



**42nd INTERNATIONAL
HUMAN SCIENCE
RESEARCH CONFERENCE**

ABSTRACT BOOK

**AUGUST 11th-15th
ROSKILDE, DENMARK**

**AB
SAL
ON**

UNIVERSITY
COLLEGE
ABSALON



Table of Content

Pre-conference.....	10
Hansen, Finn Thorbjørn · Pre-conference workshop	11
Keynotes	13
Dahlberg, Helena · Understanding and moving in the flesh – a search for the junction between theory and praxis.....	14
Dreyer, Pia · Phenomenological Hermeneutics and the Human Sciences Underscore the Significance of Narratives: Acknowledging that Human Lives Deserve to Be Told	16
Skouboe, Esben Bala · Existential Spaces for Birth & Death	18
Sköld, Alfred · Existential Perspectives on Love	20
Dialogal workshop	22
Halling, Steen · Dialogal workshop: Understanding and using the Dialogal Phenomenological Approach to Research	23
Abstracts: Oral presentations.....	25
Adams, Will W. · Nurturing Mystery into Meaning, Meditatively: Contemplative Sensibilities in Hermeneutic Phenomenology	26
Allaire, Charlène & Thiboutot, Christian · The other shore – The complexity of interpretation	28
Angel, Sanne · The meaning-seeking process towards a meaningful life	29
Antonides, Marte Fleur; Girard, Dominique; Engels, Yvonne & Van Wijngaarden, Els · Exploring the Meaning of Suffering in Euthanasia Requests.....	31
Beck, Malene; Van Manen, Michael · Sharing the community of losing a child: A phenomenological inquiry into bereaved parents' support groups.....	33



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Berndtsson, Inger C. · Challenges in understanding lived experiences in the field of disability and inclusive education: the example of visual impairment	35
Bordeleau, Marianne & Thiboutot, Christian · The Burden of Being – Uncertainty and Melancholia in Ingmar Bergman’s Winter Light	37
Boudrias, Sophie · Using Visual Dream Reports to Reconsolidate Emotional Memories	38
Bourgeois-Guérin, Valérie; Cormier, Émilie; Lavoie, David & Morin, Jonathan · The poetics of suffering: Found poetry as a window into the unspoken realities of terminal cancer	39
Brodersen, Marianne & Andersen, Randi · Listening to people who are dependent on help: reflections on the use of narratives in the development of professional practice	41
Chang, Yao-Jen · Dialogue in Presence: Re-exploring the Therapeutic Conversation Through Merleau-Ponty’s Philosophy of Language	43
Chouinard, Jean-Thomas & Bourgeois-Guérin, Valérie · Rituals Surrounding Medical Aid in Dying: Lived Experiences and Meaning-making.....	44
Cypress, Brigitte S. · Family Engagement in Critical Care: Barriers, Facilitators, Healthcare Professionals’ and Leadership Perspectives, Organizational and Systems Context	46
De Visser, Richard; Ravenhill, James & Preston, Jason · “I feel like I am exposing myself as somehow a bit less of a man”: exploring bisexual masculinities	48
Dinkins, Christine Sorrell · Climate Stories: Amplifying Vulnerable Voices and Connecting Generations.....	50
Dorais, David · Narratives of Depression and Antidepressant Use: A Structural and Hermeneutic Approach to Lived Experience.....	52
Duarte-Quilao, Teodora · Feeling Isolated: A Parsesciencing Inquiry	54
Haahr, Anita; Martinsen, Bente; Norlyk, Annelise & Dreyer, Pia · How to “establish a relation”? A phenomenological discussion of the core of the Fundamentals of Care framework	56
Halling, Steen · Personal and Historical Truth: Keystones in Research and Therapy	58



Hamann-Legris, Nicolas & Thiboutot, Christian · What Ideas owe to the World – On the Dialectical Relationship Between the Therapeutic World and Everyday Life	59
Hansen, Carrinna Aviaja; Hjelmgaard, Camilla Misha Holde; Kristensen, Malene Østermark & Berthelsen, Connie · Is the user involvement a shortcoming of diabetes-related wound healing? A phenomenological hermeneutic study	61
Herholdt-Lomholdt, Sine Maria · The consolation of aesthetics in end-of-life care. An existential phenomenological study.	63
Hjelmeland, Heidi & Knizek, Birthe Loa · Grasping lived experiences of suicidality in suicide research - What, Why, and How? Findings and implications for suicide prevention	65
Holm, Anita Naemi & Feilberg, Casper · A Human Science Inquiry into the Challenging Path to Greater Understanding: The Process of Understanding and The Role of Misunderstanding	67
Hy, Lê X.; langsamang, Phoom; Odette, Reed & Wells, Abby · Multiple Metanarratives as Methodological Reflections on Life Course	69
Imhaus, Mathilde · The lived experience of psychotherapists' passion for their work.....	72
Jared, Mary Christine (Christy) & Dahlberg, Karin · “I Can Talk to You, But Not My Sister”: Why Phenomenological Research Interviews Work So Well Despite Using a Cloud-Based Video-Conferencing Platform	74
Johannesen, Ørjan; Baklien, Børge & Ødbehr, Liv S. · “Beyond a powerless victim” – a phenomenological study of forgiveness after offences.....	76
Kaldestad, Kari; Koskinen, Camilla; Estman, Linda; Wallgren, Gry Ciekals; Haga, Britt Marit & Thorkildsen, Kari Marie · Men’s Health: Movement Between Despair and Rediscovery of a Meaningful Life and Health	78
Knakkegaard, Signe Green; Simonj, Charlotte; Damsgaard, Janne Brammer & Hutchinson, Alison · Giving Elderly People with Cognitive Impairment a Voice in the Development of Care Models Post-Hip Fracture	80
Knizek, Birthe Loa; Hjelmeland, Heidi & Kinyanda, Eugene · “He tried to counsel me although my biggest challenge was money, but he really tried”: Ugandan HIV-patients’ experience of depression relapse during an intervention study.....	83



