

Bridging the gaps: Presenting a Theoretical Framework for Singing for Health Research and Practise

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Introduction:

Singing for Health - the context

- **SFH is an emerging field** (Dingle et al. 2019)
- **Many health and wellbeing benefits reported** (Dingle et al. 2019)
- **Absence of an established theoretical framework is a noted limitation in SFH research** (Clift et al 2010, 2012; Hendry et al 2022)
- **Group aspect** (Yoeli and Macnaughton, 2021) Camlin, 2019)

Introduction:

What is a theoretical framework?

A theoretical framework has been likened to the blueprint for a house
(Grant and Osanloo, 2014)



- **Foundation, structure and support for knowledge** (Grant and Osanloo, 2014)
- **Ontological standpoint** (Grant and Osanloo, 2014)
- **Underpins research** (Dingle et al. 2019)
- **Recommendations for future research** (Kivunja 2018).
- **Practice, prediction and explanation** (Varpio et al. 2020)
- **Common language** (Newman 2003)
- **Bridges gap between research and practice**

Introduction:

Project aims

- Create TF
- Define SFH
- Define essential features of SFH practice
- Ensure relevance to a group activity

Methodology (1/3)

Approach

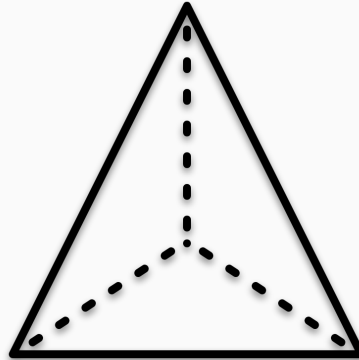
- Ethics
- Research Design
 - Exploratory
 - Mixed methods (Dingle et al. 2019)
- Insider researcher position
- Triangulation

Methodology (2/3)

Triangulation Sources

Source 1: Literature Review

**Source 3:
Professionals Questionnaire**



**Source 2:
Practitioner Questionnaire**

Methodology (3/3)

Drawing on Action Research: Cycles of Action and Reflection

(Eden and Ackermann, 2018; Chinn, 2007; Hall, 2010)

Cycle 1:

- Literature review
- Reflection to extract relevant themes

Cycle 2:

- Practitioner Questionnaire
- Reflection on all data

Cycle 4:

- Professionals Questionnaire
- Reflection to amend TF

Cycle 3:

- Data integration
- Creation of TF



Cycle 1: Literature Review

- Define 'health and wellbeing'
- Define 'Singing for Health'
- Identify relevant TFs from other fields relevant to group applications
- Identify themes for a TF for SFH

Cycle 1: Identifying active ingredients in SFH (1/2)

- **Space**
(Spaces of Wellbeing Theory, Fleuret and Atkinson, 2017; INNATE Framework; Warran et al. 2022)
- **Time**
(Fleuret and Atkinson, 2017; Hall, 2010);
- **Relationships**
(SIT, Tajfel and Turner, 1979);
- **Self-determination**
(Self Determination Theory, Deci and Ryan, 2012)
- **Participation**
(Daykin, 2012)
- **Safety**
(Polyvagal Theory, Porges, 2022; Spaces of Wellbeing Theory, Fleuret and Atkinson, 2017);

Cycle 1: Identifying active ingredients in SFH (2/2)

- **Entrainment/attunement**
(Camlin et al. 2020);
- **Music itself**
(CoMT, Aigen et al. 2018);
- **Singing as embodied music-making**
(Kleber and Zarate, 2014; Paparo, 2016);
- **Group**
(Psychodrama, Yehoshua and Chung, 2013; Camlin et al, 2020);
- **Facilitator**
(Dingle et al. 2019);
- **Performance**
(CoMT, Aigen et al. 2018; Ansdell, 2005).

