A New Singing Scale

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Rationale

➢ Understanding: What is the basis of our understanding of singing and mental health? (Methodologies, measures and experience, gaps in research knowledge)

➢ Research and Practice: How best can research and practice mutually illuminate the field of singing and mental health?
Background – (i)

➢ *Singing is*

- a universal human phenomenon; expression of creativity; means of communication; a multifaceted activity; a multidisciplinary area of research.

➢ The impacts of singing appear to be wide-ranging:

- Promote respiratory health (Irons et al., 2010; 2012 & 2019a); Strengthen immune system (Fancourt et al., 2016);

- Enhance quality of life (Clift & Hancox 2010);

- Reduce mental ill-health (Williams et al., 2018) & chronic pain (Irons et al., 2019);

- Decrease social isolation & increase social interactions (Dingle, et al., 2019)

➢ Its complex mechanism are yet to be fully understood.
There are currently a number of surveys for measuring mental health and wellbeing:

- Mental health specific measures (DASS, Patient Health Questionnaire, REQOL, etc.,)
- Wellbeing measures (WEMWBS, ICECAP, WHO-5 Wellbeing Index, etc.,)

However, often these measures are not sufficiently fine-grained or appropriate to the context of Singing and Mental Health.

“Singing Experience Survey” (Clift & Hancox, 2001)
“Emotional Regulations Strategies for Artistic Creative Activities Scale (ERS-ACA)” (Fancourt et al., 2019)
SINGING

Physical

Psychological

Social

Behavioural
Proposal for a New Singing-Specific Scale

➢ To better understand how singing affects mental health and how we can measure the complexity of singing experience.
➢ To understand how singing benefits mental health and would be used to tailor singing programmes for people with mental health conditions and other co-morbidities, e.g., chronic pain, Parkinson’s.
➢ To collect rich data for evidence synthesis/meta-analysis; to build evidence-based singing practice for mental health promotion.
➢ For practitioners and educators, to utilise the singing-specific scale in their training and practice.
Method

➢ Stage 1: Identify themes (through systematic review; interviews/focus groups of singers and teachers including those with mental health conditions; expert panel)

➢ Stage 2: Generate items with support from expert panel

➢ Stage 3: Context validity of items

➢ Stage 4: Pilot field testing (approx. n=200)

➢ Stage 5: Further field testing (approx. n=500-1,000)
Seeking Collaboration

➢ Practitioners & Researchers from various backgrounds;
➢ To work towards a research proposal/funding bid;
➢ To conduct research…
References


Thank you!

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