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Ku, Yu-Chun · Voices Rising From the Land: Cultivating Respect for Diversity in Rural Education	85
Kubai, Anne · Navigating Trauma and Resilience: A Study of Sexual Violence Survivors' Lived Experiences in Nigerian Internally Displaced Persons Camps	86
Lafrance, Jean-Pascal & Vinit, Florence · Cinematographic of the imagination and metamorphic embodiment : towards a poetics of the lived experience	88
Langdridge, Darren & Kelsey, Steve · Homelessness and threatened masculinities: stories of tragedy, care and compassion	90
Larsen, Henrik G. · The Lived Experience and the Problem of Constitution	92
Larsen, Signe Unmack; Pedersen, Martin Loch; Baker, John; Hansen, Jens Peter; Lemcke, Sanne & Gildberg, Frederik Alkier · PhD project: PURE_CAP: Preventing the Use of Restrictive practices in Child and Adolescent mental health Patients	94
LeBeau, Claire; Lowe, Amanda & Macdonald, Heather · Existential Anxiety and Guilt	96
Lee, Wei-Lun · Is phenomenological psychology an applied phenomenology? No, it is not.	98
Lockwood, Nina · Lost in translation: the limits of language when interpretively sensing into somatic registers experienced during psychotherapy practice	100
Mitsue, Shingo & Tanaka, Shongo · Understanding the Experience of Gait Rehabilitation in Stroke Survivors: A Phenomenological Study	102
Mo, Shao-I · Learning Experiences and Teaching Strategies for Phenomenological Psychology Methods	104
Mostwin, Jacek · Learning from Lives in Medicine: Experience with a Course on Memoir and Biography of Patients and Practitioners	106
Mostwin, Jacek · Primacy of Photographic Images: Intimacy, Transcendence, and Experience	108
Mostwin, Jacek · The One And The Many Mapping The Place Of Individual Experience Within The Landscape Of Aggregate Analysis	110



Mæland, Linda Horne; Foss, Anette Sola & Beyene, Lise Sæstad · From Bachelor to Master: A Qualitative Study on Nurses' Aspirations to Pursue a Master's Degree in Public Health Nursing	112
Nielsen, Anne Maj & Winther-Lindqvist, Ditte · Children's expressions of world-care through drawing	114
Nielsen, Camilla Littau & Paaske, Kristian Alexander Jul · Ethical complexities in action research: an auto-ethnographic study on navigating power imbalances and vulnerability in paediatric oncology.....	116
Nielsen, Marie Konge & Mouritsen, Albert Michael Sonne · A good working life as a nurse in a generational perspective	118
Nosek, Marcianna · Student journal writing guided by Ignatian pedagogical principles.....	120
Ohno, Yoshiko · The "Language of Medicine" and the "Language of People with Illness": An Autoethnographic Exploration of Japanese Mental Health Care from Both Patient and Professional Perspectives	122
Okui, Haruka · Affordance-based creation: The lived experience of aesthetic craft-making of a marionette artist	124
Oliveira, Susana Roxo · Teachers aesthetic gesture for social sculpture, freedom and responsibility: Forms and expression of education	125
Ologi, Judith Awour · What is it like to be in contact with a young child?.....	127
Ologi, Judith & Torsteinson, Helene · What about chance? Is there room for chance(s) and the unknown in today's educational reality?.....	129
Palstrøm, Anders · nepemora. On the Affective Significance of the Maidan Revolution	131
Perez-Gomez, Beatriz & Vinit, Florence · Affective and Embodied Dimensions of Feminine Existence: A Critical Phenomenological Perspective.....	132
Quevillon, Stéphanie & Bourgeois-Guérin, Valérie · Embodied Grief: A Phenomenological Exploration of the Bodily Experience of Grieving from an Existential Perspective	134
Quintin, Jacques · Phenomenology of paranoia	136



Rayce, Kathrine; Lenius, Maria; Dalager, Tina & Søgaaard, Karen · Understanding patients with cognitive impairment: navigating between relational and diagnostic work	138
Roikjær, Stine G.; Beck, Malene; Asgari, Nasrin; Skou, Søren T.; Tang, Lars H. & Simoný, Charlotte · Navigating Loss and Growth in Chronic Illness: An interview study on Physical Activity and Well-Being	139
Rørtveit, Kristine; Kaldestad, Kari & Bjerga, Grethe · Understanding and Giving Voice to Shame in Mental Health Care	141
Røseth, Idun · Apperception, Empathy and Intersubjectivity: A Phenomenological Exploration of Understanding Others	143
Sakai, Shiori; Takata, Yoshinori; Hosono, Tomoko; Sakakibara, Tetsuya; Kobayashi, Michitaro & Tochikawa, Ayako · How Nurses Interpret Phenomenological Studies on Cancer Patients' Illness Experience.....	145
Simonsen, Simon; Brodersen, Marianne; Andersen, Randi & Roikjær, Stine Gundtoft · Lived experiences of the ambivalence of digital technologies in elder care - a case study from three nursing homes	147
Skuza, Jennifer · The Lived Experience of Being a Teenage Girl	149
Solvi, Anette S. & Røseth, Idun · Invisible struggles: A phenomenological study of foster parents' caring experience.....	151
Steenfeldt, Vibeke Østergaard; Vestergaard, Kitt; Fellegi, Franciska; Larsen, Laura Krone & Knauf, Antje-Franziska · Grasping students' lived experiences with improvised theatre	153
Stelter, Reinhard · Grasping lived experiences through transformative dialogues	155
Su, Yu-Fang · Becoming a Phenomenological-Oriented Child Psychologist	157
Sævi, Tone · Understanding, and that which just happens	159
Sørensen, Pelle Korsbæk; Roikjær, Stine G.; Andersen, Heidi Lene Myglegård & Andrés, Emilie Marie · Enhancing Psychosocial Competencies in Paediatric Nursing: The Value of Lived Experiences in a Complex Intervention.....	161



Therrien-Binette, Anne-Sophie & Vinit, Florence · Traumatized Bodies and Adaptive Massage Therapy: A Possible Encounter?	163
Thorsen, Rolf · When Something Happens Along the Way – On Vulnerability and Preunderstanding in Writing	165
Thölking, Tessa; Girard, Dominique; Engels, Yvonne; Schoon, Yvonne & Van Wijngaarden, Els J. · Exploring the lived experience of end-of-life choices of older adults with multimorbidity: a multiperspective and longitudinal phenomenological study.....	166
Torsteinson, Helene · What is the meaning of moral disquiet in human life and professional practice?	168
Uilhoorn, Aafke; Schilderman, Hans; van den Berg, Mariecke; Scherer-Rath, Michael & Verhaak, Chris · Contingency and well-being among transgender and gender diverse (TGD) people: Insights from a participatory pilot study.....	170
Van Manen, Michael · On the Method of Touch in Phenomenological Research	173
Van Woerkum-Rooker, Tessa; Slors, Marc; Rikkert, Marcel Olde; van Wijngaarden, Els; Dings, Roy & Scherer-Rath, Michael · The ‘sense of self in persons with a dementia syndrome’ project ...	175
Vinit, Florence · Lived experience and supervision in psychology: what role does lived body play in supporting practitioners?	177
Wang, Fengzhi · Phenomenological lived experiences on English Language Perception	179
Wąsik, Elżbieta Magdalena · Grasping (Inter)Subjective Experience: Between Affect and Evaluation	180
Wąsik, Zdzisław · Lived Transtextual & Transmedial Knowledge about the World in Multimodal Appearances: Extending the Epistemological Scope of the Phenomenology of Practice	182
Winther, Helle & Larsen, Michael Højlund · MOVING LEADERSHIP. Phenomenologically inspired experience descriptions and a research based meditative movement practice for professionals	184
Wojnar, Danuta; Lopez-Rodriguez, Erlinda; Martinez, Jennifer & Rendon, Jennifer · The Experiences of Patients on Long-Term Oxygen Therapy Residing in Medically Underserved Areas	186



