

Book of abstracts and one page summaries

PHD COURSE IN MUSIC THERAPY RESEARCH

April 23–28, 2023

Doctoral Programme in Music Therapy

Department of Communication and Psychology

Aalborg University, Denmark

Contents

One page summaries	3
Anne Godal: Music and Imagery as adjuvant treatment for adolescents with functional somatic symptoms	3
Eva Phan Quoc: Attachment-based MusicPlayTherapy. A music therapy approach for young children and their caregivers viewed from an attachment theory perspective	4
Gunn Karoline Fugle: Music Imagery (MI) as a resource in an interdisciplinary team in Specialist Health Care for Children.....	5
Hannah Riedl: Current status of doing a Scoping Review about Music Therapy & Health Economics.....	6
Julie Ørnholt Bøtker, pre-defence: The experience and understanding of authenticity across music professions. Towards closure and new perspectives.....	7
Kerry Devlin: Reflections on Teacher and Student Experiences in an Undergraduate Music Therapy Academic Course.....	8
Lars Rye Bertelsen: Shifting horses midstream	9
Marie Falk: Researching Micro-Entrainment in Palliative Music Therapy through Reflexive Journal Writing	10
Rut Wallius: Collaborative Interviewing in Music Therapy Research	11
Lectures and workshops at the course.....	12
Anete Strand: The PhD research explored through material storytelling with object theater and sandboxing	12
Charlotte Lindvang, Ulla Holck and Hanne Mette Ridder: Journal Club.....	12
Daniel Skak Mazhari-Jensen: Levels of analyses for investigating subjective phenomena and intervention efficacy. Considerations for music therapy from the perspective of cognitive neuroscience.....	13
Hanne Mette Ridder: Reflexivity in doctoral research	13
Niels Hannibal: Process-outcome relations in music therapy versus music listening for people with schizophrenia: The role of the therapeutic alliance	14
Sarah Awad: How do life changing events affects our rhythms of living?	14
Stine Lindahl Jacobsen: Psychometrics: When and why do we need it?.....	15

One page summaries

Anne Godal: Music and Imagery as adjuvant treatment for adolescents with functional somatic symptoms

Prospective PhD project by Child- and Adolescent psychiatrist, GIM-therapist Anne Godal

Functional somatic symptoms (FSS) are bodily symptoms, which cannot be pathophysiologically explained by medical examination. Symptoms may include long lasting pain, fatigue, dizziness, convulsions, gait distortions, and/or paralysis. Co-morbid anxiety and depressive symptoms are common. FSS lasting for more than 3 months affects 10-35 % of adolescents. Etiological factors include a complex interplay between biological, psychological and social factors, and may disrupt the homeostasis of body stress regulation. Normal developmental processes are influenced by and may shape the experience of symptoms.

Music and Imagery (MI) is a music-therapy method that employs music-listening and corresponds with other acknowledged psychological treatment modalities based on intersubjective, psychodynamic and neuroaffective theories. MI therapy in adolescents is largely unexplored, and what is reported is mostly single case-studies. However, MI and the related GIM has been beneficial for adults with symptoms similar to FSS.

Developmentally the adolescent, in a psychodynamic therapeutic context, is in a state between symbolic play and conversation. Looking for a therapeutic method that embraces the whole spectre from symbolic play to conversation, Music and Imagery seems promising (pilot study).

The research questions underneath will be answered through a part time (50%) research project lasting for 6 years combined with 50% clinical work.

1. How should MI be modified to be beneficial for adolescents with FSS?
2. Is MI useful for adolescents with FSS?
3. Can MI be a therapeutic method that bridges between analogue-play and reflective conversation?

Qualitative data from a pilot study with 5 participants (data collected in 2022) will inform question. 1. The semi structured interview, notes and drawings from the sessions and questionnaires are sources of information.

The upcoming study is planned as a mixed method study combining quantitative and qualitative methods. Allowing 40% dropout, 40 adolescents will be randomised to treatment or waiting list. They will all receive 9 sessions of individually tailored MI. All participants will have a semi structured interview after treatment, and answer questionnaires pre, after waiting (in the waiting-list group), post and follow up 6 months after ended treatment.

