

# 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

Aalborg University, Denmark

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## PhD defence

### **Dana Yakobson: A Family Tune: Music Therapy with Preterm Infants and their Parents in the Neonatal Intensive Care Unit – A Mixed Methods Study**

This PhD project set out to examine the effects and experiences of music therapy (MT) with preterm infants and their parents during their admission period to the neonatal intensive care unit (NICU). Current research has demonstrated varied beneficial effects of MT on improved physiological parameters and feeding abilities in preterm infants and their mothers' anxiety reduction. In the last decade, there has been a blossoming of MT studies that promotes the family-centered care approach and highlights the importance of supporting parents as leaders of the intervention, using live and attuned music interventions. However, the need to present rigorous randomized controlled trials of neonatal MT studies, including fathers, longer-term examinations, and applying sensitive physiological outcomes is still called for. In parallel, qualitative explorations of parents' experiences of MT with their infants are relatively new and scarce.

The current quantitative driven mixed methods study aimed to answer the need to present an objectivist study measuring the effects of MT for preterm infants and their parents to further support the dissemination of MT as part of the standard developmental care of preterm infants and their parents. Another aim was to provide first-hand knowledge of parents' experiences and to describe the mechanisms of the specific MT intervention.

The quantitative examination included a cluster-randomized control trial (c-RCT) with 68 infants and their parents. The families participated in two sessions in the NICU and a three-month follow-up session at home. The primary outcome focused on preterm infants' autonomic nervous system (ANS) stability during combined family-centered MT and skin-to-skin care (SSC), compared to SSC alone. The ANS activity in preterm infants was indicated by spectral analysis of their heart rate variability (HRV) power, and specifically focused on the change in the high frequency (HF) power of the HRV. HRV analysis is a useful non-invasive procedure that provides information on the activity of the parasympathetic and sympathetic branches of the ANS, thus indicating stress and rest states. Secondary outcomes included other HRV indices of low frequency (LF) and the LF/HF ratio during sessions, physiological vital signs, and behavioral state evaluation. Parental outcomes included state-anxiety and attachment-to-infant evaluations. The qualitative inquiry focused on parents' experiences of the MT intervention, and their perceptions of the c-RCT methodology.

Results from the statistical analysis of infants' measurements during sessions demonstrated a significant beneficial effect of MT as compared to SSC alone in the improvement of preterm infants' ANS stability. Parental outcomes did not yield significant group differences.

The qualitative study contained a thematic analysis of nine interviews with parents. The findings suggested that parents experienced MT as an activity that provided a special connection between parents and infants during the NICU period. MT sessions promoted relaxation in both parents and their infant facilitated states of intimacy and focus in the here-and-now, which further assisted them to connect with their babies. A flexible approach to the MT intervention allowed for transition between active and receptive participation and assisted in supporting parents' musical engagement and continuous participation in the intervention and the study.

Overall, this PhD may contribute to the evidence-based literature and clinical practice of MT in neonatal care by the provision of a detailed c-RCT protocol which yielded significant statistical results, in combination with a qualitative study that provided a deep understanding of parents' experiences of MT with their preterm infant.

Supervisors: Associate Professor Bolette Daniels Beck, Aalborg University and Professor Christian Gold, University of Bergen

Special consultants: Associate Professor Cochavit Elefant, University of Haifa & Professor Shmuel Arnon, Tel-Aviv University

Assessment committee:

- Postdoc, Dr.rer.Medic. Friederike Barbara Haslbeck, University Hospital Zurich
- Professor Gorm Greisen, Copenhagen University Hospital (Rigshospitalet)
- Associate Professor Stine Lindahl Jacobsen, Aalborg University

After a successful defence theses are uploaded at: <http://www.mt-phd.aau.dk/phd-theses/>

## PhD Pre-defences

### Tim Honig: A three-part investigation of GIM for persons with depression

**Discussant:** Charlotte Lindvang, AAU

**Supervisors:** Niels Hannibal, Cathy McKinney

**Title of the study:** Treatment Effects of the Bonny Method of Guided Imagery (GIM) in the Treatment of Depression

#### Research questions:

**Primary research question:** Is a series of Bonny Method of GIM an effective treatment for persons with depression?

Article 1. Development of the GIM Treatment Fidelity Instrument

- Aim #1: To develop a process to monitor treatment fidelity within individual GIM sessions for a feasibility RCT.
- Aim #2: To develop a tool to gather descriptive data about session content and variations to the traditional GIM session format.

Article 2. Randomized Controlled Feasibility Study of GIM for Depression

- Primary research question: What is the feasibility of a multisite randomized controlled trial to investigate the treatment effects of a series of GIM sessions for persons with depression?
- Secondary research questions: In persons with depression, does a series of GIM sessions (a) reduce severity of depression; (b) reduce severity of anxiety, (c) reduce severity of stress, or (d) improve mental wellbeing in comparison to a control group?

