



Perspectives on Perspective: A Critical Appraisal of Perspective-Taking in Music Therapy Education and Clinical Practice

Accessible Outline and Image Descriptions

Slide 1: Title

- **Summary:** Kerry will introduce the project and offer a language disclaimer.
- **Image description:** The title of the doctoral project is displayed on a white slide in black text between two horizontal black lines. People associated with the project are listed, including the PhD Candidate (Kerry Devlin, she/her), the PhD supervisors (Hanne Mette Oschner Ridder, Anthony Meadows), and the assessment committee (Charlotte Lindvang, Simon Gilbertson, Natasha Thomas). A purple Aalborg University logo is depicted in the bottom right.

Slide 2: PhD Project Overview

- **Summary:** Kerry will outline the four published articles that make up this doctoral project. She will talk about how the project is situated in the United States.
- **Image description:** The title “PhD Project Overview” is displayed on a white slide in black text above four rectangles with rounded edges containing each individual article title. These include: “Considering Case Formulation and Decision-Making Processes in Music Therapy Assessment and Treatment Planning (Devlin & Meadows, 2023), *Nordic Journal of Music Therapy*,” “Developing Clinical Perspectives: Reflections on Student and Teacher Experiences of an Undergraduate Music Therapy Course (Devlin, Lukacs, Simon-Levine, Ridder, & Meadows, 2023), *Music Therapy Perspectives*,” “Making Mistakes Together: Therapy Participant, Parent, and Therapist Perspectives on Music Therapy in Two Different Settings (Devlin, Johnston & Johnston, 2024), *Music Therapy Perspectives*,” and “Ethical Considerations in Co-Authoring Research with Music Therapy Stakeholders (Devlin, Meadows, Johnston & Johnston, 2024), *Music Therapy Perspectives*.”

Slide 3: Locating this presentation and project

- **Summary:** Kerry will talk about her choice to share about this project in storytelling form. She will invite the audience to consider how this choice reflects a perspective, and how it might align with or differ from their own perspectives.
- **Image description:** A photo of a shadowy hand holding a glass ball in front of a blurry landscape containing water, hills, and pink sunset or sunrise lighting.

Slide 4: Where this project began

- **Summary:** Kerry will talk about her early work as a music therapist in an American public school system.
- **Image Description:** A photo of an empty classroom with five rows of blue and cream-colored desks. The floor is a dark brown and the walls are light yellow.



Slide 5: Questions that brought Kerry to this project

- **Summary:** Kerry will share questions and meta aims related to this project.
- **Image Description:** Photo of a trail with an empty brown signpost. The trail splits into two separate paths leading into a forest of green pine trees. A white box containing text reading “Project Meta Aim: To examine the impact of the music therapist’s perspective on therapy participant experiences of music therapy” will appear as Kerry talks.

Slide 6: Definitions of perspective-taking

- **Summary:** Kerry will talk about the different words people have used to describe perspective-taking in music therapy.
- **Image Description:** Photo of a highway interchange from an arial view. As Kerry talks, white boxes containing text will appear in the following order: 1) “Worldview and perspective used interchangeably to describe the impact of culture on music therapy practice (Wheeler & Baker, 2010), 2) “Perspective-taking sometimes used to describe taking the vantage point of another person in mentalization-based therapies (Head & Orme, 2023), 3) Bruscia (2014) defines perspective-taking as a reflexive process that involves knowing “where [the therapist] is coming from” (p.185), 4) “In this project, perspective-taking is defined as the way(s) a music therapist thinks about a therapy participant and subsequently responds to their needs in music therapy.”

Slide 7: Introducing Article 1

- **Summary:** Kerry will talk about how she began to approach these questions about perspective-taking through review of assessment literature.
- **Image Description:** Photo of a hand holding a camera lens in front of lush green and orange plants.