Question 2. will be answered by comparing the questionnaires on symptoms, function, school-attendance and quality of life from the two groups. We will also look for if MI enhances adolescent developmental issues, like self-regulation, identity, autonomy and self-agency and if hypothetical maintenance-factors from stress-history arise as themes in the sessions. Drawings, session-notes and interviews will add information to the quantitative data from assessments.

Qualitative data from comparing how each participant uses MI (analogically or more reflective) with their level of reflectiveness in the interview and their answers on questionnaires will answer question 3. 8 (?) participants will after the interviews be selected, aiming for diversity.

Eva Phan Quoc: Attachment-based MusicPlayTherapy. A music therapy approach for young children and their caregivers viewed from an attachment theory perspective

PhD researcher at the Music Therapy Research Centre Vienna, mdw – University of Music and Performing Arts Vienna

For vulnerable families with infants or toddlers, music therapy offers a playful way to experience new relationships using the non-verbal medium of music in a safe therapeutic setting. MusicPlayTherapy [MusikSpielTherapie] is a music therapy approach developed in Berlin (DE) by Katrin Stumptner and Cornelia Thomsen.

In a first step, this research project reviews the concept of MusicPlayTherapy. Previously unpublished resources and documents are incorporated critically in cooperation with the initiators of the concept. Subsequently, this music therapy approach is discussed from an attachment theory perspective. The main focus here is on the quality of the relationship and the parent-child interaction as well as on aspects such as sensitivity, emotional availability or successful affect regulation. Music therapeutic interventions and techniques that are particularly suitable for supporting mutually attuned and sensitive parent-child interaction will be identified and elaborated.

In the main part of this study, this now extended concept of attachment-based MusicPlayTherapy will be applied to five vulnerable families. Each of these five therapy processes of up to 25 therapy sessions is examined in a rather explorative approach. Possible effects of the music therapy treatment on aspects such as parental stress, quality of life, resilience or sensitivity of the caregivers are examined using various standardised questionnaires. By recording the therapy sessions on video, individual sequences of the interaction between caregiver and child can be qualitatively assessed and analysed. This research project aims to find out which implementations arise from the theoretical discussion and the practical application of attachment-based MusicPlayTherapy for the theory and practice of music therapy work with children up to the age of four and their caregivers.

Keywords: attachment-based music therapy, music therapy with families, early childhood, attachment theory, parent-infant setting

Gunn Karoline Fugle: Music Imagery (MI) as a resource in an interdisciplinary team in Specialist Health Care for Children

Prospective PhD project

Research question: How can the Music Imagery (MI) method be used to increase qualitative presence, to reduce stress and strengthen collaboration in multidisciplinary teams in specialist health services for children?

In a period of four years' team workers (interdisciplinary team), in an outpatient clinic for children (BUP), have meet every week, and lead by the music therapist listened to music to prepare themselves to their work. The overall goal was to share the experiences in a group building process to increase qualitative presence, reduce stress (prevent compassion fatigue and other stress reactions), and strengthen collaboration in multidisciplinary team.

Attention, presence and stress management are central to the work of mental health practitioners. Professionals have many shifts during a day that requires attentive presence and ability to shift attention between different clients. Research shows that empathic attentive presence and relationship in therapy are of main importance for the outcome of treatment. (Wampold & Fonagy, 2020). Efficacy studies of neurobiological studies of how music works show that music performance and listening can simultaneously and complexly affect many functions and levels of the brain and nervous system. (Brean & Skeie, 2019). The Music and Imagery (MI) method can have an integral function in judging emotional and prefrontal parts of the brain connected with cognition and regulation. The intention is that MI will attenuate stress response and strengthen the connection between the frontal and limbic area and thereby result in increased control and regulation. The music experience might also have a positive effect on the hormonal and immune systems, activating dopamine and other reward systems (Beck et al, 2015).

