Narratives About Music and Health

RIME Bath
2017

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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