Article 3: Client Experiences of Telehealth GIM

- Research Aim #1: To gain an understanding of how GIM clients experience shifting from in-person to telehealth GIM session formats.
- Research Aim #2: To explore similarities or differences in how clients experience telehealth GIM sessions in comparison to in-person sessions.

**Research design:** Mixed design (2x4) with waitlist control group, exploratory interview-based qualitative study

**Current state of the study:** Article 1, *Monitoring Variation to Guided Imagery and Music (GIM): Development of the GIM Treatment Fidelity Instrument*, has been published in the NJMT. Article 2 has been accepted for publication. Article 3 has been completed and will be submitted for publication in Autumn 2021.

**Topic for the presentation:** This pre-defense will include an overview of the three articles comprising this thesis formulated around the research question of whether GIM is an effective therapy for persons with depression. In the presentation, I will outline the development of the GIM Treatment Fidelity Instrument and discuss the findings of a feasibility study investigating therapeutic outcomes of a series of GIM sessions in persons with depression. Then, I will outline the results of an interview-based study exploring participant experiences of shifting from in-person to telehealth GIM sessions due to the COVID-19 pandemic. Finally, the findings of each of the three articles will be woven together to highlight insights about the therapeutic process and research methodology in GIM.

## **Gabriella Rudstam, Pre-defence: Trauma-focused Group Music and imagery (GrpMI) with women suffering from PTSD or CPTSD**

**Discussant:** Niels Hannibal, AAU

**Supervisor:** Bolette Daniels Beck, Hans Peter Söndergaard.

**Title of the Study:** Trauma- focused Group Music and Imagery (GrpMI) with women suffering from PTSD/complex PTSD. A Randomized Controlled study with Mixed Methods design.

**Study aims/Research questions:** The purpose of the study is to explore if trauma focused GrpMI can be helpful in the treatment of women suffering from physical/ psychological and /or sexual abuse.

*Quantitative questions.*

Can participation in trauma focused GrpMI for women suffering from PTSD/CPTSD compared to a waiting list control? Primary and secondary measures:

1. Primary outcome: Reduce PTSD symptoms
2. Reduce dissociation
3. Enhance quality of life
4. Increase capabilities for autonomic (ANS) regulation

*Qualitative questions.*

5. Which characteristic features and developmental processes can be observed in the imagery of women with PTSD / CPTSD during participation in trauma focused GrpMI?
6. In what way might the choice of music influence participants imagery?
7. How do the participants experience the phase-oriented Tf-GrpMI intervention?

**Research Design:** A randomized controlled trial with a mixed method design.

**Current State of Study:** Enrolled September 2014. PhD plan submitted December 2014. Elaborate Proposal submitted February 2016 and approved March 2016. Feasibility study completed spring 2016. Data collection for the RCT initiated the autumn 2016. The last group completed its work in June 2018 and the last follow up measures were completed in September 2018. Data analyses is ongoing. One article is published, and two articles are in drafts.

**Topic:** This presentation will summarize the three articles, present the physiological outcome measures used in the study to assess the capacity for the autonomic nervous system (ANS) regulation, and discuss the findings regarding the combinations of self-rating scales and physiological outcome measures.

*References:*

- Grocke, D.E. (2019) *Guided imagery and music: The Bonny Method and beyond*. Barcelona Publisher. Porges, S.W. (2007). The Polyvagal Perspective. *Biological Psychology*, 74 (2), p 116-143.
- Shaffer & Ginsberg (2017). An Overview of Heart Rate Variability Metrics and Norms. *Frontiers in Public Health* 258 (5), p 1-17.

## One page summaries

### Daniele Pendeza: Music Therapy Assessment Tool for Child Development

**Title of the study:** Music Therapy Assessment Tool for Child Development

**Research question:** Is it possible to create a Music Therapy Assessment Tool for Child Development from the milestones of global development?

**Research design:** It is a mixed method sequential exploratory design divided in three main phases (qualitative, development, quantitative).

**Method:**

**Part I:** Qualitative: A literature review will be done in order to congregate data disseminated in the literature, providing a better view on what is being studied within the area with respect to typical development milestones. The data will be referring to children between 0 and 5 years old (early childhood). That data will be used for the creation of an evaluation scale on musical development. For each construct, an operationalized manual will be developed to apply the scale, in order to ensure that their assessment is based on specific experiences and techniques of music therapy.

**Part II:** Development: semantic evaluation and cross-cultural adaptation of the pretended scale. Board-certified music therapists, with experience in assessment in music therapy will be consulted. In this group, half will be fluent or native in Portuguese, and the other half in English, to achieve a cross-cultural adaptation in both languages. The experts' assessment serves to identify whether the items and the scale as a whole serve the purposes for which it is proposed. The semantic evaluation identifies whether the public that will use the scale easily understands the terms, and the cross-cultural adaptation intends to expand the possibilities of using the scale. For this phase, it is also intended to consult professionals who work with child development and who are neurodivergent people, in order to promote the creation of a more inclusive and respectful scale since its inception.