Participants' qualitative responses regarding participation and dividends are analyzed and will be presented. The participants are specialists in child care therapy: Psychologist, Psychiatrist, Social worker and Educational Therapist. Data is generated from ongoing evaluation, focus- group interview by five team members, individual interviews by two team members. It is an interdisciplinary composite group, and from a six-year joint summary in teams with a review of their own process. Method of analysis: Systematic text condensation (STC). (Malterud, 2012).

In the presentation, I will elaborate on the analysis and explain the topics that emerged.

Keywords: Music Imagery (MI); team building; health care; stress management

Hannah Riedl: Current status of doing a Scoping Review about Music Therapy & Health Economics

Supervisors:

1. Ulla Holck, PhD (Aalborg University)
2. Dr. Christian Grünhaus (Vienna University of Economics and Business)

Working title of the study: *“What is the Value of Music Therapy?” Music Therapy and Health Economics: Scoping review, SROI analysis and application guide*

Research design: Multiple-strategy design, consisting of three sub-projects

In my PhD, the **aim** is to link music therapy and the field of health economics to gain knowledge about and to contribute to this emerging and important interface for the music therapy profession.

The **objectives** specifically are

- to provide a broad state-of-the-art overview of the body of research on music therapy concerning this interdisciplinary field (“music therapy” and “health economics”) (> article 1),
- to conduct a social return on investment analysis in a specific music therapy setting in Austria to enrich the existing body of research (> article 2), and
- to provide a guideline to potential ways of integrating/adding economic evaluations into future (clinical) music therapy research studies (article 3).

Current status of the study: Working on the Scoping Review (article 1)

In the last semester, I have successfully submitted my PhD plan, attended in one course about “health economics and outcome research” and one conference about this topic specifically in Austria. Furthermore, a collaboration partner and co-author for article 1 has been successfully invited, and the database search and screening of articles (approx. 1000 abstracts and 150 full text articles) for the Scoping review is finished.

Topics for the presentation:

In this presentation, I will

- 1) give a very brief contextualization and overview of my PhD,
- 2) present the current status of the Scoping Review process, including
 - 2a) methods and technical learnings,
 - 2b) inclusion and exclusion criteria (incl. a model of definitions of musical interventions for health-related purposes)
 - 2c) overview on the preliminary results of the included studies,
- 3) think about the term “value” and how it is linked to health economics,
- 4) discuss and reflect on some parts with the whole PhD group.

Julie Ørnholt Bøtker, pre-defence: The experience and understanding of authenticity across music professions. Towards closure and new perspectives

Discussant: Ulla Holck, AAU

Supervisors: Stine Lindahl Jacobsen & Charlotte Lindvang

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.

Format: A combination model: two research articles + a short monography (100 pages)

Article 1 – Research Questions

- How can the concept of authenticity be experienced and understood by music professionals practicing within the three different professions of music therapists, music teachers and music performers?
- How is an experience of being authentically present as a music therapist, music teacher or music performer connected to the experience of the relation to the clients, students, and audiences?

Aim: An in-depth exploration of the phenomenon of authenticity as it is experienced and understood by 3 – purposefully sampled – music professionals with a focus on the relational aspects of the experience. This, to create an initial understanding of how to interview and reflect upon this phenomenon and hopefully create knowledge on which further investigation can be build.

Article 2 – Research Questions

- How can experiences and understandings of the phenomenon of authenticity from music professionals across the three different professions of music therapy, music education and music performance be described?
- Including: What are the possible applications of such descriptions?

Aim: A further development and description of the knowledge obtained through the first study – and an initial attempt to consider the application of these findings.

Monography – Research Question (preliminary)

- How can the findings from study one and two be applied to the musical teaching and training of music therapy students at Aalborg University?
- Including: How can the initial epoché be activated in these findings?

Aim: To deepen the understanding of the ontological, epistemological, methodological as well as philosophical perspectives surrounding this study as well as looking into applicability and possible contribution.

Research design: Phenomenological + hermeneutical. Epoché. Semi-structured interviews. Thematic coding analysis (deductive + inductive).

Current state of the study: Article #1 has been published in Voices, March '23. Article #2 has been submitted to Approaches and is now going through peer review.

In the process of writing up the linking text/monography.

