

Book of abstracts and one page summaries

PHD COURSE IN MUSIC THERAPY RESEARCH

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Doctoral Programme in Music Therapy

Department of Communication and Psychology

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Contents

Lectures and workshops at the course.....	3
Anne Birgitte Døssing: An investigation of subjective experience and life themes based on 7 interviews with people with schizophrenia.....	3
Jacob Davidsen & Ulla Holck: Video capturing, handling and analysing.....	3
Bente Lope and Louise Thomsen: How to use Aalborg University Library	3
Stine Lindahl Jacobsen: Psychometrics: When and why do we need it?.....	4
Wolfgang Schmid: An introduction to video-analysis of music therapy episodes with the AQR-instrument in the predictor study Shared Moments	4
PhD defence	5
Anke Coomans: Moments of resonance in musical improvisation with persons with severe dementia: An interpretative phenomenological study	5
One page summaries	6
Anna Gerge: How to develop interpretation tools of pictorial artifacts.....	7
Evangelia Papanikolaou: GIM for gynaecologic cancer: a description of a two-step project.....	8
Ferdinando Suvini: The influence of Music therapy on prosodic aspects of ASD children. The rationale behind the research study	9
Gabriella Rudstam: Trauma related Group Music and Imagery. Revising the research design and other related topics- reflections on concerns from the reviewers of my Elaborate proposal	10
Kendra Ray: Caring for individuals with dementia on a continuum: An interdisciplinary approach between music therapy and nursing	11
Lena Ugglå: Music meets medicine: The complexity of working within two different paradigms	12
Margareta Wärja: Receptive Music Therapy and Art-making for Women Treated for Gynecological Cancer - A mixed methods study.....	13
Margrete Madsen: Musical interaction between music therapist, health care professional and person with dementia. Preparing data collection	14
Maya Story: The Transitional Space: Summary of Study One and Moving Forward.....	15
Ruth Hertrampf: Group Music and Imagery (GrpMI) with female cancer patients – Tying the strands together	16
Susan Hart: From neuroaffective developmental psychology (NADP), to the development of Emotional Development Scale (EDS), for 4-12-year-old children.....	17
Tove Stenderup: Competency goals for 'pædagoger' carrying out music activities and developed in action research	18
Unni Tanum Johns: “The music in the interplay”; what can it tell us about emotion regulation?19	

Lectures and workshops at the course

Anne Birgitte Døssing: An investigation of subjective experience and life themes based on 7 interviews with people with schizophrenia

As part of my Ph.D.-thesis I interviewed 7 patients with schizophrenia focusing on their own subjective experiences of their difficulties. The interviews were then analysed and 6 different fundamental themes were identified. These themes were discussed in relation to relevant theory and research on schizophrenia and also in relation to implications for treatment. The study was inspired by a psychodynamic, relational perspective and by theories on emotion, dissociation and trauma.

This presentation will focus on 1) how a relational perspective contributes to studying patients' life world and subjective experience, 2) thoughts on data collection (the process of interviewing and giving voice to the participants) and method of analysis (meaning condensation based on a hermeneutic-phenomenological approach) and 3) reflections on the research process: second thoughts.

Assisant professor Dr. Birgitte Døssing is cand.psych. from Aarhus University, 2001, PhD from AAU in 2015. She has worked as clinical psychologist in psychiatry in Herning from 2001-2008 with a varied group of patients, individual treatment, group treatment, assessment and supervision. She completed her specialist in psychotherapy in 2012. Since 2008 she has lectured and supervised in clinical psychology at the psychology training at AAU and is director of the University Clinique together with Birgitte Petersen since 2010.

Jacob Davidsen & Ulla Holck: Video capturing, handling and analysing

The aim of this session is to present some basic perspectives on video based analysis. First, we will have a look at how to capture and handle video data. Second, an example of a multimodal analysis of embodied collaborative actions of children will be presented. Finally, how-to-guides and software recommendations will be made available.

Jacob Davidsen is an assistant professor at the Department of Communication and Psychology. Jacob is working with video based interaction analysis studying learning processes mediated by information and communication technologies.

Ulla Holck, MA, PhD, Associated Professor at the Music Therapy programme at Aalborg University, Denmark, and Head of the Danish Center for Documentation and Research in Music Therapy at Aalborg University (www.cedomus.aau.dk). The research area is music therapy with children with neuro-developmental disorders

Bente Lope and Louise Thomsen: How to use Aalborg University Library

Bente Lope and Louise Thomsen, Aalborg University Library, are both Masters of Library & Information Science. They support researchers and students at Aalborg University within the areas of information searching, publication strategy and reference management in RefWorks



and Mendeley. They teach at the Doctoral Schools at Aalborg University, where they give courses in Library Information Management. Part of their job is also individual counselling sessions for students and researchers where they assist in structuring searches (e.g. for literature reviews) and offers practical help and advice.