**Part III:** Quantitative: music therapists with at least one year of experience will use the scale with their target audience in order to perform the last phase of the study, which refers to the evaluation of reliability and validity of the scale. The reliability demonstrates whether the scale is stable and consistent, through stability (different music therapist assessing the same video of a music therapy session, with test-retest), internal consistency (Cronbach's alpha coefficient) and equivalence (Kappa coefficient). In addition, the evaluation of the validity using the Pearson correlation coefficient (Pearson  $\rho$ ), using the IMTAP scale for comparison, and the Wilcoxon test.

**Current state of the study:** the study has not yet started, but some data for the systematic review is already being collected.

**Topic for the presentation:** I will present my ideas on how to develop a scale aimed at assessing child development in order to track delays and facilitate the implementation of music therapy, while being respectful of neurodivergences.

## Hannah Riedl: Music Therapy, Ethics & Health Economics: The beginning of a journey...

### Supervisors:

1. Univ.-Prof. Dr. med. Dr. sc. mus. Thomas Stegemann, 2. NN

### Working title of the study:

Music Therapy, Ethics & Health Economics – a multiperspective investigation

### Research questions:

- 1) Which *value constructs* and *representations of people* are currently active in music therapy, and which in health economics?
- 2) What kinds of *economic evaluations* already exist in music therapy?
- 3) Is a “*social return on investment (SROI) analysis*” a feasible method for the music therapy profession to measure social impact of its services on a financial level?

### Research design:

This PhD includes three parts. Each part is grounded on a different research method.

### Method:

Part 1) **Theoretical investigation** on differences and similarities of the constructions of values and representations of people in music therapy compared to health economics.

Part 2) **Scoping review**, looking for full economic evaluations in music therapy (e.g. cost-effective analysis) and recent music therapy studies, which included economic aspects (e.g. alongside a randomized-controlled-trial).

Part 3) **Social return on investment (SROI) analysis** of music therapy in an outpatient setting in Austria.

### Current state of the study:

This PhD project is in the Exposé phase, it is planned as a cumulative dissertation.

### Topic for the presentation:

In this presentation, I will

- 1) outline basic considerations of the topic,
- 2) present the methodological steps of the scoping review (part 2), and
- 3) will discuss open methodological questions concerning part 1 (theoretical investigation) and part 3 (SROI analysis).

*The goal of this PhD is to foster a deeper understanding of two strongly interlinked – but often experienced as interfering – areas: Music therapy as a health care profession, and health economics as an important part of every health care system. Ethical and anthropological issues are crucially considered as connecting links to get these fields into resonance.*



## **Julie Ørnholt Bøtker: Theoretical models and practical cases of authenticity and inauthenticity within music therapy, music teaching and music performance**

**Supervisors:** Stine Lindahl Jacobsen and Charlotte Lindvang, Aalborg University

**Title of the study:** **The concept of authenticity and its meaning and applicability within music therapy, music teaching and music performance in a family-oriented context.**

The research project serves as follow-up research within the MUFASA-research project lead by Stine Lindahl Jacobsen in cooperation with Ulla Holck and Gustavo Gattino.

### **Research questions:**

- **How can the concept of authenticity be defined and understood** within the three different professions of music therapists, music teachers and music performers in a family-oriented context? Including: What could the benefits and challenges be for the professionals working with families in relation to the concept of authenticity?
- **How is an experience of being authentic** as a music therapist, music teacher or music performer **connected to the experience of the relation** to the participating families?
- **How can the experiences and reflections from professionals** within the three musical professions **broaden and inform disciplines**, on a practical and theoretical level, based on the concept of authenticity?

**Research design:** The PhD study will be conducted within the qualitative research paradigm, applying interpretivist methods in the research design. The goal of the research methods is to discover and unfold meaning in the music professionals' subjective experiences of their own authenticity/inauthenticity as professionals. Furthermore, I also wish to search for patterns and similarities within and across the three different disciplines and relate my findings to relevant literature. I therefore wish to apply phenomenological and hermeneutical research approaches in the overall design.

**Method:** Epoché-writing. Elaboration of the epoché through the Repertory Grid software. Preliminary semi-structured interviews. Thematic coding analysis. Semi-structured interviews with the music professionals participating in the MUFASA-project; Focus group interviews and solo interviews, using video excerpts from the MUFASA-project as part of the interview process. Thematic coding analysis of the transcripts of the interviews. Triangulation of the findings with existing literature and with my own epoché.

**Current state of the study:** Article no. 1, in which the findings from the preliminary interviews is disseminated, has recently been submitted. Transcription of the MUFASA-interviews with music therapist and music teacher (due to concert cancellations no musicians participated in the MUFASA pilot – hence, no interviews with musicians)

**Topic for the presentation:** I will present 3 models that emerged through the process of disseminating the findings of the preliminary interviews in my first article. I wish to discuss these models with the group, including the possible implementation of these models in my further investigation of recent interviews with the music professionals from the MUFASA research project.