Slide 8: Article 1

- **Summary:** Kerry will talk about what she learned from Article 1.
- **Image Description:** White slide with a black heading reading, “Article 1: Considering Case Formulation and Decision-Making Processes in Music Therapy Assessment and Treatment Planning (Devlin & Meadows, 2023). Bulleted text below reads, “Research Aims: 1) To describe and compare two perspectives used by music therapists during client assessment and treatment planning processes, 2) To explore how these perspectives impact therapy participants, with particular emphasis given to power, equity, and agency. Article Methods: 1) Draws on critical theory and critical literature review methodologies. Decision-making (Waldon, 2021) and case formulation (Eells, 2015) are situated in the literature, described, and compared to critically evaluate and understand the theoretical and practice implications of each perspective on music therapy assessment and treatment planning.”



Slide 9: Article 1 Outcomes

- **Summary:** Kerry will talk about the core outcomes from Article 1.
- **Image Description:** Abstract image with waves of brown, gray and dark blue in the background. Five white circles containing text are layered in two rows. The top row of circles read, "Sources of data", "Use of theory" and "How data are transformed and understood." The bottom row of circles read, "How therapist and client roles are defined" and "How music is utilized in the assessment process."

Slide 10: Introducing Article 2

- **Summary:** Kerry will talk about how Article 1 raised questions about how to teach perspective-taking to music therapy students.
- **Image Description:** Photo of black binoculars on top of a folded map in a forest landscape.

Slide 11: Article 2

- **Summary:** Kerry will talk about how these questions were explored in Article 2.
- **Image Description:** White slide with a black heading reading, "Article 2: Developing Clinical Perspectives: Reflections on Student and Teacher Experiences of an Undergraduate Music Therapy Course (Devlin et al., 2023). Bulleted text below reads, "Research Question: 1) When perspective-taking is considered pedagogically, what are the benefits and challenges of teaching two clinical perspectives to undergraduate music therapy students in the United States?" Article Methods: 1) First-person action research (Coghlan and Brydon-Miller, 2014), 2) Centered in the Scholarship of Teaching and Learning (Howell Major & Braxton, 2020), 6 data sources were analyzed." A light green table containing the 6 sources of data reads from left to right, "1) The creation of the course structure and materials, 2) Learning artifacts generated by students, 3) Student reflections, 4) My own reflexive practices and reflections, 5) Discussions with co-researchers, 6) Meta-evaluative process at the end of the course."

Slide 12: Article 2 outcomes

- **Summary:** Kerry will talk about the core learning experiences students engaged in surrounding perspective-taking.
- **Image Description:** A white background will contain images that appear as Kerry talks. The first image is a screenshot of the first page of a strengths and needs treatment plan submitted by students. The second image is a photograph from a holistic case presentation given by students.

Slide 13: Article 2 outcomes and learning challenges

- **Summary:** Kerry will talk about what she learned from Article 2.
- **Image Description:** 5 photographs of students participating in various aspects of the course are displayed. Students are creating art together, playing with a



colorful parachute, posing with guitars and a piano, facilitating music experiences, and giving case presentations.

Slide 14: Introducing Article 3

- **Summary:** Kerry will talk about how Article 2 raised questions about stakeholder experiences of perspective-taking in music therapy.
- **Image Description:** Two photos are displayed. The photo on the left depicts a classroom with students seated at their desks. The photo on the right depicts a child in a blue polka dot dress twirling in front of a piano.

Slide 15: Article 3

- **Summary:** Kerry will talk about doing co-research with two stakeholders.
- **Image Description:** White slide with a black heading reading, “Article 3: Making Mistakes Together: Therapy Participant, Parent and Therapist Perspectives on Music Therapy in Two Different Settings (Devlin, Johnston & Johnston, 2024).” Bulleted text below reads, “Research Question: 1) When music therapy stakeholders are invited to share their experiences of music therapy, what does this reveal about perspective-taking in music therapy clinical practice? Article Methods: 1) Collaborative autoethnography (Chang et al., 2013), 2) Qualitative content analysis (Elo & Kyngas, 2007), 3) Used a 6-stage method consistent with thematic analysis (Braun & Clarke, 2006).”