Wong, Shyh-Heng · 'Body' in-between Space and Time When 'Care' Happens: Intercoporeality and Empathy, from the the cases suffering from Ataxia	188
Wu, Ya-Chi · Phenomological reading of attention training group	190
You, Shu Yu · The emotion suffering experience and the transforming experience of the ambiguous loss for middle-aged daughters who take care of Dementia mothers	191
Ørskov, Birthe · Lived experiences after receiving a dementia diagnosis - a phenomenological study	193
Symposium	195
Thölking, Tessa; Antonides, Marte Fleur; Van Wijngaarden, Els & Girard, Dominique · Bridging multiperspective and longitudinal research with a phenomenological approach: a novel analytical framework.....	196
Abstracts: Poster presentations.....	199
Alm, Anne & Beck, Malene · Accompanying the Inevitable: Lived Experiences of Nurses in Home-Based Pediatric Palliative Care	200
Bagger, Bettan; Christensen, Jon; Hägi-Pedersen, Mai-Britt; Andersen, Heidi Myglegård & Høgsgaard, Ditte · Bringing Experience into Play: Including Lived Experiences in an Action Research Process for the Development of a Stratification Tool for Patients with Complex Multimorbidity	202
Delisle, François & Drouin, Marc-Simon · The impact of personal difficulties in the professional development of psychotherapists.....	204
Eliasson, Ane; Arnfred, Sidse; Berring, Lene Lauge & Roikjær, Stine Gundtoft · Embodied Narratives of Movement: A Phenomenological Exploration of Physical Activity Through Photovoice	206
Hosono, Tomoko & Sugimoto, Takahisa · Phenomenological Description of the Life of a Person with Diabetes Through Her Relationship with Food During Long-term Displacement: From her narratives 12 years after Fukushima nuclear power plant accident.....	208
Huang, Elenda Y.J. · Exploring the “Worldliness” of Chinese-European Chan Practitioners in the Light of Husserl’s Transcendental Phenomenology.....	209



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSkilde, DENMARK



Okui, Nahoko & Okui, Haruka · Listening to the child's voice: Frameworks and workshops in several social facilities in Japan	211
Sollied, Sylvie Anna & Sandvoll, Anne Marie · The Balancing Act – a phenomenological study of nurses' experiences with humanizing care for patients in forensic wards.....	213
Stemerding, Robin & Smit, Annika · Making sense of living in action-research: a dialogue in watercolouring.....	215



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Pre- conference





Hansen, Finn Thorbjørn

• Pre-conference workshop

Time

Monday, August 11, 2025, 2:00pm - 5:00pm

He has published widely in these areas. Dr. Hansen is internationally known as the creator of 'The Wonder Lab,' now used in doctoral programs in phenomenology, spiritual care, health care training in The Netherlands and Denmark, and for the method behind 'Phenomenological Action Research'. He is currently researching the intersection of environmental and health humanities, focusing on eco-phenomenological approaches to Eco-Existential Health and Existential Sustainability. Dr. Hansen has facilitated workshops and presented at international conferences around the world.

Description

It is well known that the most fundamental and receptive attitude or opening to the phenomenon in and of itself is the attitude or disposition of philosophical and artistic wonder, according to hermeneutic and existential phenomenologists such as Eugen Fink, Jan Patocka, Merleau-Ponty, Hannah Arendt, and the late Heidegger. Immersing oneself in deep contemplative wonder can be described as arriving at a place of saturated silence that calls the wondrous person into a hold. From the breezes of this kind of wonder - of fundamental unknowing and undoing, or "existential kenosis" - the person in wonder senses the yet-to-be, which has not yet been gestalted, constructed, perceived, and grasped by the intentionality of consciousness. Heidegger wrote in "The Origin of the Work of Art" that "perhaps [lived] experience is the element in which art dies." The experiences of art and philosophy can take us beyond the personal, subjective lived experience and into the reverberation of a "truth experience" where the phenomenon is witnessed in and of itself as a "speaking being" (Bachelard). In qualitative inquiries, these moments of unknowing and undoing (non-methodological falling out of the structured research scheme) can be very inspiring for the researcher (St. Pierre, 2020).

In the first part of this workshop, we will dwell on the phenomenon of deep wonder and how this wonder can be found (or invoked) in phenomenological and hermeneutic research. In the second part, I will facilitate a Wonder Lab that will focus on four forms of contemplative wonder: Phenomenological Wow-Wonder, Hermeneutic Wisdom-Wonder,



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Deconstructive/Apophatic Without-Why-Wonder, and Ethical and Daoist Wu-Wei-Wonder. The last form of wonder is inspired by the American eco-phenomenologist Eric Nelson. Participants are invited to share their own research interests and wonderments about how best to approach lived experiences in wondrous ways.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK

**AB
SALON**
PROFESSIONS-
HØJSKOLEN
ABSALON

Keynotes





Dahlberg, Helena

• Understanding and moving in the flesh – a search for the junction between theory and praxis

Time

Friday, August 15, 2025, 9:00am - 10:00am

Helena Dahlberg, Associate Professor in Caring Science, holds a Ph.D. in History of Ideas, a Master's degree in Philosophy, and is a certified Feldenkrais pedagogue. She is renowned for her interdisciplinary approach that bridges philosophical theory, bodily practice, and qualitative research. Her work navigates the junctions between epistemology, phenomenology, somatic practices, and empirical methodology with a distinct focus on embodiment, perception, and learning within caring professions and educational settings.