## Karen D. Goodman: The Music Therapy Supervisor: Developmental Perspectives

Supervisors: Associate Professor Emerita, Inge Nygaard Pedersen, PhD, Professor, Avi Gilboa, PhD, Professor Hanne Mette Ridder, PhD.

Title of the Study: The Music Therapy Supervisor: Developmental Perspectives

### Research questions

1. Does the music therapy literature inform us regarding: 1) developmental stages of the supervisee which impact the supervisor's progressive awareness; 2) changes in clinical supervision (i.e., musical and verbal) as a result of the supervisor's progressive awareness; 3) developmental processes experienced by the supervisor? If yes, in what way?
2. Does the social science literature (i.e., counseling, psychology) on clinical supervision inform the music therapy literature regarding: 1) developmental stages of the supervisee which impact the supervisor's progressive awareness; 2) changes in clinical supervision as a result of the supervisor's progressive awareness; 3) developmental processes experienced by the supervisor? If yes, in what way?
3. Do music therapy supervisors experience a developmental awareness and/or process during work with supervisees? If so- what is it?

**Research design:** As a qualitative study favouring an exploratory and inductive approach, this study will initially aim to identify how clinical supervision literature in music therapy and counseling has or has not introduced awareness about the developmental levels of the supervisee, thereby impacting clinical supervision strategies and developmental processes for the supervisor. Following literature reviews and analysis, a phenomenological study, achieved through a series of open-ended interviews within the context of themes realized in the literature, will provide first-hand information from music therapy supervisors. Discussion and suggestions for further research will follow.

This may also be considered as an effort to triangulate various data sources, wherein multiple sources of themes and perspectives serve as a process to add strength to the study (Creswell, 2014).

### Method

*Literature Search:* Using relevant search terms, use a variety of databases (i.e., Music Therapy World, Google Scholar, PsychInfo, RILM, Medline, Cairss, Ingenta, Auboline, WorldCat) to locate periodical sources, relevant chapters, books and dissertations for review. Use inclusion criteria related to stated goals above. Organize results into thematic categories. Provide tables and visuals as necessary

*Interview study:* Interviews will be conducted with six music therapists, no gender or age bias with a variety of supervisors in terms of their background, country of origin and experience which supports the principles of purposive sampling. They will be asked to participate in one 1.5-hour interview by zoom with a possible half hour follow up. Each interviewee will be given the option to review the initial questions beforehand. Data will be collected using one 1.5-hour semi-structured interview (Smith, Flower & Larkin, 2009), an approach utilized by music therapists (e.g., Aronoff & Gilboa, 2014; Solli & Rolsvjord, 2015) which allows the

interviewer to establish rapport with the interviewee, explore areas of interest that arise and expand on interests and concerns as they spontaneously arise in the interview.

*Date Analysis for Interview study:* The verbatim interview scripts will be analyzed qualitatively, according to the Interpretative Phenomenological Analysis (IPA) framework (IPA; Smith & Osborn, 2003), where the researcher refers not only to the explicit description of participants' experience of the phenomena (the phenomenological part of the analysis) but also the possible implicit interpretations of what the participant is saying (the interpretative part of the analysis).

**Current state of the study:** The literature review regarding clinical supervision in both music therapy and counseling is complete. The preliminary interviews with supervisors, completed, will be returned to interviewees for review, and thereafter be analyzed and sent back to the supervisors for commentary before my completed writing.

**Topic for the presentation:** 'The Music Therapy Supervisor: Developmental Perspectives' presentation will include an overview of the study, relevant background information related to developmental staging, themes uncovered in the music therapy and counseling supervision literature related to developmental staging and plan for moving forward with interview analysis.

## **Kathrine Nielsen: A mixed method multiple case study investigating the patient's perspective on music therapy treatment of hospitalized patients with a severe eating disorder**

**Prospective supervisors:** Niels Hannibal, AAU & Lene Berring, Psychiatric Research Unit of Region Zealand

**Introduction:** In August 2019, I did an internship at Eating Disorder Centre in Roskilde, Denmark. Since then I have – in one way or the other – been working at both the in- and out-patient unit. The music therapy treatment is now a well-established practice at the two units, and my experience is, that both the patients and colleagues find the music therapy meaningful. In general, the patients oppose to most treatment, but rarely do they reject music therapy.

With this research study I want to explore why the patients accept the music therapy treatment and how the patients evaluate/describe the music therapy treatment.

**Research questions:** What experiences do the hospitalized patients have of the music therapy treatment? How do they evaluate it?

**Research design:** Mixed methods.

### **Method:**

Part 1) Literature review (Music therapy with people with an eating disorder)

Part 2) Survey (The Therapy Process Questionnaire?)