Link to website: www.en.aub.aau.dk

Stine Lindahl Jacobsen: Psychometrics: When and why do we need it?

In research we use psychological tests to get information about participants, to exclude or include participants and to examine effect. Psychometrics are needed to ensure the trustworthiness and truthfulness of these psychological tests. Within the field of music therapy assessment the focus on psychometrics is expanding. We strive for the use of standardized tests to meet the gold standards of research, but what does “standardized” actually mean? What are we actually measuring in research and in clinical work when we use psychological tests including questionnaires, interviews and observation-based assessment and how do we interpret outcome measures?

Literature

Rust, J., Golombok, S., Kosinski, M. & Stillwell, D. (2014). *Modern Psychometrics: The Science of Psychological Assessment*. New York: Routledge.

Tomba, E. & Bech, P. (2012). Clinimetrics and Clinical Psychometrics: Macro- and Micro-Analysis. *Psychotherapy & Psychosomatics*, 81, 333-343. Available from: <http://www.karger.com/Article/Pdf/341757>

Stine Lindahl Jacobsen is Associate Professor and Head of MA Programme of Music Therapy at Aalborg University in Denmark. Her main lecturing areas since 2008 include music therapy improvisation skills, group music therapy skills and music therapy assessment. Yearly since 2011 she lectures at University of Applied Sciences Würzburg-Schweinfurt in Germany and also lectures in Austria, Spain and Norway. She has published various articles and chapters in the area of working with children and families at risk and in the research area of standardized music therapy assessment tools and effect studies. As part of her PhD in 2012 Jacobsen developed the music therapy tool “Assessment of Parent-Child Interaction” (APCI). Currently she trains and certifies music therapists from around the world, who work or have an interest in working with families.

Wolfgang Schmid: An introduction to video-analysis of music therapy episodes with the AQR-instrument in the predictor study Shared Moments

For the development of communication and interaction skills in early childhood, preverbal interaction on a bodily-emotional level, as well as the sharing and regulation of affects are crucial experiences for an individual. Children with Autism Spectrum Disorders (ASD) often show a lack of capacity and interest in interacting with others. Research has shown that in music therapy the emotional as well as the communicative abilities of children with autism can be facilitated. In joint musical improvisations of child and music therapist moments of synchronicity, shared attention, intention, and emotions can arise. On this background, the predictor study “Shared Moments” examines associations between the quality of the therapeutic relationship and generalized outcomes in autism like social communication and

interaction skills. The standardized instrument for the Assessment of the Quality of the Relationship in Music Therapy (AQR), as well as the standardized Autism Diagnostic Observation Scale (ADOS), and the Social Responsiveness Scale (SRS) for assessing changes in outcomes are used. As this is an ongoing study, the presentation will focus on the AQR-instrument and the microanalysis of video episodes.

Wolfgang Schmid, PhD, is Associate Professor and Head of Training of the Integrated Master in Music Therapy, at The Grieg Academy, University of Bergen. He completed his PhD training in music therapy at the Medical faculty, University of Witten/Herdecke, Germany (2005) with the title: ³Swing in my brain - a model for evaluating contact in creative music therapy with people living with Multiple Sclerosis². He holds a lectureship in the post graduate music therapy training at the University of Arts, Berlin, and has been a senior researcher and working group leader at the German Centre for Neurodegenerative Diseases (DZNE e.V.) in Witten (Germany). The DZNE is a state driven interdisciplinary centre of the Helmholtz research community (Forschungsgemeinschaft) which is the leading research institution in Germany concerned with neurodegenerative diseases. Schmid has clinically carried out music therapy with children with autism and is specialized in music therapy in neurology, intensive and palliative care, as well as with the implementation of home based music therapy services.

PhD defence

Anke Coomans: Moments of resonance in musical improvisation with persons with severe dementia: An interpretative phenomenological study

This study aims to explore how musical improvisation in music therapy with persons with severe dementia can lead to the occurrence of essential moments of meeting on a non-verbal, musical level.

Supervisors

Professor Hanne Mette Ridder, Aalborg University, Denmark

Professor Jos De Backer, LUCA School of Arts, Leuven, Belgium

Examining Committee:

Associate Professor Niels Hannibal, Aalborg University (chair)

Professor Denise Grocke, University of Melbourne

Associate Professor Wolfgang Schmid, University of Bergen

The doctoral thesis and a summary is available at: <http://www.mt-phd.aau.dk/eventlist/event/phd-defence-by-anke-coomans-about-music-therapy-and-dementia.cid249080>



One page summaries

Anna Gerge: How to develop interpretation tools of pictorial artifacts

Supervisors: Inge Nygaard Pedersen and Karin Bergmark (Karolinska Institute)

Titel of the study: How to develop interpretation tools for evaluating artifacts concerning implicit change-processes in receptive music therapy/EXA – expressive art therapy

Research questions:

The aim of the thesis is to study if and how pictorial artifacts might be valid “windows” of implicit change-processes in arts- and altered consciousness based psycho-social interventions on psychodynamic ground in rehabilitation-medicine. A short-term receptive music therapy intervention (individual versus group) in combination with expressive art therapy for women treated for gynecological cancer is the studied intervention called KMR-Brief Music Journeys (KMR, Wärja, 2010, 2014, 2015), see Wärjas presentation.