Description

In her keynote presentation, Helena Dahlberg will explore the dynamic interplay between theory and practice through the lens of Maurice Merleau-Ponty's phenomenology and Feldenkrais movement pedagogy. Titled *"Understanding and Moving in the Flesh – A Search for the Junction Between Theory and Praxis"*, this presentation delves into Merleau-Ponty's concept of "flesh" as articulated in *The Visible and the Invisible*, highlighting its ontological significance as neither object nor subject, but rather the medium that weaves perception and experience into a meaningful whole.

By connecting this philosophical foundation to Feldenkrais movement practice, Dahlberg illustrates how bodily sensing and movement can illuminate the theoretical concept of the "in-between" — the liminal zone where perception, reflection, and action meet. She emphasizes the relationality of the body, particularly through the phenomenological observation of one hand touching the other, and how this tactile experience reveals a fluid boundary between perceiver and perceived. In Feldenkrais practice, this boundary becomes a focal point of curiosity, offering insights into the lived body as both subject and object.

Dahlberg will extend this inquiry into the realm of empirical research by addressing the challenges of bracketing and bridling in phenomenological methodology. She will question how researchers can remain open to the unforeseen while remaining critically aware of their own perceptions during



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



data collection and analysis. Drawing on her work in developing qualitative methods rooted in phenomenological and hermeneutic traditions (Dahlberg, Dahlberg & Nyström, 2008; Dahlberg & Dahlberg, 2019, 2020, 2022), she invites researchers to embrace a reflective and embodied mode of inquiry that honors the complexity of human experience.

This presentation will particularly resonate with researchers, educators, and practitioners interested in the interweaving of somatic awareness, philosophical depth, and methodological rigor. By foregrounding the corporeal and existential dimensions of learning and research, Dahlberg redefines how we understand knowledge — not just as abstract theory, but as something lived, felt, and enacted through the body.

Join this presentation to experience a profound exploration of the boundaries between knowing and doing, reflection and movement, theory and practice — a presentation that reimagines how we engage with knowledge through the very flesh that makes such engagement possible.



Dreyer, Pia

• Phenomenological Hermeneutics and the Human Sciences Underscore the Significance of Narratives: Acknowledging that Human Lives Deserve to Be Told

Time

Tuesday, August 12, 2025, 9:30am - 10:30am

Pia Dreyer is a Professor in Nursing and a Clinical Nurse Specialist at Aarhus University and Aarhus University Hospital. She is engaged in research, education, and teaching in the fields of intensive care nursing and home ventilator treatment. Pia has been involved in the establishment, development, and research of Home Mechanical Ventilation in Denmark for over 30 years. She currently leads *The ICU Cognitive Rehabilitation Nursing Programme (ICU-CogHab)*.

Pia's research interests center on qualitative methodologies, including phenomenology, hermeneutics, narratives, text, and interpretation, drawing inspiration from the French philosopher Paul Ricoeur. Her phenomenological and hermeneutical scholarship is deeply rooted in the life-wide practices of nursing and research. By exploring lived experiences and uncovering meaning, she seeks to achieve a profound understanding of patients' and relatives' illness trajectories and life conditions. Her insights aim to inform healthcare professionals, students, and educators alike.

Building on Ricoeur's ideas about narratives in relation to human lives, Pia advocates for the view that within the framework of hermeneutics and the human sciences, narratives illuminate selfhood: *"We are the stories we tell."* She has demonstrated how narratives provide rich data about patients' lives, benefiting both research and clinical practice. Through phenomenological-hermeneutical studies in nursing, Pia has illustrated how narratives can be applied at all stages of the research process. By employing metaphors and narrative language, she presents research findings in a way that is both meaningful and insightful, offering readers new perspectives and deeper understanding.



Description

Pia will demonstrate how a phenomenological-hermeneutical approach, inspired by Paul Ricoeur's philosophy on hermeneutics and the human sciences, provides valuable insights into studying patients' everyday lives and their experiences of being critically ill.

Selected publications

- Dreyer, P. (2019). *Den kritiske fortolkning og diskussion med afsæt i Paul Ricoeurs filosofi* (The Critical Interpretation and Discussion Based on Paul Ricoeur's Philosophy). In *Fenomenologi i praktiken. Fenomenologisk forskning i ett skandinavisk perspektiv*. Edited by Dahlberg, H., Ellingsen, S., Martinsen, B., & Rosberg, S. Liber AB, Stockholm.
- Dreyer, P., Thorn, L., Lund, T.H., & Bro, M.L. (2024). *Live music in the intensive care unit – a beautiful experience*. *International Journal of Qualitative Studies on Health and Well-being*, 19(1), 2322755. DOI: 10.1080/17482631.2024.2322755.



Skouboe, Esben Bala

• Existential Spaces for Birth & Death

Time

Thursday, August 14, 2025, 9:00am - 10:00am

Esben Bala Skouboe, Director Studio Poesis Arts in Health Collective, is a civil engineer with a Ph.D. in Architecture, Design & Media Technology (AD:MT) from Aalborg University, Denmark. Celebrated for his idealistic and innovative approach, Esben seamlessly merges art and science to reimagine architecture's role in addressing societal challenges. His work spans diverse artistic disciplines, including theatre, music, photography, sound and light design, painting, and architecture, with a particular focus on healthcare environments.

Description

Prize-winning architect and researcher Esben Bala Skouboe will deliver a thought-provoking keynote addressing the intersection of architecture, sensory design, and existential art. Drawing upon his pioneering work at Studio Poesis, Dr. Skouboe will examine how meticulously designed spaces can profoundly influence human experiences, particularly in critical environments on Danish hospitals. His exploration draws on 10 years of research design and will highlight the capacity of art and architecture to evoke deep existential meanings, fostering connections, vulnerability, and empowerment during pivotal life moments. He delves into the profound interplay between architecture, sensory design, and human experiences at two of life's most transformative moments—birth and death. Titled "*Existential Spaces for Birth & Death*," this thought-provoking presentation draws upon Dr. Skouboe's extensive research and innovative practice at **Studio Poesis**, where he combines art, science, and technology to reimagine how we design spaces that support human dignity, connection, and emotional well-being.

Focusing on healthcare environments, Dr. Skouboe will present groundbreaking projects such as sensory delivery rooms, which integrate light, sound, materiality, and spatial design to create environments that respond to the physiological and psychological needs of individuals during childbirth. He will explore how such spaces transcend functionality, becoming places of profound existential meaning that support the vulnerability, empowerment, and transformation inherent in the act of bringing life into the world.