Topic for the presentation: This pre-defense will include an overview of the two articles comprising this thesis as well as the (still preliminary) content of the monography. In the presentation, I will outline the development of the research process from the first attempts to 'unfluff the fluffy' to the latest efforts of trying to apply the findings to my own practice as a music educator at AAU.

Kerry Devlin: Reflections on Teacher and Student Experiences in an Undergraduate Music Therapy Academic Course

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

Title of the study: Still emergent – to be named after article 3 (probably)

Research questions: (for the current phase)

1. How does the integration of decision-making and case formulation models into *MUTH 205 Didactic Music Therapy Practices* impact the design of this undergraduate music therapy course?
 - a. What impact does this have on course structure and delivery?
 - b. How do students receive and experience course materials when delivered with this intention?
 - c. What challenges arise for faculty when delivering the course from this perspective?
 - d. What are the implications of this learning experience for faculty and students?

Research design: This dissertation will be completed through a three-article series. The first article is a literature review explicating the core components of psychotherapy case formulation and comparing them with decision-making processes in music therapy. Article two, which will be submitted for publication in April 2023, is first person action research focused on delivery of undergraduate MT course focused on teaching two different clinical perspectives to students. Article three is still emergent, but will likely involve a narrative writing process with a former client and their parent as we reflect on perspective together.

Method: This series of projects are qualitative and feature an emergent design in which each article's focus and design is informed by the article that precedes it. Article two has characteristics consistent with first person action research in which the researcher collects data while evaluating their own pedagogy as related to teaching clinical perspectives (e.g., decision-making or strengths and needs; case formulation or holistic) to undergraduate students. Article three will likely be narrative, collaborative, and interpretive in nature.

Current state of the study: Article 1 published in Nordic Journal of Music Therapy (March 2023). Article 2 manuscript submission to Music Therapy Perspectives anticipated April 2023.

Topic for the presentation: The presentation will provide an overview of article 2, which is situated philosophically within the Scholarship of Teaching and Learning (SoTL), undertaken through a first-person action research approach. The presentation will explore the ways in which MUTH 205 Didactic Music Therapy Practices unfolded in Fall 2022, with special emphasis given to descriptions of student responses and the challenges we experienced when learning to think about disabled clients and their needs from two different positions (e.g., strengths and needs and holistic). Student artifacts will be woven into the discussion to contextualize their reactions to course content as understood through the lens of my own experience as their educator.

Lars Rye Bertelsen: Shifting horses midstream

Supervisors: Stine Lindahl Jacobsen, Christian Gold.

Title of the study: Receptive music intervention for the abatement of anxiety for in-patients diagnosed with depression who receive standard ECT treatment

Research questions:

1. Can listening to specially curated playlists prior to, during and after ECT treatment reduce the patient's anxiety level compared to a non-specific stimulus (nature sounds)?
2. If so, are there differences in efficacy whether they listen to the playlists for the first four or the first eight treatments?
3. How are generalised music-medicine playlists built in relation to criteria such as treatment trajectory and musical stimuli?

Research design:

RCT Design with three study arms: Listening to special curated music playlists during ¹⁾ the first eight ECT treatments, ²⁾ the first four ECT treatments and ³⁾ listening to playlists with nature sounds during the first eight ECT treatments (control group). Data collection with self-reported questionnaires in Research Electronic Data Capture (REDCap).

Method:

Participants will listen coherently for 15 minutes prior to ECT treatment, during treatment and in the recovery room, in all between 30 – 90 minutes. ECT treatments day 1, 4, 8, 11, 15, 18. After the initial 6 treatments evaluation and possible prolonging.

The patients are randomized to TAU + listening to playlists with music or TAU + listening to playlists with nature sounds. Data is collected at day 0 (baseline), day 3, 11 and 28.

The current state of the study:

Part-time 6 years PhD. RCT project is prolonged due to Covid19 and nurse strike. Recruitment is very slow, of 110 planned participants 30 have been referred, and 18 have complete so far.. Protocol article is about to be submitted, second article on inter-rater reliability of the taxonomy by Wårja and Bonde (2014) will be published in a week or two. Third article will be on the results from the data collection, which is expected to finish late 2023.