Current state of the study: Initial

Topic for the presentation: How to develop interpretation tools of pictorial artifacts:

- a. Briefly describe the out-line of the PhD-project
- b. Present an overview of methods for interpreting artifacts presumably used in the thesis
- c. Reflect on how pictorial artifacts best are (re)presented in research
- d. Reflect upon pros and cons of different interpretation tools of pictorial artifacts, including ABR – arts-based research
- e. Present the RX6-method and its roots in theories of embodied tacit knowing

According to McNiff (2008, p. 29): *Art-based research can be defined as the systematic use of the artistic process, the actual making of artistic expressions in all of the different forms of the arts, as a primary way of understanding and examining experience...* The strategy of letting oneself become affected on a deeper level is well suited when researching health processes, changes in psychotherapy, subjective experiences of overcome difficulties, and supposed necessarily when researching arts- and ASC (altered states of consciousness) - based psychotherapeutic methods –but how to do this?

Gendlin (1978) describes a *bodily sensed knowledge* which he calls a *felt sense*. He develops Merleau-Ponty's (1945/1963, 1949) ideas to show how interaction is more fundamental than perception. The bodily experience was fundamental to M. Merleau-Ponty, who referred to the internal total awareness as *body schema* (1963, p. 113-114). In ABR researchers can use the arts to *gain a deeper level of awareness and new understanding and felt experience of their research topic* (Austin & Forinash, 2005, p. 461), and for representing data (Leavy, 2015). From this tradition, in combination with contemporary attachment theory and neuroscience the Rx6-method (Gerge & Wärja) is developed, where the phenomenological meeting with an artifact is processed in six steps; Relate, Resonate, Respond, Reflect, Results, and, finally, React.

Evangelia Papanikolaou: GIM for gynaecologic cancer: a description of a two-step project

Supervisors: Niels Hannibal, Cathy McKinney

Title of the study: Guided Imagery & Music as a complementary, psychological intervention for females in treatment for gynecologic cancer

The project aims at studying GIM as an individual psychosocial intervention for women in treatment for gynecological cancer. The goal is to study whether GIM can be used for this client group via the development of a research protocol. The main aims can be summarised as:

1. To investigate the feasibility of GIM in a Greek hospital as a psychosocial intervention for women with GC in chemotherapy and/or radiotherapy treatment
2. To explore GIM's usefulness and potential for decreasing anxiety and quality of life amongst women with GC during treatment in a preliminary level
3. To discover the perceived impact of GIM for the female patients (how they evaluate and describe their experience).

The project comprises of two studies, the first being a descriptive feasibility study and the second, a pilot study. The proposed methodology for the project is a sequential transformative mixed methods design, with equal weight to quantitative and qualitative data. Since the study is composed of two successive parts, more research questions may arise as it evolves; therefore, the second part of the study (pilot) is not fully formulated at this stage.

For the feasibility part of the study, women will attend six individual weekly shorten GIM sessions (up to 50') and will answer to psychometric questionnaires and a qualitative interview at the end of the therapy sessions. The process outline for the second part of the study (pilot trial) will be formulated accordingly, based on the observations and findings of the feasibility study.

The study is still in the initial phase where informed consents have been prepared, and I am waiting for the Ethics committee's approval from the University Hospital in Athens.

In this presentation, I would like to describe the project's outline, its rationale, main aims, and methodology during its two separate phases (feasibility study and pilot trial).

I will describe the main steps of its design, selection of questionnaires, set-up and practical considerations. Finally, I would like to give an emphasis for discussion on theoretical background that would help me support my research questions.

Ferdinando Suvini: The influence of Music therapy on prosodic aspects of ASD children. The rationale behind the research study

Supervisors: Ulla Holck e Monika Gerettsegger

Working title of the study: The influence of Music therapy on prosodic aspects of ASD children

Research question:

Do vocal and instrumental musical patterns found in improvisational music therapy (IMT), such as rhythm, repetition, timbre, intensity, melody influence verbal expression (prosody aspects) in children diagnosed with high functioning ASD?"