Likewise, Dr. Skouboe will address the design of spaces for the end of life, offering reflections on how architecture can provide solace, comfort, and connection for individuals and their loved ones



during the final moments of life. Drawing on principles of existential art and sensory design, he will illustrate how thoughtfully curated environments can foster a sense of peace and dignity, emphasizing the importance of integrating aesthetic and emotional dimensions into spaces often associated with grief and transition.

This keynote highlights the essential role of architecture in shaping the human experience, challenging traditional notions of healthcare design by emphasizing the interplay of beauty, functionality, and existential depth. By bridging the worlds of art and science, Dr. Skouboe reveals how architectural spaces can support life's most meaningful transitions, offering profound insights for architects, healthcare professionals, and researchers interested in the impact of design on human experience.

This presentation offers a unique opportunity to engage with cutting-edge perspectives on the role of aesthetics and architectural design in enriching and contextualizing the lived human experience. Join this compelling presentation to explore how innovative architectural practices can elevate our understanding of lived experiences and redefine the spaces where life begins and ends.

Selected publications

[Crafting atmospheres for Healthcare Design](#) The Journal of Somaesthetics Volume 8, Number 1 (2022)

Current projects

- Sensorial Spaces in Intensive Care, Regionalhospital Hjørring
- Arts in Health Biennale 2025, Region Midt
- Development of Sensorial Delivery Rooms for hospital in Abu Dhabi



Sköld, Alfred

• Existential Perspectives on Love

Time

Wednesday, August 13, 2025, 9:00am - 10:00am

Alfred Sköld is Associate Professor in General Psychology at Aalborg University, Denmark. His research, that is theoretically anchored in existential phenomenology, psychoanalysis and critical theory, focuses broadly on existential phenomena such as grief, love, happiness and hope. Sköld's line of research is preoccupied with questions of what it means to be human in the beginning of the twenty-first century, how our emotional landscapes are shaped by an intersection of existential universals, cultural mediators and personal characteristics.

Description

Even though the question of what love is remains enigmatic, experiences of love pervade our entire lives. This lecture will embark on a broad-scale investigation of what the experience of love can teach us about who we are and what it means to be human. I will argue that love crystalizes some of the most important features of our existential condition, and that its vast importance should be seen in this light.

Research projects

Sköld's ph.d.-dissertation, *Relationality and Finitude – A Social Ontology of Grief* (2021) was written as part of the interdisciplinary research project "The Culture of Grief", that investigated the natural, cultural and personal dimensions of grief in light of the implementation of Prolonged Grief Disorder in ICD-11. Drawing empirically on interviews with bereaved life partners in different generations, Sköld developed a social ontology of grief, where grief is situated as a mediator between the relational and finite aspects of human life.

His current research project, "Emotions of Climate Activism" investigates the role of emotions in light of the ecological crisis. The project is empirically anchored in an ethnographic and interview-based study of young climate activist in The Green Youth Movement (*Den grønne ungdomsbevægelse*), and examines specifically how the emotions of grief, hope and care play a role in this context.

Sköld is also the editor of several anthologies and has published extensively within the field of death awareness and critical happiness studies.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Selected publications

Sköld, A. (2021). *Relationality and Finitude – A Social Ontology of Grief*. Aalborg. Aalborg University Press.

Sköld, A. & Roald, T. (2021). An Existential Structure of Love. *The Humanistic Psychologist*, 49(3), 369-380. <https://doi.org/10.1037/hum0000165>

Sköld, A. (Ed.) (2023). *Kærlighedens Kartotek* [The Register of Love]. Aarhus: Klim.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK

**AB
SAL
ON**
PROFESSIONS-
HØJSKOLEN
ABSALON

Dialogal workshop





Halling, Steen

• Dialogal workshop: Understanding and using the Dialogal Phenomenological Approach to Research

Steen Halling, PhD.

Professor Emeritus

Department of Psychology, Seattle University, USA

Description

Dialogue, in the sense of a meaningful conversation that produces new understanding, is a critical and memorable but infrequent occurrence in our lives. As Karl Jaspers states, “Conversation, dialogue, is necessary for the truth itself which by its very nature opens to an individual only in dialogue with another individual.” The central principle of dialogal phenomenology, a collaborative approach to research, is that the phenomenon under study becomes a presence among the researchers. This allows for a dialogue taking place among the researchers and with the phenomenon. This method has been developed and used at Seattle University, and elsewhere, since 1985 in the study of multiple phenomena such as social activism, hopelessness, the meaning of money in everyday life, experiencing deep connection with another, envy, and forgiveness.

This workshop will outline the experiential and theoretical basis of this approach. Topics that will be covered include: a) the advantages it has over working alone. For example, with multiple perspectives it is easier to identify preconceptions and find words to express one’s growing understanding of the phenomenon; the vivid presence of the phenomenon among the researchers makes the research process livelier and more enjoyable; b) the conditions that foster successful dialogue, as well as ones that hinder it; c) the typical phases that the research process involves; d) the contexts in which this approach is appropriate; e) the demands it makes on the researchers, such as being receptive to others and to the phenomenon and setting aside one’s preoccupation with being “right.” In addition, I will briefly discuss the relevance of a collaborative approach in conjunction with methods, such as the Descriptive Phenomenological Approach and Interpretive Phenomenological Analysis, which are usually carried out by a single researcher. There will be plenty of opportunities for discussion and questions.

If you plan to attend this workshop, please write a brief description, for yourself, on an experience of dialogue that you have had recently. More specifically, think of a time when you had a meaningful



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



or deep conversation with another person that led you to a new understanding of something that was important to you.

The purpose of this description is to bring the reality of dialogue into focus so that it is not just a theoretical concept. During the workshop I will ask one or two volunteers to share their story.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK

**AB
SALON**
PROFESSIONS-
HØJSKOLEN
ABSALON



Abstracts: Oral presentations



Adams, Will W.

