial status?	No	6	4.3333	1.7512	0.3892
	Yes	5	5.4	2.0736	
6b. To what extent do you think your financial status influences (influenced) the success of your internship?	No	6	6.6667	3.266	0.9296
	Yes	5	6.8	1.3038	

Item	Group	N	M	SD	p-value
7a. How do (did) you rate the level of respect you receive (received) from professional staff during your internship?	No	6	8.3333	1.0328	0.7793
	Yes	5	8	2.3452	
7b. How important do you think the level of respect you receive (received) from professional staff is (was) to your success during the internship?	No	6	8.6667	1.0328	0.4460
	Yes	5	8	1.5811	
8a. How do (did) you rate your overall English language skills (i.e. listening, speaking, reading, writing, etc.)?	No	6	7.3333	1.5055	0.1655
	Yes	5	6	1.4142	
8b. How important do you think your English language skills are (were) to your success during the internship?	No	6	9.6667	0.8165	0.1852
	Yes	5	8.8	1.0954	
9a. How do (did) you rate the cultural differences that you experience (experienced) during the internship?	No	6	7.6667	1.8619	0.3437
	Yes	5	6.6	1.6733	
9b. To what extent do you think the cultural differences influence (influenced) the success of your internship?	No	6	7.5	2.429	0.8243
	Yes	5	7.8	1.9235	
10b. To what extent do you think your personal issues influence (influenced) the success of your internship?	No	6	7.8333	3.5449	0.6003
	Yes	4	7	0.8165	

Note. No=not accepted by the first choice of site; Yes=accepted by the first choice of site.

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