Cycle 1: Defining Health and Wellbeing

Health and wellbeing

- A dynamic, multi-dimensional state on a continuum from intrapersonal to interpersonal to intercultural
(Spaces of Wellbeing Theory, Fleuret and Atkinson, 2017; Social Identity Theory, Tajfel and Turner, 1979; INNATE framework, Warran et al. 2022).
- Incorporating biological, psychological, social, environmental, cultural and spatio-temporal factors
(Hettler, 1976; INNATE framework, Warran et al. 2022; Spaces of Wellbeing Theory, Fleuret and Atkinson, 2017).
- Safety, self-determination, participation and relationships are important themes for interventions and evaluation
(Polyvagal Theory, Porges, 2022; SDT, Deci and Ryan, 2000; INNATE framework, Warran et al. 2022; Daykin, 2012)

Cycle 1: Defining Singing for Health

Singing for health

- Embodied, musical vocalising mediated by music and a facilitator which occurs in a one-to-one, group, cultural, social and/or public setting.
- A socio-cultural activity connecting an individual to their own body and identity, other singers in a group, with their community and cultural context in a performance context;
- A spatio-temporal activity influenced by factors affecting inclusion such as access, timing, physical and social environment.

Cycle 1: Mapping themes to '5Ws and 1H'

What? Specific features of interventions

Music, singing, entrainment and attunement, performance

Who? Any people involved including referrers, carers, health professionals and relations between them.

Participants, group, facilitator

Why? Factors relating to HaW outcomes

Relationships, Self Determination, Participation, Safety

Where? The space where it takes place including its role and any features of the environment

Space

When? Temporal features relating to the intervention

Time

How? Factors relating access to SFH eg signposting, referrals.

Cycle 2: Practitioner Questionnaire

Section 1: Practitioners

Section 2: Aspects surrounding interventions

Section 3: Attitudes towards intervention importance

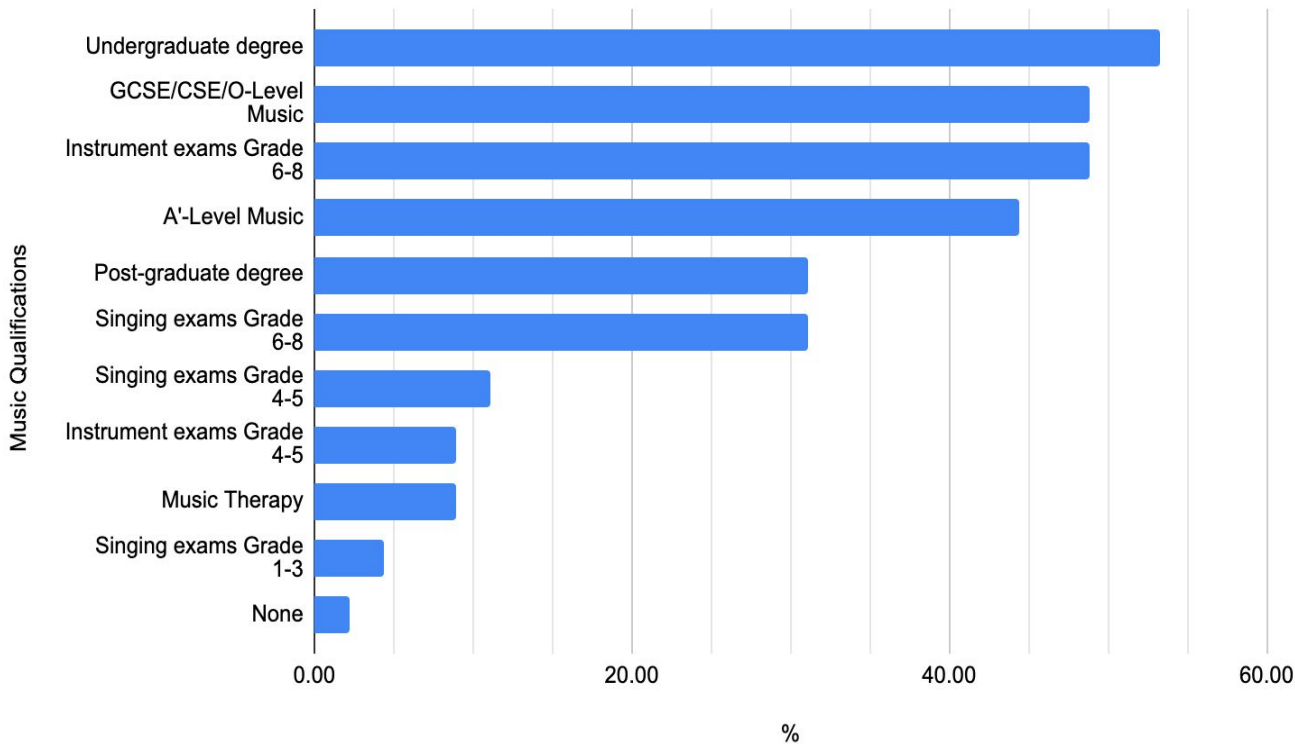
Section 4: Frequency of intervention techniques