Part 3) Interview (Semi-structured with selected patients who also did the survey)

### **Current state of the study:**

Applications sent:

- 1) Employment for 3 months to develop protocol for PhD (Research Unit of Region Zealand and Ejner & Aase Danielsens Fond)
- 2) Evaluation study for 1 year – Tryg Fonden

## Kerry Devlin: Developing a Case Formulation Pedagogy for Undergraduate Music Therapy Students in the United States: Project Overview and Background

**Supervisors:** Dr. Hanne Mette Ridder, Dr. Anthony Meadows

**Title of the study:** Developing a Case Formulation Pedagogy for Undergraduate Music Therapy Students in the United States

**Research questions:**

1. What is case formulation and how is it approached in music therapy clinical practice?
2. What approaches to case formulation are currently taken in educational and training settings in the United States?
3. What does an evaluation of these case formulation methods suggest about the clinical preparation of undergraduate music therapy students in the United States?
4. When taken as a whole, what are the benefits of integrating case formulation into undergraduate music therapy training programs?
5. What elements may be central to case formulation learning processes at the undergraduate level?

**Research design:** This dissertation will be undertaken through a three-article series that will involve 1) a review of literature, 2) the implementation of a focus group series with music therapy educators, internship directors, and students, and 3) a pilot methodology for teaching case formulation that will be integrated into a sophomore-level music therapy course taught by the researcher in Fall 2023.

**Method:**

Part 1: The literature review will frame case formulation as essential to music therapy clinical practice. It will define the core elements of case formulation in related professions, linking these to discussions of case formulation in MT clinical practice. Key components of the relationship between assessment and case formulation will be explored, along with reflections on case formulation methods in the United States as related to the education and training of undergraduate music therapy students.

Part 2: This article builds on article one through the facilitation of a focus group series designed to explore three perspectives through discussions with invited stakeholders – music therapy educators, internship directors, and students– to more deeply understand the ways in which case formulation may be approached pedagogically in undergraduate music therapy programs.

Part 3: Key outcomes of the focus groups, including a review of pertinent artifacts, will be considered in relation to literature review findings to develop a teaching methodology that will be integrated via action research into a sophomore level music therapy course in Fall 2023. It will consider the key components of case formulation as they relate to sophomore-level students, the core ways in which these components can be integrated into the course structure, and the artifacts created by students along with their critical reflections to demonstrate the development of their own case formulation competencies.

**Current state of the study:** PhD plan slated for submission by 12/1/21 (3 months post-enrolment) and initial research for article one (literature review) is in development.

**Topic for the presentation:** Overview of updated PhD plan and project background with an emphasis on the new pedagogical focus, including presentation of recent teaching artifacts.

## Rut Wallius: Families at risk – reunited with the help of music therapy?

**Supervisors:** Stine Lindahl Jacobsen and Alexandra Ullsten

**Titel of the study:** Music therapy intervention to support the reunification of children in care with their parents

**Research questions:** The purpose of the study is to better understand music therapy as an intervention within the field of Child protection, during the reunification process, between a child in care and the child's parents.

1. How is music therapy during the reunification process between a child in care and the child's parents, experienced by the children and the parents?
2. How does music therapy influence the way parents mentalise their child?
3. How does music therapy influence the interaction between children and parents in families at risk?

**Research design:** A pre-study with a qualitative approach will constitute the base for the music therapy intervention that will be the subject for a main study with a mixed methods design. For the main study a qualitative approach will be combined with a Single Case Experimental design with an A B A structure.

**Method:** In a pre-study a parent-child dyad with a history of family care who has experienced a music therapy intervention like the one intended for the study will be conducted. By the interview the aim is to find out more about thoughts and personal reflections from both clients and clinicians. A collaborative interview format will be used, involving both the client and music therapist being interviewed by a third party. Thematic analysis will be used to categorise the interviews in themes about relationships, how music therapy was experienced and about the parents reflectional functioning.

The results and findings from the pre-study will be used to design a music therapy intervention intended for the main study. The intervention will consist of 8-10 hour-long sessions and participants in the main study will be 3-5 parent-child dyads.

A semi-structured interview to assess the parent-child relationship will be performed before and after the intervention. The interaction between parent and child will be assessed through micro-analysed video-clips before, during and after the intervention. Collaborative interviews, as in the pre-study, will be made after the intervention.

**Current state of the study:** The research plan will be finalized before December 1<sup>st</sup>.

**Topic for the presentation:** An overview of the project together with the planned design will be discussed.

## Lectures and workshops at the course

### Christian Gold: Linear Mixed-Effects Models: The Swiss Army Knife of data analysis?

**Christian Gold**, PhD, research professor, [NORCE Norwegian Research Centre AS](#), Bergen, Norway; professor II, Grieg Academy Department of Music, [University of Bergen](#), Norway. Adjunct Professor, Faculty of Humanities, [Aalborg University](#), Denmark, Professorial Research Fellow, Faculty of Psychology, [University of Vienna](#), Austria. Editor of the [Cochrane Developmental, Psychosocial and Learning Problems Group](#). Gold's main research interests include outcome research (clinical trials and meta-analyses), their methodology and application in music therapy in mental health. He is also interested in research connecting process and outcome.