The topic of the presentation:

Recruitment can not meet adequate number of participants to obtain statistical significance → increased focus on interviews. How do you choose interviewees and what knowledge do we need to gain – also in light of a later potential multi site PostDoc project?

Marie Falk: Researching Micro-Entrainment in Palliative Music Therapy through Reflexive Journal Writing

Titel of the study: Micro-Entrainment in receptive Music Therapy with live music for patients with life threatening diseases and complex palliative needs - a qualitative, phenomenological study

Research questions:

1. What is the theoretical understanding of entrainment processes and how are these described as a means in music therapy interventions?
2. What characterizes the use of micro-entrainment in music therapy interventions:
 - 2.a What are the characteristics of the inner experiences of the music therapist during the performance of live music for patients with life threatening diseases and complex palliative needs?
 - 2.b How does the musical pulse fluctuate during entrainment processes?
 - 2.c What are the physiological reactions and subjective experiences of patients and music therapists during entrainment processes in music therapeutic interventions?
3. How can entrainment processes in music therapy with live music be described and how may a protocol for the interventions be formulated?

Research design:

- The study is based on a qualitative and phenomenological research design.

Method:

Part 1: the first research question is answered through a scoping review including theoretic literature, both quantitative and qualitative research literature and 'grey literature'.

Part 2: the second research question is answered through the use of several research methods including: Reflexive Journal Writing analyzed by Grounded Theory, Microanalysis of video recordings of music therapy sessions with patients in palliative care, physiological measurements during the music therapy sessions and short, phenomenological and semi-structured interviews with the patients after sessions.

Part 3: The findings from both the literature review and the analyses are held together and discussed to provide a deeper understanding of micro-entrainment. This may further feed into a teaching manual about this specific music therapeutic practice to other practitioners.

Current state of the study: the project description was approved in April 2022 and is now in the process of funding.

Topic for the presentation: presenting an overview of the project while focusing on research question 2a and the possibility of designing a pilot project to prepare for the main project and support its funding.

Rut Wallius: Collaborative Interviewing in Music Therapy Research

Supervisors: Principal supervisor: Dr Stine Lindal Jacobsen, Aalborg University, Denmark.
Co-supervisor: Dr Alexandra Ullsten, Centre for Clinical Research, Region Värmland, Sweden.

Title of the study:

Music therapy intervention to support the reunification of children in care with their parents

Research questions:

The overarching 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.

Research design:

The study has a qualitative/interpretivist approach. By gathering mixed data it allows for a quantitative, explorative method in combination with a qualitative, hermeneutic approach.

Method:

Part one is based on a semi-structured interview, performed by an independent family counsellor, with a dyad of a parent and a child who has experienced music therapy as an intervention during the reunification process.

Part two will focus on developing a music therapy intervention based on the results from the collaborative interview performed in part 1.

Part three consists of implementing the music therapy intervention as well as collecting a range of mixed data relating to how the parent mentalise the child and to the interaction and the quality of the interaction between child and parent in the reunification process. Data will be collected through video-clips from assessment sessions with the dyad, video-clips from the music therapy sessions with the dyads, audio-recorded counselling sessions with the parents and collaborative interviews with the dyads.

Part four includes the analysis and comparison of the collected data.

Current state of the study:

A first collaborative interview with a family-dyad and a music therapist has been performed and the process of analysing to make a base for the following intervention it has started.

Topic for the presentation:

Collaborative Interviewing is a method that originates from the Norwegian family therapist Tom Andersen (Andersen, 1991), and his method for family therapy using reflective teams. Although collaborative interviewing is well known within family therapy, it is not often used within music therapy. I will talk about my experiences this far and share some of my reflections concerning the method.

Lectures and workshops at the course

Anete Strand: The PhD research explored through material storytelling with object theater and sandboxing

In this workshop you get to explore your PhD project as a miniature world put together by different fragments that are all important to your project. During the process you sort these pieces out in regard to their mutual relation as part of a whole. You get a sense of what is central to your work, and you get a feeling of what obstacles and pathways there are, etc. The miniature world becomes as you transform your experiences with your project into material form through a vast amount, of small figurines that you choose and place onto a storyboard with a base made of sand.