Section 5: Open qualitative question

Cycle 2: Practitioner Questionnaire

Practitioner's Music Qualifications

SFH Practitioners' Music Qualifications (%)



Cycle 2: Practitioner Questionnaire

Practitioners' Health Qualifications

Health

26.6%

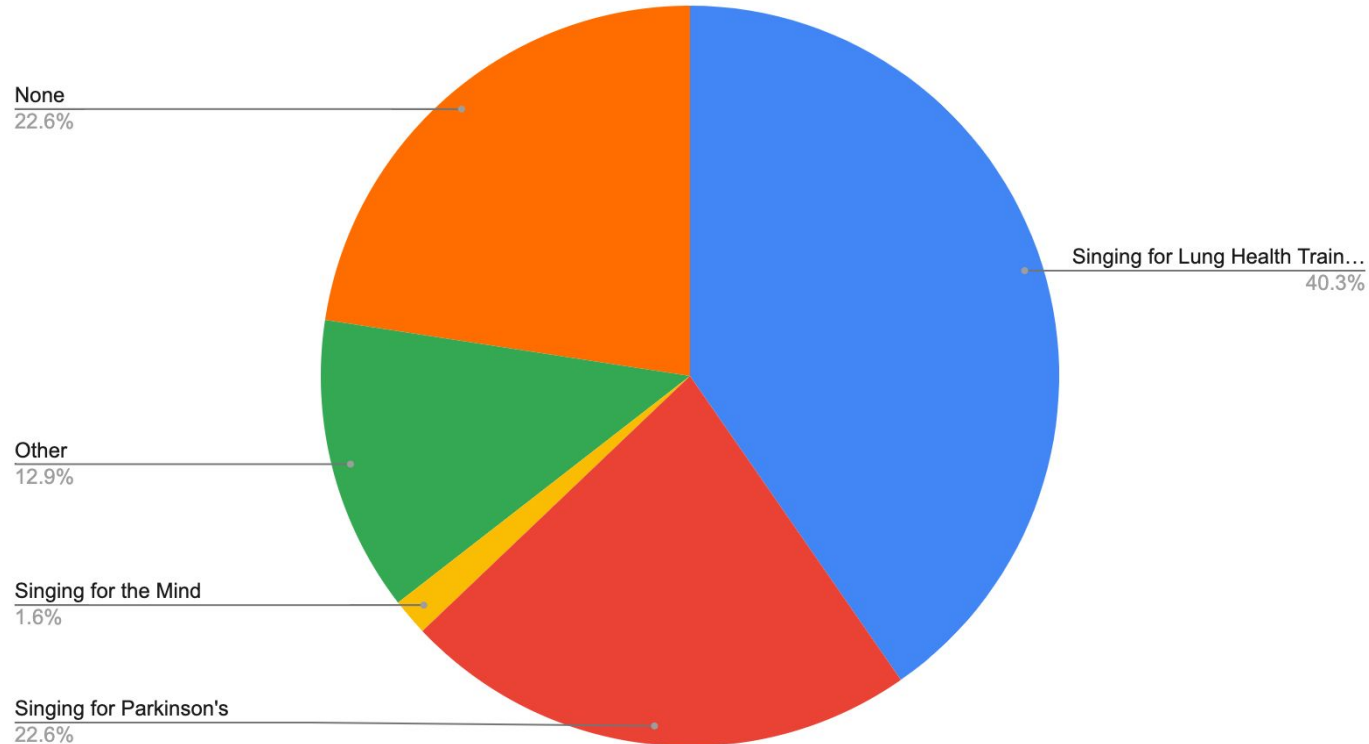
“None” + “no response”