Slide 16: Article 3 outcomes

- **Summary:** Kerry will talk about the three themes that emerged in this project.
- **Image Description:** An abstract background features many colors, including pink, purple, blue, and white. Three white circles contain text reading, “The structure and expectations of the setting,” “The values of the setting,” and “The perspectives of the people in the setting.”

Slide 17: Article 3 outcomes and reflections

- **Summary:** Kerry will talk about what she learned from working on Article 3 with Morgan (therapy participant) and Cheryl (parent).
- **Image Description:** A colorful drawing made by Morgan, article 3 co-author, is displayed. Morgan describes her drawing as follows: “Kerry, I made a picture. It has you, me, music, drum, microphone, conductor, and a song. Love, Morgan.”

Slide 18: Article 4

- **Summary:** Kerry will talk about ethical considerations that arose during article 3.
- **Image Description:** White slide with a black heading reading, “Article 4: Ethical Considerations in Co-Authoring Research with Music Therapy Stakeholders (Devlin, Meadows, Johnston & Johnston, 2024).” Bulleted text below reads, “Research Aims: 1) To identify and discuss ethical considerations in co-authored research with music therapy stakeholders, 2) To present solutions to these



considerations that inform future co-authored research with music therapy stakeholders. Article Methods: 1) 6 ethical considerations from Article 3 are explored and described.” A light green table with four boxes reads from left to right, “1) Critical review of the literature, 2) Engagement with experts, 3) Supervision and reflexive processes, and 4) Transparent discussions with co-researchers.”

Slide 19: Article 4 outcomes

- **Summary:** Kerry will describe the 6 ethical considerations.
- **Image Description:** 6 white circles containing each ethical consideration will appear as Kerry talks, depicted over an image of people working at a table with their hands on top of each other. The circles read from left to right: 1) Considering dual relationships, 2) Engaging with the ethics review board, 3) Roles, responsibilities, and safeguards, 4) The research process, 5) The writing process, 6) Authorship.” As Kerry talks, a white box will appear containing text that reads, “I wanted my name on the article because it’s mine. – Co-Author Morgan Johnston.”

Slide 20: Re-theming in a United States Context

- **Summary:** Kerry will re-situate this project in an American cultural context, with emphasis given to the impact of liberatory and justice-oriented movements on music therapy practice in the United States.
- **Image Description:** Abstract background contains ripples of colors in dark pink, blue and gray. Three white circles contain text reading, “Cultural context,” “Research Implications,” and “Educational Implications.”

Slide 21: Cultural context

- **Summary:** Kerry will talk about perspective shifts in the United States, particularly surrounding power, identity, and systems of oppression.
- **Image Description:** Black and white photo of hands holding signs at a protest. A sign reading “No Justice, No Peace” is displayed in the center, with a sign reading “I can’t breathe” in the background. The other signs are not legible.

Slide 22: Cultural context continued

- **Summary:** Kerry will talk about perspective shifts in music therapy in the US related to notions of expertise and damage.
- **Image Description:** A photo of pink and blue ripples. As Kerry talks, two sets of connected black and white boxes will appear. The first boxes read “Therapist as fixer; Participant as damaged (Fisher & Leonard, 2022)” and “Therapist and participant as holders.” The second boxes read “Therapist as expert; Client as recipient” and “Therapist and client as unknowing together (Thomas, 2021).”



Slide 23: Disability as culture, identity and asset

- **Summary:** Kerry will talk about reimagining therapy spaces through the lens of disability justice, culture, pride, and futurism.
- **Image Description:** Art by [Ailie Banks](#) for ABC Arts is displayed. It depicts a pink, blue, black and white futuristic scene in which a cyborg person with pink hair and goggles sits inside a spaceship. Stars, planets, a wheelchair, books, and a cup of tea are visible in the background.