• Nurturing Mystery into Meaning, Meditatively: Contemplative Sensibilities in Hermeneutic Phenomenology

Presentation type

Oral

Author

Will W. Adams, Ph.D.
Duquesne University, Department of Psychology
Pittsburgh, PA
adamsw@duq.edu

Abstract

This presentation will explore how psychotherapists and qualitative researchers can draw from meditative sensibilities when engaged in phenomenological inquiry. Capacities cultivated in formal meditation practice, such as open awareness, embodied attunement, and reverence for the infinite depths of life, are directly relevant for nurturing the mystery of a phenomenon into meaning that can be (provisionally) articulated. By the phenomenon in question or, more precisely, the phenomenon that poses a question to us, I am referring to whatever is given in direct lived experience, something (not really a thing) that is often ineffable, and always imbued with implicit significance: perhaps an expression from a patient or a research participant, perhaps a subtle intuition or felt-sense experienced by a therapist or researcher. Herein, through a contemplative-phenomenological collaboration between two participants, say a therapist in dialogue with a patient or a researcher with qualitative data, meaning and understanding often unfold in a seamless series of distinctive experiential moments: namely, from conversation to meditation to revelation to transformation to conversation, wherein the spiraling inquiry begins again; and from mystery to poetry to story to mystery, on an on. (Any deep inquiry will keep returning us to mystery again and again, yes?) These intertwined formulations of the discovery/creation of understanding are offered as fresh depictions of, and practical approaches to, the renowned hermeneutic circle or spiral. The presentation will look into classic phenomenological notions such as the self-showing and self-concealing of experience, bracketing, the co-constitution of meaning, the lived body, hermeneutic reflexivity, the infinity of the other, and releasement. Our explorations of meditative sensibilities in



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



phenomenology will be illuminated – briefly, of course, in the short session – by key insights from philosophers such as Edmund Husserl, Martin Buber, Martin Heidegger, Maurice Merleau-Ponty, Emanuel Levinas, and Hans-Georg Gadamer; and from spiritual contemplatives such as Meister Eckhart (from the Christian mystical tradition) and Eihei Dōgen (from Zen Buddhism).



Allaire, Charlène & Thiboutot, Christian

• The other shore – The complexity of interpretation

Presentation type

Oral

Author(s)

Charlène Allaire, doctoral student, University of Quebec in Montréal (UQAM), Canada

allaire.charlene@courrier.uqam.ca

Christian Thiboutot, Ph. D., Department of psychology, University of Quebec in Montréal (UQAM), Canada

thiboutot.christian@uqam.ca

Abstract

Hunter with Harpoon is the first indigenous novel published in Canada. It tells the story of Kamik, a young man on a quest to kill a rapid polar bear. By the end of the book, Kamik has watch everyone he loves died in front of him, the last few lines are a description of what seems to be a suicide.

Death is certainly the central theme of this book – what does it mean for Kamik to choose death after surviving such a long and dangerous journey? This is the question I tried to answer in a small hermeneutic thesis last year, but the more I was looking for answers, the more questions I had. Can we really make sense of *dying*? And can I interpret its meaning in a book that comes from a totally different cultural standpoint than mine? As of today, hermeneutic in psychology is used and understood as a method leading to ontological truth, one that is related to the unique and autonomous nature of art. But is it possible to reflect on this particular death while also respecting the transmutation of art as Gadamer views it? Hunter with Harpoon is written body of art in an orally transmitted culture: to be able to understand its meaning I had no choice but to acknowledge the strange or different character of its form. This presentation is a reflection on the use of interpretation as a method in this specific work and how by trying to interpret from my own academic and cultural point of view I wasn't truly able to make sense of Kamik's death. This example serves as a reflection on limitations, as well as possibilities, when it comes to understanding the Other.



Angel, Sanne

• The meaning-seeking process towards a meaningful life

Presentation type

Oral

Author

Sanne Angel

Associate Professor, Research Unit of Nursing and Healthcare,
Institute for Public Health, Aarhus University, Denmark

Angel@ph.au.dk

Background

To alleviate suffering and improve the well-being of a person facing health challenges such as spinal cord injury (SCI), nurses require understanding of how best to provide support. Supporting the healing process requires insight into what the person is going through after such a profound and all-encompassing impact on life and how to resume a meaningful life.

Aim of the study

This study aims to describe the meaning-seeking process during healing after spinal cord injury.

Methods/design

With Ricoeur's hermeneutic phenomenological approach, a longitudinal design was adopted to provide a long-term perspective on the healing process the first 10 years after SCI based on interviews with 10 people. To deepen the understanding of the findings, the study drew on the philosophy of Husserl, Heidegger, Frankl, Ricoeur and Paahus.

Results

From the insight into the person's existential struggles when their bodily functions are compromised a theory of the meaning-seeking process is developed comprising A. Struggling without any outlook, B. Improving with support from others, C. Finding meaning from imagining a worthwhile future, D. Balancing the life wished for with the possible life.



This phase-based meaning-seeking theory adds to the understanding of the healing process when an accident has caused a severe physical health issue, such as a spinal cord injury.

Conclusion and/or topics for further discussion

The healing process following SCI can be described in 6 phases, **during which** the body heals, and functions are recovered. This includes a meaning-seeking process that may enable the person to imagine a future life worth living and, on this basis, find a balance between the life they wish for with the life that is possibly. Support from others was crucial in this process spanning from despair to resume a meaningful life.



Antonides, Marte Fleur; Girard, Dominique; Engels, Yvonne & Van Wijngaarden, Els

• Exploring the Meaning of Suffering in Euthanasia Requests

Presentation type

Oral

Presenter

Marte Fleur Antonides - Department of Anesthesiology, Pain and Palliative Medicine, Radboud University Medical Center, Nijmegen, The Netherlands

Co-authors

Dominique Girard - Department of Health Sciences, University of Quebec in Rimouski, Rimouski, Canada;

Yvonne Engels - Department of Anesthesiology, Pain and Palliative Medicine, Radboud University Medical Center, Nijmegen, The Netherlands;

Els van Wijngaarden - Department of Anesthesiology, Pain and Palliative Medicine, Radboud University Medical Center, Nijmegen, The Netherlands

Background

The legalization of euthanasia and/or physician-assisted suicide (EAS) is expanding across Western societies. Evolving laws and health policies have broadened EAS eligibility to include individuals with diverse diagnoses beyond terminal illnesses. In the Netherlands, a key due care criterion for EAS is the presence of unbearable and irremediable suffering. However, assessing suffering is inherently complex, as it encompasses multiple dimensions and remains subjective.

Aim of the study

This study explores the experiences of patients, their close ones, and healthcare professionals (HCPs) involved in EAS requests, focusing on the meaning and interpretation of suffering.

Methods/design

A phenomenological, multiperspective, longitudinal design was employed. To date, seven groups, each comprising a patient, a close one, and HCP(s) (total: 25 participants), were observed and interviewed during and after EAS assessments. With each group, we conducted observations and



interviews over a maximum of 6 months (total: 31 interviews/observations). Narratives were created of the data, which were coded and thematically analyzed longitudinally and across perspectives.