Topic for the presentation:

Verbal ability are strongly compromised in ASD children while their musical abilities are almost entirely preserved, and are comparable to those of non-autistic subjects (Appelbaum et al., 1979; Kwok et al., 2015; Liu, 2015; Patel, 2008, 2011; Schön et al., 2005; Sharda et al., 2014; Thaut, 1999; Wan et al., 2010). Musical interaction and improvisation music therapy has been shown to be effective in improving the social and communicative capacities of children with autism (Gerettsegger, 2014; Gold et al., 2006; Wan et al., 2010, Whipple, 2004; Wigram & Gold, 2006).

In autistic subjects, the use of music for rehabilitative purposes can boost verbal abilities, with reference to the pre-verbal processes of joint attention, synchronisation, turn-taking, and imitation (Patel, 2011). It seems that the connections between music and verbal communicative skills in ASD children, in particular the relationship between music and prosody, could be a field to investigate in a very accurate way (Hausen, 2013). Another field to explore could be the influence of motherese (linked to music and prosody) on emotional, cognitive and communicative ability because some authors held the perspective that the motherese could significantly influence the language acquisition, through cognitive and emotional development (Saint-Georges, 2013).

I will present and discuss some extract from Time-A Project, from MT clinical ASD sessions and from motherese home video of children later diagnosed with ASD.

Recruitment: The project will initially be focused on the high functioning children, aged between 4 years and 6 years 11 months, with a diagnosis of ASD who participated in the Italian branch of the RCT Time-A research project on music therapy and ASD.

Procedure: MT session videos, with a focus on the influence of IMT on verbal prosody. The analysis will be carried out in the first sessions comparing to the last treatment sessions. Changes in ASD verbal prosody (single words or short phrases) will be analysed using technological support on prosodic elements as rhythm, timbre, intensity and pitch (Streete et al., 2012) and using musical microanalysis on rhythm, timbre, intensity and pitch.

Current state of the study: Enrolled in the Programme since the 1th of April 2016

Gabriella Rudstam: Trauma related Group Music and Imagery. Revising the research design and other related topics- reflections on concerns from the reviewers of my Elaborate proposal

Supervisors: Lars Ole Bonde, Bolette Daniels Beck, Hans Peter Söndergaard.

Title of Study: *Trauma related Group Music and Imagery (TGMI) in the treatment of complex PTSD. A mixed methods randomized controlled study.*

Study aims/Research questions: The purpose of the study is to explore if TGMI (an intervention consisting of GrpMI/ KMR and MB together with Expressive arts) can be helpful in the treatment of clients suffering from complex traumatization.

Quantitative questions:

Can participation in TGMI with individuals suffering from complex PTSD/DDNOS compared to a waiting list control group:

1. Reduce PTSD symptoms and dissociation?
2. Enhance quality of life?
3. Increase the ability to regulate the ANS, as measured by HRV and other psychological measures?

Qualitative questions. Primary questions (for a multiple case study):

4. What characteristic features and developmental processes can be observed in the imagery of individuals with complex PTSD/DDNOS, during participation in TGMI?
5. What do the participants experience as helpful in TGMI?

Research Design: Convergent parallel mixed methods study including a randomized controlled trial.

Current State of Study: Enrolled September 2014. PhD plan submitted December 2014. Elaborate Proposal submitted in February 2016 and approved in March 2016.

Topic of the presentation: I will present a possible new name of the intervention, and address concerns from the external reviewers related to both the quantitative and the qualitative part of the research. I will discuss problems with the randomization procedure and using null hypothesis. I will look through the qualitative research questions and suggested methods used in data collection and analyses. The questions will be: Are any research questions unnecessary and could be discarded? What methods should be used to explore the different qualitative questions?

References:

- Sundell, K. (2012). *Att göra effektutvärderingar*. Stockholm: Socialstyrelsen och Gothia Förlag AB.
- Kvale, S. & Brinkman, S. (2014) *Den kvalitativa forskningsintervjun*. Lund: Studentlitteratur.
- Wheeler, B. (2005). *Music Therapy Research*. Barcelona Publishers: Gilsum NH.
- Creswell, J. (2014). *Research Design*. UK: SAGE publication.

Kendra Ray: Caring for individuals with dementia on a continuum: An interdisciplinary approach between music therapy and nursing

Supervisors: Dr. Mary Mittelman, New York University, USA & Dr. Ayelet Dassa, Bar-Ilan University, Israel

Title of the study: Making music therapy practicable in nursing homes: Assessment and programming for direct care staff

Research questions: Can music therapy reduce agitation in nursing home residents with moderate to severe dementia? Can this reduction be sustained or further reduced through the facilitation of music to aid in caregiving provided by Certified Nursing Assistants?

Research design: The study followed ABA design. A repeated measures ANOVA was used to compare changes in agitation scores over multiple data points.