### Finn Thorbjørn Hansen: The Sense and Call of Wonder – a paramount ability and ‘musicality’ for the art-based and phenomenological researcher

How does the researcher get a musicality or an ‘inner ear’ (Gadamer) for the phenomenological and hermeneutic experiences of the ineffable dimensions in art performances or music?

Should we maybe make a distinction between “mental health” and “existential health”, when focusing on Health Humanities? In this lecture professor Finn Thorbjørn Hansen will talk about the apophatic or ineffable dimensions in art-based research and phenomenology, and why also a contemplative way of philosophizing through a deep sense of wonder may nurture an ‘existential resonance’ (Rosa) and existential health understood as an ‘ontological homecoming’.

Literature to read for the course:

Visse, M., Hansen, F.T. & Leget, C. (2019). The Unsayable in Arts-Based Research: on the Praxis of Life Itself. *International Journal of Qualitative Methods*, Vol. 18: 1-13 (DOI: 10.1177/1609406919851392)

Secondary literature:

Visse, M., Hansen, F.T. & Leget, C. (2020). Apophatic Inquiry: Living the Questions Themselves. *International Journal of Qualitative Methods*, Vol. 19: 1-11.

Hansen, F.T. (2022 – in press). Wonder and Philosophy as Grounding Sources in Health Humanities. In: Paul Crawford and Paul Kadetz (Eds.), *Palgrave Encyclopedia of Health Humanities*. London: Palgrave.

Hansen, F.T., Eide, S.B., & Leget, C. (2022 – forthcoming). *Wonder, Silence and Human Flourishing: Towards a humanization of the professions of Health & Care, Welfare and Education*. Lanham: Lexington Books.

**Finn Thorbjørn Hansen**, PhD in Philosophy of Education, is a Full Professor in Applied Philosophy at Aalborg University. His research focus on existential phenomenology, dialogue philosophy, the phenomenology of wonder and existential health care communication. He has developed a special kind of philosophical and phenomenological action research, and so-



called Wonder Labs, which has been used in action research projects on a hospice, a hospital, a design schools, in performance arts and in an innovative department in a public organization. In the research on Health Humanities, he shows why also philosophy understood as a contemplative act and ethical practice of self-care is important too in this discipline. <https://vbn.aau.dk/da/persons/123561>

### **Friederike Haslbeck: Creative music therapy for preterm infants and their parents: Insights into developments, in theory, practice, research and education**

Friederike Haslbeck will take the PhD group into her whole journey as a clinician and researcher, explaining why she developed an approach of music therapy for preterm infants, and how practice, research and education developed over the last 20 years including her current splitted position at the University Hospital and University Zurich as clinical music therapist, senior researcher and teacher.

**Friederike Haslbeck** PhD, is a violinist, music therapist and senior research fellow of the Zurich Newborn Research Group at the Clinic of Neonatology, University Hospital and University Zurich. She lectures at the University of the Arts Zurich, runs the German/ Swiss certified NICU-training, holding numerous publications on neonatal music therapy.

<https://orcid.org/0000-0002-4076-8028>

<https://www.scopus.com/authid/detail.uri?authorId=55438127000>

Material to read or watch for the course:

Clinical Practice Protocol of Creative Music Therapy for Preterm Infants and Their Parents in the Neonatal Intensive Care Unit: <https://www.love.com/v/60412/clinical-practice-protocol-creative-music-therapy-for-preterm-infants>

Haslbeck, F. B., Jakab, A., Held, U., Bassler, D., Bucher, H. U., & Hagmann, C. (2020). Creative music therapy to promote brain function and brain structure in preterm infants: A randomized controlled pilot study. *NeuroImage: Clinical*, 25, 102171.

<https://www.sciencedirect.com/science/article/pii/S2213158220300103>

### **Gitta Strehlow: Music Therapy interaction patterns of BPD patients compared between Northern Ireland and Germany**

Professor Dr. **Gitta Strehlow** is a faculty member at the institute of music therapy at the Hamburg University of Music and Theatre. She works for 20 years as a music therapist with adults at Bethesda-Hospital-Hamburg-Bergedorf, Clinic of Psychiatry/Psychotherapy and with sexually abused children. Research areas: psychoanalysis, trauma, psychiatry and mentalization



## **Gorm Greisen: Medical and natural sciences – knowledge, power, control and quality**

Concepts of health and disease are pervasive. All societies have healers. In the negotiation for public support of healing, the quest for evidence demands scientific methods. Gorm Greisen argue that countable effects are necessary for rational policy, but that even rational policy must be based in shared values. At present, death avoidance apparently has high priority.