Results

This presentation highlights how suffering is both deeply personal and inherently relational, unfolding in interactions between participants. Patients' suffering arose from physical, cognitive, and existential concerns, with prominent themes including fear of identity loss, uncertainty about the future, and the desire for control. While patients and close ones often experienced systemic suffering due to prolonged processes, repeated justifications, and scheduling uncertainties, many HCPs stressed the value of a relational approach for accurate assessment. However, most HCPs tended to confirm patients' fears or beliefs rather than deeply explore their experiences and of their close ones.

Conclusion/discussion

We will conclude that assessing suffering in EAS is complex, requiring a relational and multidimensional approach. Greater focus on existential and systemic dimensions, along with deeper exploration of patients' underlying emotions and narratives, could enhance care and decision-making.



Beck, Malene; Van Manen, Michael

• Sharing the community of losing a child: A phenomenological inquiry into bereaved parents' support groups

Presentation type

Oral

Presenter

Malene Beck, Children and Adolescent Department, Zealand University Hospital, Region Zealand & Faculty of Health, Institute of Regional Health, University of Southern Denmark, SDU, Denmark.

Email: Maleb@regionsjaelland.dk

Co-author

Michael van Manen, John Dossetor Health Ethics Center, University of Alberta, Canada & Children and Adolescent Department, Zealand University Hospital, Region Zealand & Faculty of Health, Institute of Regional Health, University of Southern Denmark, SDU, Denmark.

Abstract

Losing a child is profoundly life-altering, often leading to social withdrawal at a time when support is most needed. Bereavement support groups have become a central focus in palliative care research, as they play a significant role in helping parents navigate their loss while maintaining a lasting bond with their child. But what does it truly mean to share loss? What is the meaning of this meaningfulness that we call sharing loss?

Michel Henry reminds us that our entry into life is through birth, but he emphasizes that it's not simply that we come into life - "it is life that comes into us." Similarly, with the loss of a child, life seems to leave us, as what was once constitutive of us is now gone. We might wonder how anyone could understand such a loss other than someone who has lived it, perhaps another parent who has lost a child? However, even if we recognize that sharing loss expresses meaning, its phenomenology is far more complex.

From Gerda Walther's perspective, sharing is not an individuation of multiple experiences but a communal sense; it is from the others in me and from me in the others. This understanding of sharing as a fundamental human phenomenon shows its value in supporting bereaved parents.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



While exploring the phenomenology of sharing a loss, empathic communal spaces emerge among bereaving parents, spaces that may be inherent in palliative care practices. Still, questions remain: How do we put such an experience into words and speak of it to others who share their own experiences? What is shared in such moments of loss, and how do we negotiate the boundaries of our individuality within a collective? Where are the margins between one and another? How may we understand being present for others?

These reflections are based on material from a Pediatric Palliative Care Unit in Region Zealand, where five bereavement groups were held from December 2023 to August 2024. By articulating the phenomenology within these aspects of the study, we hope not to prove the value of sharing but instead to show the meaning of it; thereby, contributing to the very sparse body of evidence on home-based care and support for bereaved families.



Berndtsson, Inger C.

• Challenges in understanding lived experiences in the field of disability and inclusive education: the example of visual impairment

Presentation type

Oral

Presenter

Inger C. Berndtsson

Department of Education and Special Education, University of Gothenburg

Email: inger.berndtsson@ped.gu.se

Background

When trying to grasp lived experiences, challenges may arise. This presentation will focus on challenges related to empirical research involving people with visual impairment or blindness. Questions arise about how it is possible to capture lived experiences related to bodies different from one's own and in relation to stereotypes and sometimes prejudices related to specific disabilities.

Aim

The aim of this presentation is to reflect on and discuss challenges when trying to understand lived experiences in the field of disability and inclusive education. The examples chosen are from the field of visual impairment and blindness.

Methods

The main methodology of this presentation has been own and shared reflections on previous and ongoing empirical studies. Hermeneutics and the hermeneutic spiral have been used as a way to integrate empirical reflections and theory.

Results

Two main challenges have been identified and will be elaborated upon. The first challenge relates to the fact that people with visual impairment have a body that is different from that of sighted people. How would it be possible for a sighted researcher to grasp lived experiences of a



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSkilde, DENMARK



completely different nature to their own? Discussions on how to use in-depth reflection as a means for both the interviewer and the interviewee together with participant observation will be presented. The second challenge is about disability as a stereotype, sometimes in terms of prejudices. The researcher's preconceptions and the importance of using narratives to understand lived experiences of disability will be discussed. Research collaboration with people with own visual impairment will also be presented as way to make lived experiences visible.

Conclusion

It is important that the researcher becomes aware of the impact of the own body and conceptions about a phenomenon as a possible bias in research on lived experiences, and how to overcome these possible challenges.



Bordeleau, Marianne & Thiboutot, Christian

• The Burden of Being – Uncertainty and Melancholia in Ingmar Bergman’s Winter Light

Presentation type

Oral

Authors

Marianne Bordeleau, doctoral student, University of Quebec in Montréal (UQAM), Canada

bordeleau.marianne@courrier.uqam.ca

Christian Thiboutot, Ph. D., Department of psychology, University of Quebec in Montréal (UQAM), Canada

thiboutot.christian@uqam.ca

Abstract

Through a hermeneutic analysis of Ingmar Bergman's film *Winter Light* (1963), I'm interested in the links between uncertainty, choice, and ipseity through the story of Pastor Tomas. Unable to overcome the tragic events that turned his world upside-down, Tomas stubbornly wishes that the meaning of these events, if not the meaning of life and Being itself, be given to him by the word of God. His secure, holding and absolute worldview now being disturbed, Tomas is in search of a meaning of a dazzling nature which could reassure him completely – but for which he would in no way be responsible. Much to the dismay of Tomas, uncertainty will be understood here as an ontological condition – far from being situational – that confronts the being with what he thought he knew, who he is and what he must do (Greisch, 2015). Our existence being scattered with incongruities and unfortunate events, its unpredictability can disrupt the general sense of meaning in which we like to find ourselves. Even though we try to have faith in a world that is good to us (or at the very least, forgiving), our beliefs and convictions are always at risk of being shaken by the hazards of life: our existence is marked by uncertainty. Thankfully, Kundera's "wisdom of uncertainty" (2020) reminds us that even though we are caught up in it, we can still be an actor in our own destiny. With this in sight, melancholia will be thought of as an (implicit) attempt to escape the burden of choice and responsibility, and, with them, the angst of uncertainty.



