

GAMUT Consensus Statement on PhD Education in Music Therapy

Adopted by GAMUT – The Grieg Academy Music Therapy Research Centre, March 28, 2012

PhD Education in Music Therapy

At the University of Bergen, the PhD education in music therapy is linked to participation in GAMUT research activities and in the activities offered by [Grieg Research School in Interdisciplinary Music Studies](#).

This consensus statement is based on the [Regulations for the doctoral degree philosophiae doctor \(PhD\) at the University of Bergen](#). The statement does not replace the formal regulations but guides the candidates and supervisors in relevant choices about format, requirements, and language.

General Requirements for Doctoral Theses in Music Therapy

A thesis for the PhD degree must contain new observations of scholarly value within the field of music therapy. The requirement of high academic standards at an international level is absolute, whether the candidate chooses to focus on empirical or on theoretical research, and whether the candidate writes in English or another research language. The scope of the doctoral work must be such that the degree can be achieved on the basis of research activities corresponding to two and a half full-time equivalent years. Doctoral candidates can either employ the monograph format or the article format for the thesis, depending on the topic, research questions, and relevant methods. Candidates are expected to consider the benefits and limitations of each format together with their supervisors.

1. In writing a thesis of the article format, the candidate pays attention to the following points:
 - a. A thesis of the article format shall consist of 3 or 4 scholarly articles and a comprehensive summary with a detailed and up-to-date comparative discussion (see points f-i).
 - b. At the time the candidate submits the thesis, he/she should have submitted the articles for review or they should already be accepted by peer-reviewed, preferably international, journals.
 - c. Articles may be empirical or theoretical. Theoretical articles must develop original theory or critique that goes beyond the theoretical review and contextualization that is expected in the comprehensive summary with comparative discussion.
 - d. The doctoral candidate should be the principal author of the articles. Co-authorship (including co-authorship with the supervisor) is encouraged.
 - e. The thesis shall be accompanied by a declaration describing the candidate's contribution to each individual component work, signed by the candidate, the principal supervisor and any subsidiary supervisors/co-authors.
 - f. The candidate is the sole author of the comprehensive summary with comparative discussion.
 - g. This comprehensive presentation shall be an academic document of typically 50-70 pages, in which the candidate has an opportunity to go into more detail and, if necessary, correct certain aspects of the articles. It must demonstrate scholarly overview and maturity, as well as the ability to penetrate specialized scholarly issues.
 - h. Typically, the comprehensive summary with comparative discussion will have the following components:
 - i. A two page summary plus a list of the articles that are included
 - ii. An introduction with theoretical framework, leading to the articulation of the chosen research questions
 - iii. Description of and reflections on methodology

- iv. A condensed presentation of the major findings in the articles
 - v. Comparative discussion and conclusion
 - vi. Complete list of references, formatted in a style relevant for the discipline (such as APA or the Chicago Manual of Style).
 - vii. Appendices.
 - i. For more input on how to write a comprehensive summary with comparative discussion, candidates are recommended to consult the guidelines ("[Retningslinjer for sammendraget \[kappen\]](#)") at the Faculty of Psychology (available only in Norwegian).
 - j. In order to ensure compatibility in the printing process, the comprehensive summary with comparative discussion shall be written according to the [standard templates](#) ("maler") used by the University of Bergen.
2. In writing a thesis of the monograph format, the candidate pays attention to the following points:
 - a. The candidate is the sole author of the monograph (but see point 3).
 - b. The requirements relating to scholarly standards of quality are identical, whether the candidate chooses the format of an unpublished monograph or the article format with comprehensive summary and comparative discussion.
 - c. When it comes to quantity, monographs often are a bit longer than theses in the article format, typically and preferably within a word count of 80 000 to 120 000 words (excluding appendices).
 - d. Typically, the monograph will have the following components:
 - i. An abstract (in English) of one to three pages
 - ii. An introduction with theoretical framework, leading to the articulation of the chosen research questions
 - iii. Description of and reflections on method(s) and methodology
 - iv. Chapters that include the development of framework, theoretical arguments, and empirical material (if included).
 - v. Comparative discussion and conclusion
 - vi. Complete list of references, formatted in a style relevant for the discipline (such as APA or the Chicago Manual of Style).
 - vii. Appendices.
 - e. In order to ensure compatibility in the printing process, the unpublished monograph shall be written according to the [standard templates](#) ("maler") used by UiB
3. In exceptional cases, a thesis may in its entirety be submitted as the joint work of two doctoral candidates. In scope, such a thesis must then correspond to two ordinary doctoral theses. In addition, the individual contribution of each of the candidates must be clearly identified and constitute approximately half of the scholarly work. For theses in the article format, this also applies to the comprehensive summary with comparative discussion.
4. Regardless of which format of thesis is chosen, candidates are again referred to the [Regulations for the doctoral degree philosophiae doctor \(PhD\) at the University of Bergen](#), where general requirements are described, including significant details such as the candidate's responsibility to write a press release in due time.

GAMUT PhD Language Policy

Music therapy at GAMUT is internationally oriented, yet also firmly grounded in practices situated in the Norwegian society and culture. This has implications for the GAMUT PhD Language Policy:

1. The most general rule for the writing of a doctoral thesis is that the presentation of the text must be clear, accurate, and linguistically satisfactory.

2. Candidates are encouraged to write their thesis in English, because this allows for publication in international journals and participation in the international discourse on music therapy.
3. Candidates are welcome to write in Norwegian, and encouraged to do so if their topic or approach to research suggests that this would be relevant.
4. Candidates who choose the article format are encouraged to write the articles in English, because the high standard journals in the field usually publish in English. These candidates usually also write the comprehensive summary with comparative discussion in English, but can choose to do this in Norwegian if their topic or approach to research suggests that this would be relevant.
5. The choice of language for the public defense relates to language of thesis and the language capacities of candidate and committee.
 - a. Candidates who write a thesis in English usually have their public defense in English
 - b. Candidates who write a thesis in Norwegian usually have their public defense in Norwegian or Scandinavian languages.
 - c. Candidates who write a dissertation with different languages (for instances articles in English and the comprehensive summary with comparative discussion in Norwegian) usually have the public defense in Norwegian or Scandinavian languages.
 - d. Notwithstanding a-c, the overall consideration should be that the language choices made for the public defense shall promote an open and advanced academic discussion. Various combinations of languages are therefore thinkable, for instance if an international opponent reads and understands Norwegian but uses English when participating in the discussion.