55.6%

17.8%

Cycle 2: Practitioner Questionnaire

Percentage of SFH qualifications

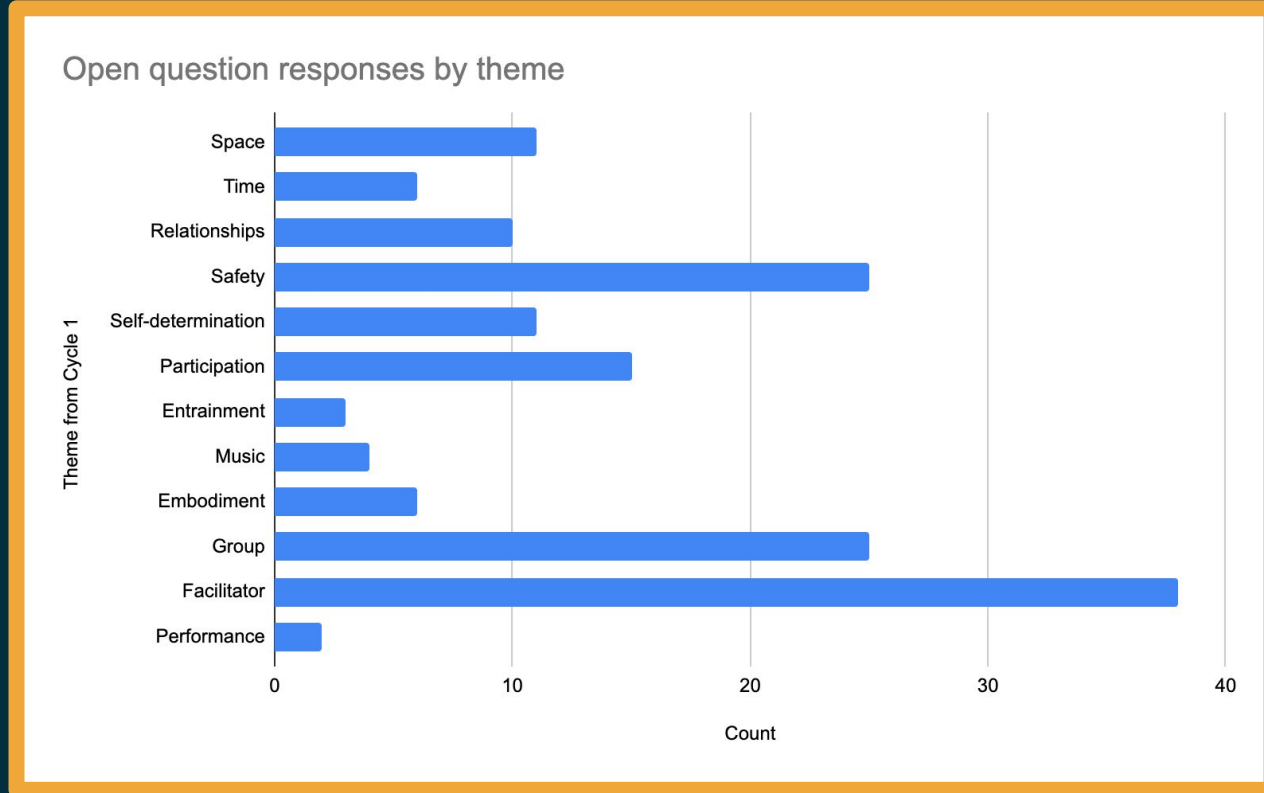


Cycle 2: Practitioner Questionnaire

- **Attitudes to Theoretical Frameworks**
- **Essential features**
- **Non-essential features (importance)**
- **Non-essential features (frequency)**