Slide 24: Implications for research

- **Summary:** Kerry will talk about engaging disabled people as co-authors in research.
- **Image Description:** An abstract image of pink and blue swirls. As Kerry talks, three sets of white rectangles will appear. The first box reads, “Across 262 participatory research articles, Sarna-Wojcicki et al (2018) found only 6% of articles positioned non-academic collaborators as co-authors, with the majority (51%) opting to note stakeholders contributions via acknowledgements.” The second box reads, “Strnadova and Walmsley (2018) reported that only 22 of 52 co-research articles reviewed named adults with intellectual disabilities as co-authors, with only 9 of 22 articles including transparent accounts of roles and responsibilities.” The third box reads, “Music therapists and therapy participants have co-authored action research (Ghetto et al., 2023), collaborative cases (Ah Young Jeong & Darroch, 2021; Fairchild & Mraz, 2018), therapy narratives (Hibbens, 1999), and participatory workshops (Power et al., 2021).”

Slide 25: Implications for research continued

- **Summary:** Kerry will talk about how she collaborated with Morgan and Cheryl.
- **Image Description:** An abstract image of pink and white swirls. As Kerry talks, two photographs will appear. A worksheet from Kerry, Morgan and Cheryl’s research process is on the left, and a photo of Morgan completing a worksheet next to a dry erase board and her iPad AAC is on the right.

Slide 26: Implications for education and training

- **Summary:** Kerry will talk about the importance of teaching multiple perspectives to music therapy students.
- **Image Description:** An abstract image with pink and blue swirls. As Kerry talks, a photo of student artwork will appear. The photo contains two paper sculptures designed to reflect a student’s understanding of each perspective. The strengths and needs perspective is a structured white shape. The holistic perspective is a rainbow ball containing many pieces of crumpled paper. The student’s artist statement is also displayed in a white box, reading, “These pieces represent the different lenses [through] which we can support our clients. Although they make look different, the materials they are made of is the same. -Student Artist Statement.”



Slide 27: Critically reflective practice

- **Summary:** Kerry will talk about perspective-taking as a form of reflexivity, introducing Brookfield's (1998) critically reflective practice.
- **Image Description:** An abstract image of glass with many edges. A white box contains text reading, "Critically reflective practice is a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work (Brookfield, 1998, p.197)."

Slide 28: Critically reflective practice continued

- **Summary:** Kerry will talk about Brookfield's four lenses in the context of her doctoral project.
- **Image Description:** An abstract image of pink and purple paint strokes. A circle containing the text "4 Lenses of Critically Reflective Practice (adapted from Brookfield, 1998)" in a white box is displayed. The graphic features four rectangles with rounded edges positioned at 12 o'clock, 3 o'clock, 6 o'clock and 9 o'clock. In clockwise order, these rectangles contain text reading: "Research lens, Articles 1 and 4," "Student Experience Lens; Article 2," "Contextual Lens; Articles 2 and 3," and Co-Researcher Lens, Article 3."

Slide 29: Closing thoughts

- **Summary:** Kerry will bring the presentation to a close, emphasizing the importance of exploring perspective-taking in music therapy.
- **Image Description:** Two photos of disabled people protesting. The photo on the left is from a 2007 protest, depicting a wheelchair user holding a sign reading, "Fix the system, not me." The photo on the right depicts a large group of protesters, with a masked wheelchair user in the front displaying a graphic by Jen White Johnson reading "Black disabled lives matter" inside a fist with an infinity symbol. A masked person is kneeling next to them and smiling.

Slide 30: Acknowledgements

- **Summary:** Kerry will thank the people who made this project possible.
- **Image Description:** White slide with text reading "Acknowledgements" and "Many thanks to:" followed by a series of bullets. These bullets read, "The students at Shenandoah University who participated in Article 2," "Article Co-Authors Morgan Johnston, Cheryl Johnston, Zoe Simon-Levine, and Karrin Lukacs," "Article 3 accountability consultant: Rachel Reed," "My Assessment committee: Charlotte Lindvang, Simon Gilbertson and Natasha Thomas," "My Supervisors: Hanne Mette Ridder and Tony Meadows," "Aalborg University Music Therapy Program," and "My writing buddy, Miller."

Slide 31-33: [Visit this link](#) to access the reference list