Method: Participants: Certified Nursing Assistants (CNAs) and Nursing home residents diagnosed with dementia

Music therapy sessions: Nursing home residents in this study took part in music therapy 3 times a week for 2 weeks. The intervention was facilitated by 2 nationally board certified music therapists who conducted music therapy assessments prior to the intervention to obtain historical, musical preferences. This information was gathered from the nursing home resident, his/her family member, recreation or nursing staff members. Music selections for the music therapy sessions were tailored according to participants' individual preferences.

CNA training: Music therapists designed 6 protocols for CNAs to use during this study. Provided 3-day intensive training course to teach them to facilitate music in aid of caregiving activities appropriate for the participants that they provided care. Topics in the training included: foundations of music, recognizing and identifying agitation, working with an iPod for music in aid of caregiving, selecting person-preferred music and music that may influence participant behavior, and preventing agitation through the use of recorded music.

Current state of the study: The data has been collected and analyses have been conducted. Currently, we are in the process of documenting the details of the study for publication. A publication describing the music therapy outcomes on agitation, depressive symptoms and wandering on the nursing home residents with dementia has been published in the journal dementia. We are expecting that the results from this portion of the study will be published in a book that focuses on Dementia this summer.

Topic for the presentation: For my presentation, I will discuss the importance of the role of the music therapist in educating and training nursing professionals to use music during care. The presentation will provide an overview of our findings including the benefits of using music therapy and music in aid of caregiving for nursing home residents with moderate to severe dementia.



Lena Ugglå: Music meets medicine: The complexity of working within two different paradigms

Supervisors: Britt Gustafsson, main supervisor, MD, PhD, professor in pediatric haematology
Björn Wrangsjö, co-supervisor, MD PhD, associate professor, child psychiatrist, GIM-therapist
Britt-Marie Svahn, co-supervisor, PhD, registered nurse.

Title of the study: Can music therapy increase quality of life and support the somatic recovery after hematopoietic stem cell transplantation in children and adolescents?

Research questions:

- Can music therapy improve the psychological recovery after allogeneic stem cell transplantation in children and adolescents?
- Can music therapy affect the physical recovery during the study period after HSCT in children?
- What factors can be identified in the interaction between therapist and client?

Research design: A two-arm controlled randomized efficacy trial (RCT) and a qualitative study research.

Method:

The RCT study: All children and adolescents who will undergo HCST at the Centre for Allogeneic Stem Cell Transplantation (CAST) at the Karolinska University Hospital during the study period 2013-2016, will be asked to participate in the study, approx. 60 children will be included. After informing the child and his/her family, all participants will be randomized to the treatment or the control arm. The treatment group will receive music therapy during hospitalization at CAST, approx. during 4-6 weeks. The sessions will be held roughly 45 minutes, twice /week. The children will be hospitalized and isolated at CAST until donor graft i.e. until the stem cells have established themselves in the patient's bone marrow. Group B, the control group, are offered music therapy twice/week, approx. in 4-6 weeks after being discharged from CAST.

The qualitative study: collaborative research interview will be held with children, parents and therapist. Six collaborative research interviews are planned. The patients will be selected since there was something during the music therapeutic interaction that the therapist wants to get illuminated. The interviews will be recorded, transcribed and analysed by thematic analyses. An independent psychologist will do the analyses to avoid the risk for bias. The interview will take place 6-12 months after HSCT. The study patients will include children from both the treatment and the control arm.

Current state of the study: 31 patients 0-17 years old are included in study 1. We are planning to involve an additional music therapist for 10 more patients, to strengthen the results from the study. We have so far evaluated the physiological parameters of 24 patients 0-16 years and submitted the article. The qualitative study will start in May 2016.

Topic for the presentation: Some reflections after writing an article to a medical journal. I work within two different paradigms; I have to describe the science of humanity to a more medical scientifically oriented group. It is interesting, but needs balance not to diminish the music therapy area, as well as invite the medical oriented group to music therapy. I will also present the current state of the study and some physiological results.

Margareta Wärja: Receptive Music Therapy and Art-making for Women Treated for Gynecological Cancer - A mixed methods study

Supervisors: Lars Ole Bonde and Karin Bergmark, Karolinska Institute

Design: A randomized controlled study ($n=57$) embedded in a mixed method design aiming to collect, analyze and triangulate quantitative and qualitative data.

The aim is to study the effect of an individual short-term receptive music therapy intervention in the rehabilitation phase for women treated for gynecological cancer. The intervention is called KMR-Brief Music Journeys (KMR, Wärja 2014, 2015). It is an adaptation of the Bonny Method of Guided Imagery and Music (GIM) (Bonny, 2002) which is well documented in the research literature on GIM in oncology (Burns 1999, 2001; McKinney 2003; Bonde 2005). KMR has been developed as a short-term therapy to address existential crises, traumatic experiences and other psychological problems. The theoretical frame is embedded in theories and methodology of expressive arts therapy, existential psychotherapy and GIM. In this study KMR is applied in an individual format based on a protocol specific to the diagnostic group. The goal is to measure effects and describe experiences of twelve individual KMR sessions on fear of recurrence, distorted body-image, dysfunctional sexuality, and existential questions. The wait-list/control group within the RCT format is a Group Music and Imagery (GrpMI) intervention, also generating a large amount of data. The intended control group intervention has developed into a valid intervention in its own right. However, the data collected from the control group will be investigated later, after the defense of this article based PhD.

