

Narratives About Music and Health

RIME Bath

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Narratives About Music and Health

Explorative pilot project

Interviews with 6 participants, some of which are experts in music, others are not. No experts in the field of music education or in music therapy.

3 informants from Sweden and 3 from Denmark.

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Explorative pilot project

Our actual questions (i.e. in the pilot study)

- How do professionals describe their thoughts about music in their professional work?
- How do professionals emphasize professional competence?
- How do professionals in different contexts use music?

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Explorative pilot project

The pilot study is inspired by ethnographic methods and conducted to develop a research design and to identify areas for further studies in the field of Music and Health.

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Five themes will be presented, but should not be regarded as excluding each other:

- 1. Doing good**
- 2. Interaction**
- 3. Education**
- 4. Regulation**
- 5. Including**

1. Doing good

Feeling that you with music can achieve something positive in collaboration with colleagues and participants

Notion that musical events can make people feel good, physically and psychologically: better memory, motoric status etc.

Professional skills in music. Wish to develop broader musical competence to be able to do even better in the future.

Using music as a tool for communication

2. Interacting

Consciousness of self in relation to the other

Music can reach the individual behind his/her impairment
Cognitive abilities support a competence relation

Basic skills in music expressions and musical interaction
competence

Precondition; love to music - unconditional love to the citizens,

Experience of an emergent self in interaction with a self-
regulating other (agency)

3. Educating

Consciousness of self in relation to historical and sociocultural processes

Music as subject and music as a part of the Danish folk high school tradition;
Musical self-confidence and independency regarding musical interaction and interplay skills. Music as including environment and democratic education

Knowledge about your competences, i.e. strengths, weaknesses, leadership.
Precondition; authentic, interest in music

Music as enculturation of social and cultural knowledge, (Grundtvig)

4. Regulation

Consciousness regarding regulation of alertness, attention and thinking

A window to other people's psyche or consciousness

Strengthen relation and communication with individuals with grave cognitive dysfunctions

Exceeding the threshold of insecure of musical expressions in musical interactions

Precondition; to understand the meaning of music and it's importance

Music as a tool to regulate arousal (a neuro-pedagogic perspective)

5. Including

Feeling that music keeps people together

Notion that musical events contribute to inclusion.

Professional skills in music is not needed.

Experiencing music as a tool for facilitating physical and psychological activity. Those events need to be promoted and organized. Wish to develop competence with staff.

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Example of coming research areas

- *How do professionals describe their thoughts about music ...*
 - Music as interplay and communication
- *How do professionals emphasize professional competence ...*
 - Proficiency as meta knowledge about own competences
- How do professionals in different contexts use music ...
 - Music as a professional tool for quality of life