Anete Strand, PhD, Associate Professor & Material storyteller at Aalborg University. Anete is particularly interested in our bodily ways of knowing and how material based forms of story -telling and storymaking enable these bodily ways of knowing to be acknowledged and employed. Research profile: <https://vbn.aau.dk/da/persons/106421>

Charlotte Lindvang, Ulla Holck and Hanne Mette Ridder: Journal Club

The purpose of the MT journal club is to encourage PhD researchers to:

- be aware of scientific advances in the field
- understand different perspectives of scientific dissemination
- engage in methodological discussions
- critical reflect on research design and aspects of scientific quality (ethics, validity, reliability, relevance, interpretation, usefulness, etc.)

We will give you a summary of selected studies and shortly introduce to theoretical background, concepts, aim, methodology, and interpretation of results. We then invite to a discussion where participants comment and give their reflections about the study, its implications, and appropriateness.

Charlotte Lindvang, PhD, Associate Professor at the Music Therapy Program, Aalborg University, Certified GIM therapist (EAMI) and Psychotherapist (MPF). Charlotte has interest in and experience with creative writing and dissemination of research.

Ulla Holck, PhD, Associate Professor at the Music Therapy Programme, Aalborg University. Of relevance for the chosen article: Ulla has extended experience in video micro-analysis of interactions with children with autism, using community musicality as a conceptual framework. Research profile: <https://vbn.aau.dk/da/persons/107638>

Hanne Mette Ridder, PhD, DMTF, Certified GIM therapist (EAMI), professor of music therapy and director of the PhD Specialisation in Music Therapy at Aalborg University, Denmark.
Research profile: <https://vbn.aau.dk/da/persons/hanne-mette-ridder>

Literature to read for the lecture:

Baker, F. A., Lee, Y. E. C., Sousa, T. V., Stretton-Smith, P. A., Tamplin, J., Sveinsdottir, V., ... & Gold, C. (2022). Clinical effectiveness of music interventions for dementia and depression in elderly care (MIDDEL): Australian cohort of an international pragmatic cluster-randomised controlled trial. *The Lancet Healthy Longevity*, 3(3), e153-e165. [https://doi.org/10.1016/S2666-7568\(22\)00027-7](https://doi.org/10.1016/S2666-7568(22)00027-7)
Daniel, S. et al. (2022). Rhythmic Relating: Bidirectional Support for Social Timing in Autism Therapies. *Frontiers in Psychology*, 13 <https://doi.org/10.3389/fpsyg.2022.793258>
Laugesen, M. H. & Wegener, C. (2023). Editorial. Writing Off the Beaten Track. *Qualitative Studies*, 8, (1), 1-15. <https://tidsskrift.dk/qual/issue/view/10013>

Daniel Skak Mazhari-Jensen: Levels of analyses for investigating subjective phenomena and intervention efficacy. Considerations for music therapy from the perspective of cognitive neuroscience.

Any empirically based research discipline depends on some data in order to develop research hypotheses and conduct science. Yet, most disciplines consider few types of data or, more commonly termed, levels of analyses (i.e., observations, questionnaires, physiological samples, neuroimaging, etc.). Cognitive neuroscience is a multidisciplinary field consisting of diverse disciplines, such as psychology, biology, computer science, mathematics, philosophy, and engineering. Therefore, it is common to consider diverse datasets and complement data from different fields to postulate hypotheses or provide convincing evidence. In this presentation, we will explore and discuss different ways to gather and analyze data pertaining to subjective phenomena and intervention efficacy. Examples will be offered from my ongoing PhD, but importantly, examples are also provided from music therapy research. Participants are encouraged to identify their application of data with various levels of analyses and to consider the levels of analyses beyond (e.g., psychophysics and neuroimaging techniques).