Cycle 2: Practitioner Questionnaire

Open qualitative question results mapped to themes identified from Cycle 1



Cycle 2: Practitioner Questionnaire

Ethical Boundaries for SFH practice

(Helitzer and Moss, 2022)

➤ **Reflection**

➤ **Peer- discussion on best practice**

➤ **Supervision**

(Helitzer and Moss, 2022; Tesfaw and Hofman, 2014)

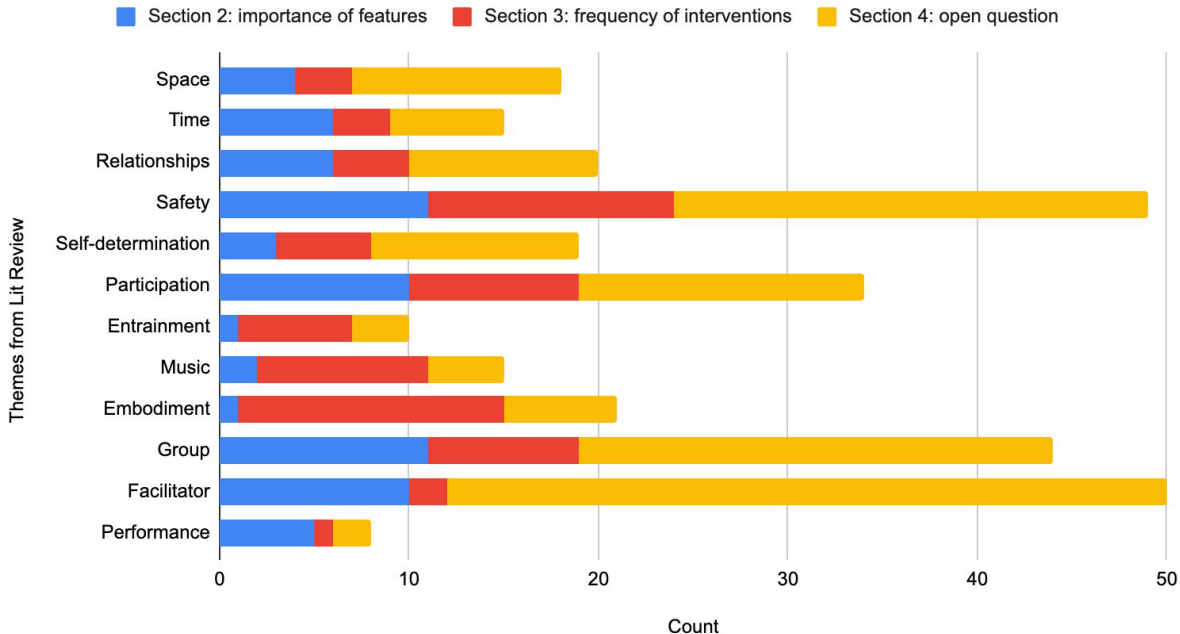
➤ **Transition out of SFH session**

(Nuske et al. 2019; Levine et al. 2018)