Content of presentation: how to select and present relevant data in an interesting, useful and artful way.

I will:

1. Briefly describe the out-line of the project.
2. Present an overview of the five articles to be included in the thesis.
3. Reflect upon the optimal use of the collected material from the three comprehensive questionnaires (pre-post-follow-up).

The main focus of this “pre-defense” presentation and discussion will be on:

- a. how are baseline data best presented?
- b. how can a thematic analysis of statements of body experiences best be combined with painted images of body experience?

The project is a collaborative effort between four parties: Karolinska University Hospital, The Doctoral School of Humanities at Aalborg University, Karolinska Institute, and Expressive Arts Stockholm. Participants are recruited from the Oncology Clinic at Karolinska University Hospital.

Margrete Madsen: Musical interaction between music therapist, health care professional and person with dementia. Preparing data collection

Supervisors: Hanne Mette Ridder and Julie Borup Jensen (Ass. Prof. at Department of Learning and Philosophy AAU).

Title of the study: Embodied Professional Competences in dementia care – Person attuned musical interaction (PAMI) for Music Therapists (MT) and Social and Health care professionals (SHCP).

Research questions: Theoretical problem description: "Which practical and theoretical knowledge in relation to PAMI do MTs and SHCP have, and how can this be transformed into a learning design?" I will from a methodological approach be working with action research (AR), where the field and researcher in collaboration define the practical problem description.

- How is PAMI unfolded in practice between MT and person with dementia, and between SHCP and person with dementia, and which theoretical and practical concepts can be used in the definition of PAMI?
- How do MTs understand PAMI, and how do they disseminate about PAMI to SHCP?
- Which basic elements of PAMI must be in focus and selected in relation to people with severe dementia, and which aspects of PAMI from the MT field can be applied to the SHCPs work with people with severe dementia?
- What does a profession-theoretical and didactic analysis of the SHCP group look like?
- Which didactically and pedagogically competences are required of MTs in relation to disseminate about PAMI to SHCP and work with their embodied professional competences?

Research design: AR in two phases: 1. MTs (3-5 per group) will participate in three workshops to develop a deeper understanding of PAMI. In this way tacit knowledge is unfolded, including those elements to be addressed for further investigation together with the SHCP. 2. AF frame: MT and SHCP will collaborate and develop the field – PAMI learning with SHCP.

Data collection: Will take place in several stages, where MTs and SHCPs will be co-researchers. Data will be collected via audio recorded workshops, interviews, observations, diaries and practice stories (experience and scenic descriptions). The findings will be analysed and then related to relevant learning theory. Alongside an analysis is carried out focussing on: theory of profession and didactics.

Method: Explorative and qualitative research approach: Participatory AR analysing how participants understand their learning and conceptualization of embodied professional competences, PAMI competences, didactically and pedagogically teaching competences and how they relate this learning/knowledge to themselves and their professional praxis.

Current state of the study and topics for the presentation: Reading about AR and planning design for fieldwork: 3 x workshops with 3 MT April-June 2016. How do we relate AR to MT and to theory of science? How do I methodologically approach the MTs 'tacit' knowledge?

Maya Story: The Transitional Space: Summary of Study One and Moving Forward

Supervisors: Lars Ole Bonde, Lisa Summer, Bolette Daniels Beck

Titel of the study: Guided Imagery and Music as a Treatment Modality for Female Veterans with Post-traumatic Stress Disorder and Military Sexual Trauma

Research questions:

Aim 1: Discover how female veterans are experiencing GIM.

- What themes do female veterans explore through the GIM process?
- How do female veterans experience components of the GIM sessions (music, imagery, creative processing)?

Aim 2: Determine the feasibility and acceptability of Guided Imagery and Music (GIM) as a treatment modality for female veterans with Military Sexual Trauma related Post Traumatic Stress Disorder

- What percentage of female veterans consent to participate in the study?
- What percentage of sessions do female veterans complete?
- What percentage of study measures do female veterans complete?
- What are female veterans perceptions about the meaningfulness and helpfulness of the GIM intervention?

Aim 3: Obtain effect sizes and preliminary data on the efficacy of GIM for female veterans with MST related PTSD as an alternative to evidence-based CPT.

Hypothesis 3.1: Guided Imagery and Music (GIM) participants will score no worse than Cognitive Processing Therapy (CPT) participants, on reduction of PTSD symptoms at end of individual therapy sessions and 8 weeks follow up.