Daniel S. Mazhari-Jensen holds a MA in Music Therapy from Aalborg University and a Research MSc in Cognitive and Clinical Neuroscience from Maastricht University. Currently, he is a PhD-candidate at Aalborg University, Department for Health Science and Technology, in the Neural Engineering and Neurophysiology group. The PhD project aims to investigate the neurophysiological substrates of sensory processing anomalies in attention-deficit hyperactivity disorder and autism spectrum disorder. His primary research interests include brain-behavior relationships, perception and action, neuropsychiatry, and evaluating treatment efficacy of behavioral and pharmacological interventions using neurophysiology.

Hanne Mette Ridder: Reflexivity in doctoral research

Reflexivity is the essence of what we do in research and is about how we try to understand research, ethics, and our lived experiences. Reflexivity helps bridging the gap between practice and research. In the presentation, we will look at critical reflection and critical reflexivity through perspectives formulated by, for example, Etherington, Hertz, Jewey, Schön, Mezirow, Creswell, Mertens, and Alvesson & Sköldberg.

Hanne Mette Ridder, PhD, DMTF, Certified GIM therapist (EAMI), professor of music therapy and director of the PhD Specialisation in Music Therapy at Aalborg University, Denmark.
Research profile: <https://vbn.aau.dk/da/persons/hanne-mette-ridder>

Suggested readings

Alvesson, M., & Skoldberg, K. (2018). Reflexive methodology: New vistas for qualitative research. Sage.

Seubert, L., McWha Hermann, I., & Seubert, C. (2023). Critical reflection and critical reflexivity as core processes for critical WOP: Precarious employment as an example. *Applied Psychology*, 72 (1), 106-125.

Niels Hannibal: Process-outcome relations in music therapy versus music listening for people with schizophrenia: The role of the therapeutic alliance

Study with focus on how to unfold an outcome study in a moderator/mediator perspective.
Manuscript approved for publication April 11.2023.

Sarah Awad: How do life changing events affects our rhythms of living?

Across our lifetime, change happens—expectedly and unexpectedly—in the private and in the public realms, and to each of us there are certain changes that become disruptive experiences, ruptures to our melody of living. Looking at our life course as a melody with certain rhythms, and drawing on sociocultural psychology, I will talk about how those changes affect our rhythms of living and how through different resources we can make sense of them and move forward through those changes. Moving forward does not always mean accepting and adapting to change, it could also mean resisting some changes and questioning their value for our society and for our well-being. Finally, I will reflect with the PhD researcher upon methodologies for exploring rhythms of living through five interrelated analytical domains; time, space, the body, social others, and symbolic resources.

Sarah H. Awad is Associate Professor of sociocultural psychology at Aalborg University, Denmark. She received her PhD in Cultural Psychology from Aalborg University and her M.Sc. in social and cultural psychology from London School of Economics and Political Science, UK. Her research interests are in the interrelation between the fields of cultural psychology, communication, and social development. She has published works exploring the processes by which individuals develop through times of life ruptures and social change using art and storytelling. Her most recent books include *Remembering as a cultural process*, with Brady Wagoner and Ignacio Brescó de Luna (Springer, 2019), *Street Art of Resistance* with Brady Wagoner (Palgrave, 2017), and *The Psychology of Imagination: History, Theory and New Research Horizons*, with Brady Wagoner and Ignacio Brescó de Luna (Info Age, 2017).

Literature to read for the lecture:

Awad, S. H. . (2021). Experiencing Change: Rhythms of Everyday Life Between Continuities and Disruptions. *Qualitative Studies*, 6(2). <https://doi.org/10.7146/qs.v6i2.127314>

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

Literature to read for the lecture:

Tomba E, Bech P: Clinimetrics and Clinical Psychometrics: Macro- and Micro-Analysis.

Psychother Psychosom 2012;81:333-343. doi: 10.1159/000341757.

<https://www.karger.com/Article/FullText/341757#>

Truijens F. L., Cornelis S., Desmet M., De Smet, & M., Meganck R. (2019) Validity Beyond Measurement: Why Psychometric Validity Is Insufficient for Valid Psychotherapy Research.

Frontiers in Psychology. DOI=10.3389/fpsyg.2019.00532

<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00532/full>