Cycle 2: Practitioner Questionnaire

Data Integration

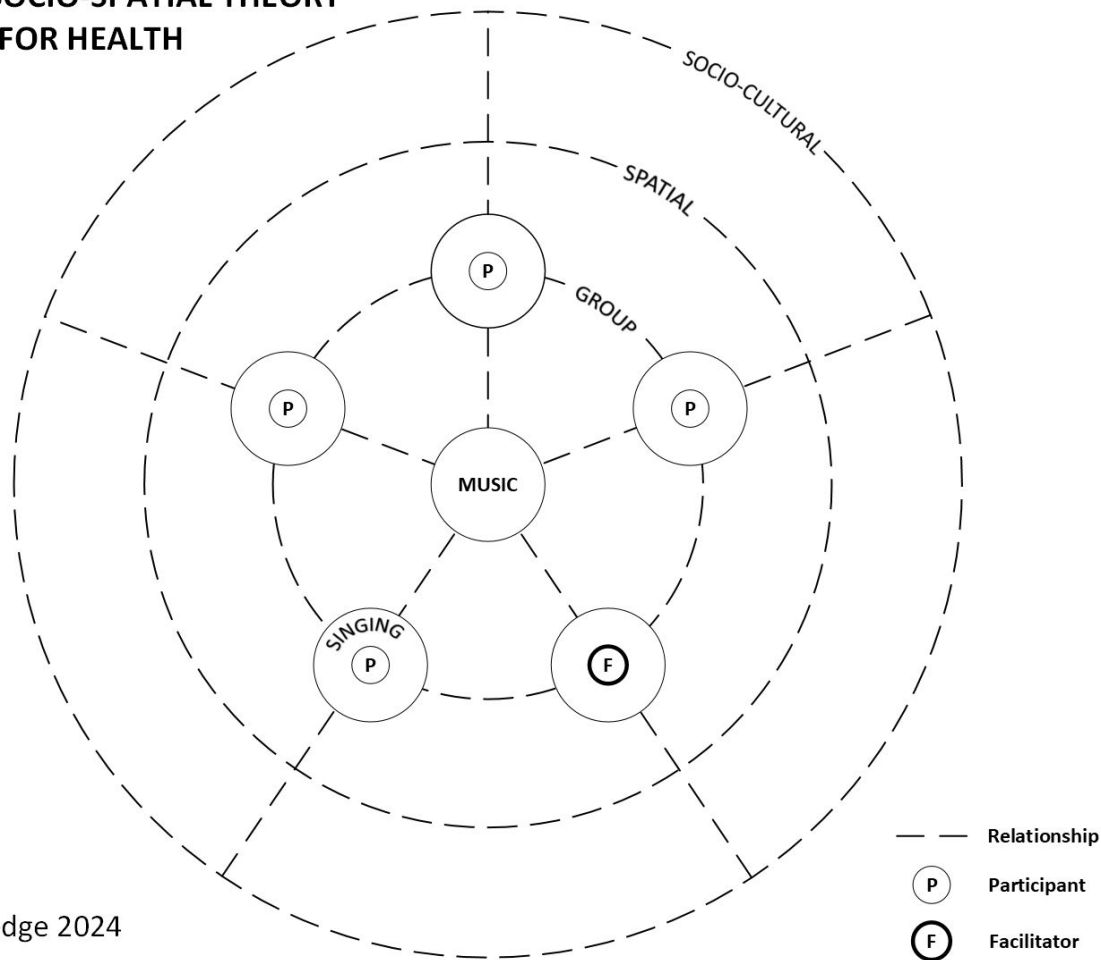
Responses by theme



Cycle 3: Proposed TF

- Safety
- Relationships
- Participation
- Entrainment
- Empowerment
- Performance

