

SUMMARIES

Ingeborg Farver-Vestergaard, Maja Johannsen, Eva Rames Nissen & Maja O'Connor: Mindfulness-based cognitive therapy in health psychology: clinical trials and reflections from the Unit for Psychooncology and Health Psychology

Mindfulness-based cognitive therapy (MBCT) was originally developed to prevent recurrent depression, but may also be of relevance for patient groups in the field of health psychology. The present paper gives a descriptive overview of clinical trials conducted at the Unit for Psychooncology and Health Psychology (EPoS) with the overall purpose of exemplifying research-related and clinical considerations in the field. Our studies indicate that a generic application of MBCT reduces pain intensity among women treated for breast cancer, as well as depression symptoms related to spousal bereavement in old age. Furthermore, ongoing studies will yield results on the effect of disease-specific versions of MBCT adjusted to the special needs of other populations in the field of health psychology. Finally, the importance of MBCT instructor qualification is briefly discussed and specific experiences in relation to how these qualification criteria can be met are described.

Jacob Piet: What are good prerequisites in order to teach mindfulness? – regarding the quality and integrity of mindfulness-based clinical interventions in psychology and health sciences

Mindfulness-based clinical interventions have become popular and broadly implemented within several university clinics and hospitals. The efficacy of mindfulness-based stress reduction (MBSR) and mindfulness-based cognitive therapy (MBCT) is supported by evidence from numerous clinical trials and meta-analyses. However, with the increase in popularity and greater demand, the central risk is that the quality and integrity of MBSR and MBCT could be lost, in particular if these evidence-based interventions are not delivered as intended. In this article, an overall model of quality and integrity is presented with an emphasis on professional training, standards of good practice, teaching competencies, ethics, and insights of contemplative traditions. It is suggested that professional training requires a longer time frame in order to develop, integrate, implement, and evaluate the basic competencies needed to effectively teach MBSR and MBCT. It is also argued that teachers of MBSR and MBCT need to be engaged in the personal work of integrating mindfulness into their own lives.

Christian Gaden Jensen & Louise Victoria Alliverti Holde: Is more meditation related to larger treatment effects? Empirically based recommendations for more contextual approaches to meditation research and meditation-based interventions.

Meditation is increasingly applied in health promotion and clinical interventions although the influence of meditation during multimodal interventions is unclear. Even among meditation-based interventions (MBI), theories and recommendations concerning medi-

tation vary substantially. Our primary purpose is to discuss from an empirical base if MBI-participants' amount of meditation practice is a substantial factor for the treatment effects. We investigate this especially by reviewing MBI-research on dose-effect relationships between meditation and outcome changes, and neuroimaging studies of meditators and MBI-participants. The clinical evidence shows that participants' amount of meditation practice is not consistently related to treatment effects. Neuroscientific studies support this notion, since previous meditation practice has not been consistently or specifically related to structural or functional neural measures for MBI-participants or experienced meditators. The inconsistent dose-effect findings, however, do not lead us to discard meditation as a potentially important aspect of psychosocial interventions. Previous research is methodologically criticizable due to a lack of active control groups, studies investigating the importance of meditation as a function of participant characteristics, and qualitative studies of the experienced significance or quality of the meditation practices. In addition, meta-syntheses of qualitative studies of processes of change during MBI do conclude that meditation is experienced as effective, but in complex, systemic interactions with other treatment aspects. More complex models concerning the significance of meditation practices for different participants and clinical areas are thus needed. We present a contextual, functional and pragmatic approach to the application of meditation and provide recommendations for future research and practice.

Marie Kolmos: Contemplative activities in school in a life-world perspective – Observations between openness and reflection

This article deals with how contemplative activities in a public school setting and a Waldorf school setting emerge in a phenomenological inspired life-world perspective. It starts with a short introduction to 'contemplative activities' and how they can be understood in connection to school settings as a way for the teacher to direct the attention of the children and foster mental health and well-being. In the qualitative literature, contemplative activities in schools are often described as part of a mindfulness or yoga inspired intervention. The two schools presented in this paper both have contemplative activities as an integrated part of their everyday school life. In these settings the teachers use poetry, music and movement to direct the attention of the children either as an opening to the subject learning, between subject activities or when there is a need for a break during lessons. The purpose of this article is to describe and discuss what emerges when the researcher applies a life-world perspective to these school settings with a phenomenological focus on the bodily becoming of the children in the classroom.

Jørgen C. Svenstrup, Louise Nielsen & Klaus Phanareth: Investigating EmpowerMind-Training as an intervention against stress.

Stress is an increasing problem in Denmark with more than 12% of the population suffering from stress on a regular basis, and the interventions used to reduce stress are still a mix of remove-from-stressors strategies and coping strategies, whereas research indicates that the coping strategies are the most beneficial. This paper investigates the effect

of a coping strategy to reduce stress called EmpowerMindTraining (EMT). EMT consists of a combination of mental training, originally used to improve performance and results of elite athletes using an altered state of consciousness, and a compliance concept introduced to secure the continuing use of the daily mental training during the full investigation period. The results show that EMT seems to be a beneficial intervention against stress on all levels, with good effect on a vast majority of the responders. Further investigation into the effect of EMT is suggested.