Gorm Greisen is emeritus professor at the University of Copenhagen and Honorary consultant neonatologist at Rigshospitalet. He has served as chair of the Danish Council on Ethics (2016-19) and chair of paediatrics, University of Copenhagen (2013-19). From 2001–2012 he was Head of Department, Neonatology, at Rigshospitalet, 1998–2021 Professor of Paediatrics, University of Copenhagen, and 1991–2021 Consultant neonatologist, Rigshospitalet. Greisen is heading research in neonatal brain perfusion, oxygenation, brain injury, and neurodevelopmental deficits, perinatal growth and research ethics. He has supervised more than 30 PhD students, and has 350+ publications on PubMed.

## **Grace Thompson: A grounded theory of goal process in music therapy: translating research to practice**

Music therapists work in a large variety of contexts from medical to community to private practice. Therapy goals are therefore also diverse and address a wide range of individual needs from rehabilitation, to social inclusion, to interpersonal relationships. Despite the need for multiple perspectives on the processes around identifying therapeutic goals, previous literature often privileges an expert-led approach that does not represent the breadth of music therapy practice. This paper will report on a large ground theory study that explored the conditions and circumstances that influence the way experienced music therapists identify the therapeutic focus of their practice. Participants included 45 music therapists practicing in 8 different countries who were aged between 33–67 years old and with at least 5 years of professional experience. Participants described their approach to goals/aims within their practice, and the factors they believe influence their process. Grounded theory analysis generated a theoretical explanation of how music therapists engage with both the client and their employment context, and the way the attributes of these actors are likely to affect the process of identifying a therapeutic focus for the work. Supporting the translation of theory to practice is also an important part of research. Implications for music therapy training and professional development are offered, with an emphasis on the subsequent ethical considerations and responsibilities of the therapist.

**Grace Thompson** is Associate Professor in Music Therapy and Head of the music therapy training course at the University of Melbourne. Her research focuses on music therapy with disabled children and young people, and delivered within ecologically oriented strategies. She is the co-editor of “Music Therapy with Families: Therapeutic Approaches and Theoretical Perspectives”, and author of “Goal processes in music therapy practice” (in press).

Literature to read for the course:

Thompson, G. A. (2020). A grounded theory of music therapists' approach to goal processes within their clinical practice. *The Arts in Psychotherapy*, 70, 101680.

### **Jens Anderson-Ingstrup: Writing: Psychological and practical perspectives**

Abstract: Even though writing and publication is a basic part of academic work, it is a task that tends to be postponed or avoided and a skill that is typically not taught. That is, vocabulary and grammar is typically taught during elementary school but techniques and the psychology of writing is typically not addressed. In this presentation I will share theory and research about the psychology of writing and present some of those writing techniques that I myself have found specifically helpful in structuring the writing process as well as getting words down on the paper.

**Jens Anderson-Ingstrup**, Ph.D., Scientific Assistant Aalborg University

Literature to be read:

Gardiner, M., & Kearns, H. (2012). The ABCDE of Writing: Coaching high-quality high-quantity writing. *International Coaching Psychology Review*, 7(2), 237–249.

Maher, M., Fallucca, A., & Mulhern Halasz, H. (2012). Write On! Through to the Ph.D.: using writing groups to facilitate doctoral degree progress. *Studies in Continuing Education*, 35(2), 1–16. <http://doi.org/10.1080/0158037X.2012.736381>

### **Maria Celeste Fasano: From pleasure to learning: the motivational power of music in children and adults**

This lecture will offer new insights into the neural underpinning of music pleasure and its interaction with learning processes in children, young adolescents and adults.

Survey studies have shown that music listening is an important source of enjoyment and entertainment for children and adolescents. However, there is a lack of knowledge related to the neural bases of this strong drive. Moreover, despite promising findings showing that pleasurable music training is able to improve executive functions in this young population, there is still relatively little intervention research in this field. Finally, highly expressive playing and the development of a personal commitment to music seem to be strongly related to pleasurable experience of music but, surprisingly, this has not been investigated at a neural level yet. In one of our studies we showed that music listening is recurrently able to 'attract' a reward brain network in young adolescents, explaining in part their constant drive for music. Another study revealed a positive effect of engaging music training on 8-10 year old children in terms of increased inhibitory control and reduced hyperactivity. Finally, a recent study highlighted a shared recruitment of reward brain regions in expert pianists listening to a sonata and highly motivated to learn that sonata or able to perform it very well.