Hypothesis 3.2 GIM participants will score no worse than CPT participants on social measures at end of individual therapy sessions and 8 weeks follow up.

Research design: Sequential Mixed Methods qual:QUAN

Current state of the study:

The first study is complete

Intervention manual is being created

Assembling team/ setting for second study

Topic for the presentation: The summary from the first study of a larger research protocol that seeks to evaluate music and imagery (MI) as a treatment modality for female veterans with military sexual trauma related PTSD will be presented. Study aims were to develop an intervention protocol and assess feasibility for a follow up comparative study. Feedback will be requested regarding current structure of intervention manual, terminology and protocol of future study.

Ruth Hertrampf: Group Music and Imagery (GrpMI) with female cancer patients – Tying the strands together

Supervisors: Lars Ole Bonde, Cathy McKinney

Title of the Study:

Guided Imagery and Music (GIM) in curative and non-curative treatment for patients with breast cancer and gynecological cancer

Research questions:

1. What is the influence of Group Music and Imagery (GrpMI) on
 - a) anxiety and mood,
 - b) well-being, and
 - c) quality of lifefor patients with breast cancer or gynecological cancer diagnoses?
2. What are the differences in the influence of GrpMI on these three variables as related to the treatment status (curative vs. non-curative treatment)?
3. What differences can be identified in the imagery occurring related to the treatment status (curative vs. non-curative treatment)?
4. What differences can be identified in the imagery occurring related to the diagnosis (breast cancer vs. gynecological cancer)?
5. What differences can be identified in regard to the chosen pieces of music?

Research design: The mixed methods study firstly consists of an RCT comparing „GrpMI + treatment as usual (TAU)“ and „Progressive Muscle Relaxation + TAU“ in six sessions, and secondly of a qualitative investigation focusing on the relationships between GrpMI and both diagnosis and treatment phase.

Current State of the study: Data collection was finished in November 2015, quantitative and qualitative analyses are in progress.

Focus of the presentation:

A short overview of the whole research project will be given. Preliminary quantitative and qualitative data analyses will be presented and illustrated with case vignettes. An important issue for discussion will be the triangulation of quantitative and qualitative data as well as questions like:

- Can an effect / the effectiveness of the GrpMI intervention be determined by looking at the quantitative data? How?
- How do I cope with the results of the control group?
- What is the clinical relevance of the results?
- How to report the differences between curative and non-curative sub-groups?
- How can other external variables (like change of medication, end of chemotherapy, deterioration of health situation,...) be included in the analysis and interpretation of the quant. data?

Susan Hart: From neuroaffective developmental psychology (NADP), to the development of Emotional Development Scale (EDS), for 4-12-year-old children

Supervisors: Bo Møhl (It is not yet decided who will be the assistant supervisor)

Titel of the study: Neuroaffective developmental psychology (NADP) as a theoretical basis for Emotional Development Scale (EDS)

Background:

A growing number of children are referred to Danish regional educational-psychological advisory services and child psychiatric services due to emotional difficulties. There is, thus, a mismatch between the number of children referred for emotional difficulties, the lack of theoretical awareness and of methods identifying what kind of support the child would need to achieve adequate emotional development. It is important to develop a well-founded validated theoretical integration, rooted in an understanding of the progressive nature of development, where each stage builds on the previous stage and the risk of developmental dysfunctions that this implies, leading to a variety of symptoms (e.g. ADHD, depression, conduct disorder). This would make it possible to develop related assessment methods to identify optimal psychological intervention for promoting the child's emotional and personality development.

This PhD project aims at providing a theoretical description of children's emotional developmental levels until the age of twelve years, framed by the perspective of *neuroaffective developmental psychology* (NADP), and through this understanding develop a standardized test, *Emotional Development Scale (EDS)*, for 4-12-year-old children aimed at identifying the psychological intervention that is best suited for promoting the child's emotional development and self-regulation capacities.

Research questions:

- Can neuroaffective developmental psychology (NADP) serve as the basis for a standardized test, Emotional Development Scale (EDS), for 4-12-year-old children that can be used as an assessment method capable of identifying emotional developmental age, degree of psychological vulnerability, regressive tendencies and self-protection strategies?
- By means of a standardization of Emotional Development Scale (EDS) for 4-12-year-old children, can the empirical material be used to modify and fine-tune the theory behind neuroaffective developmental psychology (NADP)?

Research design and method:

Psychometric evaluation in five steps: 1) Design of performance test and structured interview; 2) Pre-test of performance test and structured interview; 3) First pilot; 4) Second pilot and standardization; 5) Statistical analysis.

Current state of study: Enrolled 15.01.2016 PhD plan due 15.4.2016. Preparing the second pilot.