EMBODIED SOCIO-SPATIAL THEORY OF SINGING FOR HEALTH



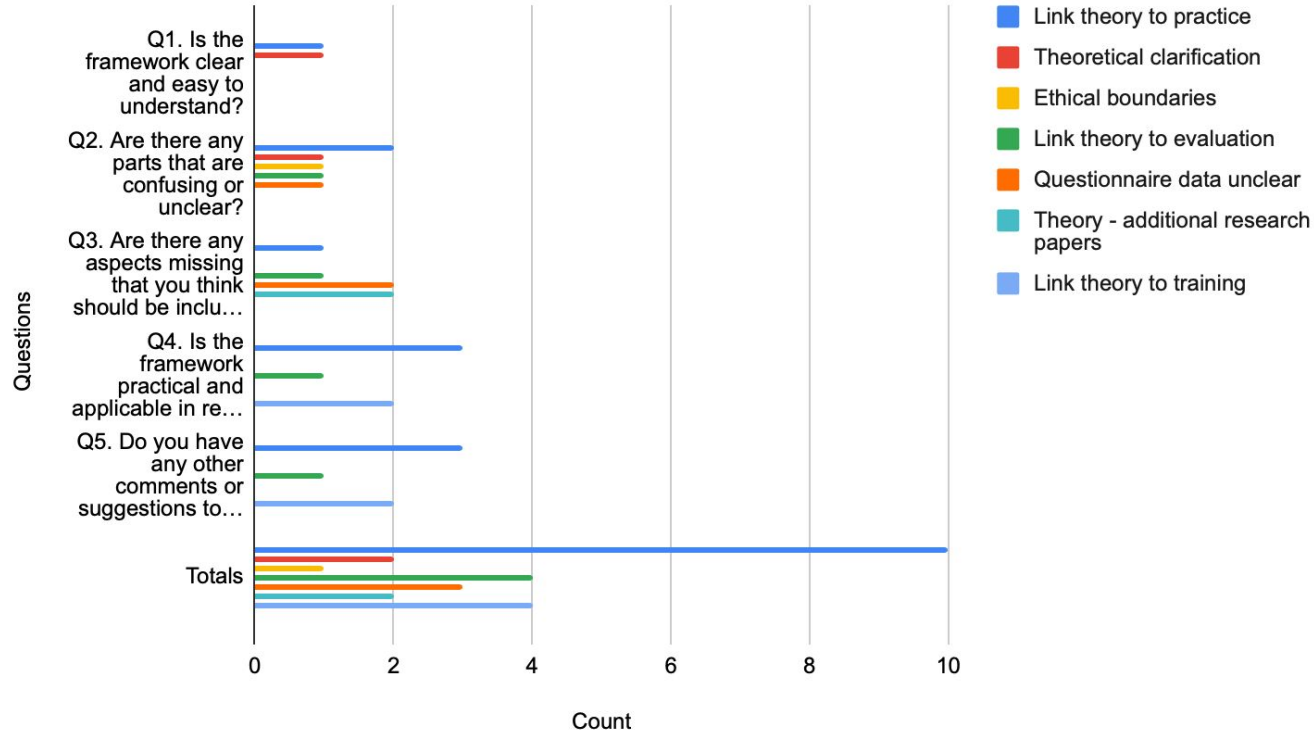
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Cycle 4: Professional Questionnaire

- Data collection
- Results
- Analysis
- Revised TF

Cycle 4: Professional Questionnaire

Count of frequency of themes in Questionnaire 2 to SFH professionals



Results

Cycle 4: Implementing feedback from Professional Questionnaire

➤ **Applicability**

- 5Ws and 1H: what? who? where? when? why and how?
(Waisbord, 2019)
- PPEERS Framework

➤ **Mapping themes to 5Hs and 1W** (Warran et al. 2022)

➤ **Evaluation Recommendations** (Dingle et al. 2019)

➤ **Intervention worksheet**

➤ **Performance as evaluation of group**

Conclusions

Recommendations

Limitations

Conclusions

- Relevant, practical framework has been constructed taking into account group aspect of SFH
- Practical worksheet
- Bridge between research and practice has been constructed and validated

Recommendations

- Develop framework involving participants
- Test the framework to ensure its relevance, validity and applicability
- Continued dialogue between research and practice aims

Limitations

- UK-centric - needs more global perspective to ensure global relevance and applicability
- Social demographics

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