**Maria Celeste Fasano** is an authorized clinical psychologist specialized in Systemic Therapy and she is a licensed opera singer. Before starting her PhD, she worked for 4 years as a singing and choir teacher in few children's choirs and in a special choir of psychiatric patients. During her experience as a choir teacher, she developed a strong interest in studying the psychological and neural underpinning of all the beneficial effects of collective music training. She completed with excellence her PhD in neuroscience of music at Center for Music in the Brain (Aarhus University) focusing on the effects of music listening and music training in children, preadolescents, and adults (Fasano et al., 2019, 2020a, 2020b). After her PhD, she continued her research investigations by exploring the effects of group music training in children with ADHD and autism and by focusing also on work-related stress experimental

research. At the moment she works as a Researcher at the Department of Psychology at Aarhus University and she is involved in a 4-years longitudinal project focused on the effects of music training in 1000 children.

### **Shmuel Arnon: How research in music therapy for preterm infants led to implementation of this therapy in the Neonatal Intensive care Unit- a local experience**

**Dr. Shmuel Arnon** is an Associate Professor of Pediatrics and the head of the well-baby unit in the Division of Neonatology at the Meir Medical Center affiliated to the Tel-Aviv University, Tel-Aviv, Israel. His clinical research efforts focus on iron homeostasis of preterm infants and inflammatory-mediated neonatal defense mechanism. He is also a pioneer in evaluating and applying music therapy to preterm infants while they are staying in the Neonatal Intensive Care Unit. His research of music therapy intervention comes from his passion of music as a healing tool. Further, he is involved in the Israeli neonatal society, organizing scientific meetings and multi-site research programs. As an active researcher, Dr. Arnon has presented his works in a numerous scientific meetings in North America, England and more.

### **Simon Høffding: Music and Empathic Spaces in Therapy and Improvisation**

The term empathy (einfühlung) is rooted in philosophical aesthetics. It was used by German philosophers toward the end of the 19th century to describe our ability to imaginatively “feel into” works of art, which speak to us in a certain humanlike way insofar as they contain traces of what Mikel Dufrenne calls a “quasi-subjectivity” (1973, 393). In this chapter, rather than looking to art as an object of empathy, we instead consider art – and more specifically, music – as a resource that can facilitate empathy. More precisely, we turn to two cases in which music seems to establish spaces that enable and sustain empathic connectedness, as well as the ability to explore and experiment with different forms of social understanding and affective sharing.

The first case comes from the music tradition of free improvisation. Based on ethnographic fieldwork with the saxophone player, Torben Snekkestad, we become acquainted with an approach to performance that does not concern music primarily as an aesthetic product, but as a shared process of communicating and connecting nonverbally with others – a process that is essentially about exploring and experimenting with different forms of intersubjectivity and empathy.

The second case comes from music therapy and autism, which can involve listening, singing, or joint music-making. We discuss studies indicating that musical interventions positively address core impairments in capacities required for empathy: e.g., joint attention, social reciprocity, and verbal and nonverbal communication, as well as comorbidities of atypical perception, motor performance, and behavioral problems.

Although these two cases are different, they share the trait of using music to establish spaces of nonverbal communication and empathic understanding. Drawing on these two cases, this chapter analyses how musical-empathic spaces emerge, and how these spaces solicit the integration of both low-level affective and bodily resonance mechanisms as well as high-level acts of meta-reflection, imagination, and planning that contribute to different forms of empathic understanding.

**Simon Høffding** is associate professor at the Department of Sports Science and Clinical Biomechanics at the University of Southern Denmark. He obtained his PhD from the Centre for Subjectivity Research, University of Copenhagen in 2015 and has since held positions at the Interactive Minds Centre, University of Aarhus, the Department of Psychology, University of Copenhagen and the RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion, University of Oslo. His main interests are in phenomenology, 4E cognition, bodily self-awareness, musical absorption, expertise studies, shared minds, and improvisation. He pursues these interests through interdisciplinary methodologies combining phenomenological analysis, ethnographic fieldwork and physiological experiments. This work is published in *Phenomenology and the Cognitive Sciences*, *Journal of Consciousness Studies*, *Topoi*, *Synthese*, *Mind & Language*, and *Musicae Scientiae* and in his first monograph, *A Phenomenology of Musical Absorption* (2019 Palgrave Macmillan).

### **Ulla Holck: Why, where and how you register your research at VBN/PURE at AAU**

It is important you register your research in VBN/PURE, where e.g. all the PhD theses are registered. In the presentation, I introduce you to the systems, and some background information about the BFI-lists etc.

You can find the guideline for registration here: <https://www.en.team.vbn.aau.dk/research-registration/>

You can find the BFI-lists here: [https://ufm.dk/en/research-and-innovation/statistics-and-analyses/bibliometric-research-indicator/bfi-lists?set\\_language=en&cl=en](https://ufm.dk/en/research-and-innovation/statistics-and-analyses/bibliometric-research-indicator/bfi-lists?set_language=en&cl=en)

**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](http://www.cedomus.aau.dk)). Member of an Academic Committee under the Danish Bibliometric Research Indicator, the Danish Agency for Science and Higher Education.