Linda Stub Korsgaard Jacobsen, Signe Steenberger & Tea Trillingsgaard: The Golden Moment in the Intimate Relationship

A substantial amount of knowledge has recently been generated on the potential of psychological practices such as mindfulness, that cultivates the individual's capacity to become more consciously aware of the mind's present experiences. Yet, we know less about the potential of conscious awareness of those present moments when the minds of two people meet, moments that Stern (2004) defines as moments of meeting. This paper presents the 'The Golden Moment' intervention, a 15-minute guided couple interaction exercise that brings the couple's memories from everyday moments of meeting into the "now" of the therapeutic setting. The purpose of this exercise is to emotionally evoke a positive interaction in the couple, increase emotional intimacy and strengthen the shared couple narrative and identity. In this paper we illustrate the potential of 'The Golden Moment', both theoretically and practically through a case analysis. We discuss the potential and limitations of the intervention in relation to existing evidence based couples therapies. We conclude that the intervention has potential, primarily as a strength-focused element to be integrated with existing couples therapies, and secondly as an interpersonal alternative to cultivate the individual mind's journey to self-awareness. 'The Golden Moment' can be understood as a simple, though not always easy to implement, intervention that can assist the individual to become more aware of the partner's state of mind.

Marlene Skovgaard Lyby, Wallot, Sebastian, Wallot, Anna & Mehlsen, Mimi Yung: Perspectives in Technological Assisted Data Collection for Psychological Change Processes illustrated by Synergetic Psychology

It is a methodological challenge to describe change processes within psychology, as change is often characterized by both loss and growth in function. Especially compensatory processes may be impossible to describe by conventional methods. These methods typically detect changes in the level of functionality from one point to another, but are unable to identify the processes that mediate the development. A micro-genetic method that is based on high-frequency data collection, may be suitable to describe change processes in normative populations, as well as psychopathological. As data density is greater and the observed processes of change can be non-linear, registration, analyzes, and interpretation of micro-genetic data do, however, challenge the conventional methods of measurement in psychological research. Within the framework of Synergetics (a theory of self-organization in complex dynamical systems), Günter Schiepek and colleagues have developed a tool for

registration and analysis: the Synergetic Navigation System. This system enables close monitoring of clients' mental state during critical development phases and offers support for therapeutic processes. In both cases, clients' dynamic development processes exhibit characteristics that can be described and analyzed using concepts and methods from Synergetics. This publication describes how the approach can be applied in research in adult development of emotion regulation and how it may be useful in a clinical setting.

Mikkel Bøhm, Peter Hagedorn-Rasmussen & Niels Christian Mossfeldt Nickelsen: The Helmet-camera as an Awareness Technology

The application of a relatively simple technology in the form of a helmet-camera may support changes in awareness during and after an operative incidence. The helmet-camera is attached to the superior incident commander from the fire department. By way of the camera, it is possible to achieve further understanding of the operative effort, such as social interaction, ignorance and errors. In this article, recordings from a helmet-camera are analyzed by way of a dialogical session in relation to which the incident manager and the first author analyzes the incident manager's awareness, participation and "struck" by way of dialogue characterized by reflection and reflexivity. The helmet-camera is analyzed as an awareness-technology, which embraces the potential to make a number of insecurities with regard to organizing principles visible, which the fire department uses during operative incidents. The delicacy in relation to the meeting between the incident manager and the team managers' is striking. The article focuses on the critical situations and disturbances that stand in the way of a common understanding of the incidence effort.

Martin Moesmann & Ditte Hvas Mortensen: Laid-back tool mediation – A cultural-historical psychological framework for biofeedback as a health technology

There is a growing demand for tools and methods that provide a setting for the cultivation of conscious focus and immersion. With the intent to accommodate this need, the technology of biofeedback is presented, which has a documented long time effect on the users' ability to regulate their body states independently. There is, however, little clarity on what kind of psychological dynamics make biofeedback work. To explore a possible theoretical framework, ideas from cultural-historical psychology are presented, with which the phenomenon can be particularly elucidated by the concepts of mediation and interiorization. A design of an interactive chair under development at Bang & Olufsen is presented. The potential for understanding the possible biofeedback properties of the chair and the phenomenon in general within a cultural-historical psychological framework are considered. Future directions for the project and the model are then discussed in light of the presented theory and analysis.

Thomas Gitz-Johansen: The little madness: Practices of symbolization as a psychodynamic method of connecting with the unconscious psyche

The article discusses symbolization as a specific psychological method informed by

psychodynamic theory. The point of departure is taken in a critique of modern society as disenchanted in the sense that a one-sided appreciation of reason has displaced and delegitimized irrational modes of consciousness. This process has led to great technological, scientific and administrative advantages, but it has also weakened the connection between consciousness and the unconscious layers of the psyche. Utilizing psychodynamic theory, it is argued that the connection between consciousness and the unconscious can be strengthened through what is called practices of symbolization. Three such practices are discussed: Symbolic play, active imagination, and religious symbolic practices. Two pitfalls of symbolization are then discussed: Escapism and 'symbolic equation' or the confusion of symbol and reality. Finally, the article discusses practices of symbolization in a broader cultural context.

Anne Görlich: Distance, resistance and mastery: poetic analyses of subjectivities of young people at the margins of education

An increasing number of young people under the age of 30 are neither in education nor in employment. Politically, as well as in the academic world, there is an interest in finding out 'what works' in order to help the young. However, there is also a lack of research in Denmark, which explores the complexity of this subject matter. Using poetic inquiry as the method, this article aims to investigate how subjectivities of young people at the margins of education are formed in processes in which education is the vehicle. Poetic inquiry gives access to the complexity that characterizes the problem area related to young people at the margins of education, and this article will explore the versatility of processes of subjectification in the politically influenced context in which education is seen as the solution. The analyzes show how various forms of 'distance' influence the processes of subjectification and how this occurs in processes of simultaneous submission and mastery of those forms of distance.