Topic for the presentation: Elaborating the overall design for the PhD linking text. Information retrieval of existing emotional tests designed for children between 4-12 years. Preparing the first manuscript for the peer-reviewed article.

Tove Stenderup: Competency goals for 'pædagoger' carrying out music activities and developed in action research

Titel of the study: Music activities for people with Acquired Brain Injury included in the competency goals for 'pædagoger' in training

Supervisors: Hanne Mette Ridder (AAU) og Sven-Erik Holgersen (DPU).

Research design and method:

In Denmark there are 120,000 people, who live with acquired brain injury. When they leave the hospitals each has an individual rehabilitation plan with cities and regions responsible for their rehabilitation. The citizens with acquired brain injury live in their own homes or institutions. The assignments and tasks are solved by occupational therapists, physiotherapists, health professionals and "pædagoger". "Pædagog" is a special Danish designation of a profession. In English, we may understand this term if we mix or use the words education and pedagogy. In Denmark we furthermore use "Socialpædagog" to describe people that work with people with special needs, for example acquired brain injury. We use both "Socialpædagogik" and "Specialpædagogik" when we talk about the activity and intervention between the citizen and the "Pædagog". One of the first tasks in my PhD-project is to describe this term exactly. The project uses action research methodology to develop knowledge. The main areas in competency goals for "Pædagog" are to support develop and care for other people. The aim is therefore to understand the didactics around the "pædagogisk design" and for competency building for the 'pædagoger'.

- What kind of activities can the "Pædagog" use?
- What kind of skills are necessary, when they use the activities?
- How can the "Pædagog" make analyses on the observations?
- How can the "Pædagog" maintain development potentials?

Data collection is conducted in cooperation with three 'pædagoger' and six residents of rehabilitation facilities (in Jutland / Ikast-Brandeborg) during the period of 2016 or 2017. Researcher, co-researchers ('pædagoger' and staff in the facilities) and residents collect data, reflects and develops knowledge and practice based on a systematical action-based learning process (Whitehouse & McNiff, 2011).

Current state of study: Enrolment period 01.01.2016 - 31.12.2019. PhD plan approved. Preparing data collection.

Presentation:

I will present my reflections about these two questions and I would like to discuss them at the course:

- 'Specialpædagogik' and competency goals in training
- Data collection

Unni Tanum Johns: “The music in the interplay”; what can it tell us about emotion regulation?

Supervisors: Lars Ole Bonde & ass. Prof. Bjørg Røed Hansen, UiO

Title of the study: “The Music in the interplay”. A qualitative study of forms of Vitality in Child Psychotherapy

Research questions: The first research question is if and how concepts from music performance dynamics can be useful in studying the therapeutic interplay between therapist and child that take place in selected samples of emotion regulation. The second research question is if and how knowledge from music performance theory, on the basis of empirical knowledge from infant research and neurobiology, may illuminate basic developmental processes such as emotion regulation in child psychotherapy. The aim is not to say something about causality or the direct effects of therapy, but to point out and discuss some special features in the child therapy process.

Research design: My study is part of a joint research project between Akershus University Hospital and the department of psychology at NTNU. The aim of the overall research project is to study changes in emotion regulation in child psychotherapy in children with internalizing symptoms. The therapy method is *Time-limited intersubjective psychotherapy* which involves parallel sessions with children and parents (3+12 sessions in all), and a beforehand agreed upon therapeutic goal. The goal is closely connected to the child’s developmental needs and formulated on the basis of the child’s own expressions. As part of the research project a treatment handbook will be developed. The overall study is a mixed method study (N=50) with 1) quantitative measures of psychophysiological change in addition to symptom scales (CBCL, TRF, SDQ, CGAS, ERC, EATQ-R) before and after therapy, and one year after end of therapy, 2) qualitative analysis of affect consciousness interviews before and after, and one year after end of therapy, 3) video analysis.

Method: The present study will consist of video analysis of selected samples from the therapies of six selected children (3 boys & 3 girls) that take part in the project (N=6); Applying a qualitative explorative approach, a method for microanalysis is developed, in which concepts from music performance dynamics is applied as one framework. Two types of emotion regulation samples are studied: (1) samples in which the child’s emotional expression and vitality increased, and (2) samples in which the child’s emotional expression and vitality decreased.

Current state of the study: Has completed the first article, which describes the development of a method for microanalysis using concepts from music performance dynamics as one framework for microanalysis. Has completed the treatment handbook, which was published this month (Fagbokforlaget). The current state is to go on working with microanalysis of selected samples, and start writing the second article.

Topic for the presentation: I want to use this presentation to present and discuss:

1. The method for microanalysis. Does it make sense? What can be added or changed?
2. Presentation of some preliminary findings in samples, based on the method for microanalysis.
3. The result from the quantitative/qual. measurements from the overall study in relation to the second article.