Boudrias, Sophie

• Using Visual Dream Reports to Reconsolidate Emotional Memories

Presentation type

Oral

Author

Sophie Boudrias, Université du Québec à Montréal, sophie.boudrias2@uqat.ca

Abstract

A critical aim of psychotherapy is to modify the implicit emotional memories (EMs) that drive the unwanted behaviour of clients (Ecker et al., 2012; Lane et al., 2015). Implicit emotional memories are unconscious (e.g., anticipating a danger when one sees an object unconsciously related to a trauma) and often influence our reactions without the contribution of awareness. Empirical work from neuroscience and psychology demonstrates that a consolidated memory becomes labile and susceptible to modification when reactivated and confronted with a prediction error (i.e., an experience contradicting the memory) (Nader, 2003; Pedreira et al., 2004). Since dreams seem to reflect sleep-dependant memory processing (Wamsley & Stickgold, 2018), they contain rich material to update EMs through reconsolidation in therapy (Ellis, 2020). This action research explored how EMs may be updated through reconsolidation by creating and transforming in-session visual dream reports (VDRs; e.g., dreamer's drawing, sculpture). Eight women each attended eight art therapy sessions where the therapist assisted them in identifying and updating EMs using their own VDRs. After each session, a table was filled with the identified EMs and prediction errors that were processed. Data were reviewed to highlight the contribution of VDRs as an experiential process (i.e., active, perceptual, and emotional). Results suggest that the VDR can contribute to different steps of the therapeutic memory reconsolidation process. VDR provided relevant information about the EMs to update. Affect change acted as an interoceptive prediction error, and the surprise reaction elicited through the creative process was used as a key marker of prediction error processing. Written dream report and VDR also contributed to verify the reconsolidation success. This research enlarges the variety of ways to conduct and verify EM reconsolidation in psychotherapy.



Bourgeois-Guérin, Valérie; Cormier, Émilie; Lavoie, David & Morin, Jonathan

• The poetics of suffering: Found poetry as a window into the unspoken realities of terminal cancer

Presentation type

Oral

Authors

Valérie Bourgeois-Guérin, Professor, Université du Québec à Montréal, bourgeois-guerin.valerie@uqam.ca

Émilie Cormier, Doctoral student, Université du Québec à Montréal, cormier.emilie@courrier.uqam.ca

David Lavoie, Post-Doctoral student, Ottawa University, david.lavoie.cissslav@ssss.gouv.qc.ca

Jonathan Morin, doctoral student, Université du Québec à Montréal, morin.jonathan.6@courrier.uqam.ca

Background

How can we better grasp the lived experience of suffering shared with us in qualitative research? Where the more traditional methods and language of research sometimes stumble, the resonance and reverberation of poetry, to use Bachelard's words (1961), can open up an inspiring way of analyzing and sharing narratives on suffering (Reilly & al., 2018; Sjollem & al., 2012). Poetry can be a way to communicate and translate suffering, perhaps including parts of the unspeakable suffering recounted in research.

Aims of the study

The aim of this presentation is to better understand how found poetry analysis can help us convey what is sometimes difficult to put into words such as suffering in qualitative research?



Methods

We will reflect on the process of found poetry and our experience of conducting this analysis as part of a qualitative study on the suffering of 17 elderly men with incurable cancer. In this collaborative effort, we crafted 9 poems based on the narratives shared by the men we encountered.

Results

Our findings will explore the process and our experiences of the found poetry analysis, highlighting its strengths and limitations. We will also present the poems created during this research as examples of what can emerge from this type of analysis.

Conclusion

Found poetry offers an inspiring approach to better understand share complex experiences such as suffering in an evocative, meaningful, and nuanced way. We will explore the connections between existential approaches, phenomenology, and this method, while also discussing its strengths and challenges in the study of suffering.



Brodersen, Marianne & Andersen, Randi

• Listening to people who are dependent on help: reflections on the use of narratives in the development of professional practice

Presentation type

Oral

Authors

Marianne Brodersen, Ph.D., associate professor, Center for Nursing, University College Absalon, Denmark, mar@pha.dk

Randi Andersen, Ph.D. associate professor, Center for Pedagogy, University College Absalon, Denmark, raa@pha.dk

Abstract

As researchers in the pedagogical field, we have worked with participatory and action research-inspired methods in practice development. We are concerned with continuously developing new methodological approaches that invite professionals to joint reflections and knowledge sharing. In this paper, we present our latest work on the use of practice- and first-person narratives among professionals employed in elderly care and disability care, and we discuss the potential that the use of these methods gives rise to (Andersen & Brodersen, 2024; Bruner, 2003).

Through empirical examples¹, we show how we have developed the use of first-person narratives, inspired by the participants' practice narratives. Here, the individual's experience comes into focus through a phenomenological orientation, which is supported by the first-person narratives. The here-and-now perspective requires a phenomenological and investigative approach and opens for sensitivity and new insights (van Manen, 2015).

Working with narratives seems to constitute a double perspective at one's own practice: on the one hand, it works to identify dilemmas in the care of people in need of help, on the other hand it conveys a phenomenologically inspired user-centered view of residents' lives. We

¹ The data comes from the two research- and development projects 'Care-AI' and 'Recovery and communication'.



discuss the use of first-person narratives in relation to the tradition of using narratives in education and professional development (Jørgensen, Rothuizen & Togsverd, 2019), as well as in relation to Bronwyn Davies' (2014) concept of 'emergent listening'.

The narratives point out that the professionals have a situated knowledge about the residents, which they can reflexively use to 'put themselves in the resident's shoes' and thus provide fertile ground for professional development. We discuss how narratives about dilemmas, potentials and challenges in practice are related to different basic narratives in elderly care and disability care, respectively, and how such basic narratives can point to important traditions and values in the two fields.

References

- Andersen, R. N., & Brodersen, M. (2024). At lytte til ældre mennesker med demens: Fortællingers potentialer. *Tidsskrift for Socialpædagogik*. 27. årgang nr. 1.
- Bruner, J. (2003). *The Culture of Education*. Hans Reitzels Forlag. Copenhagen.
- Davies, Bronwyn (2014). *Listening to children: being and becoming*. Routledge
- Jørgensen, H. H., Rothuizen, J. J. & Togsverd, L. (2021). *Pædagogik og fortælling. Om at forstå, fortolke og forny pædagogisk praksis*. Samfundslitteratur.
- van Manen, Max (2016). *Researching lived experience*, Routledge.



Chang, Yao-Jen

• Dialogue in Presence: Re-exploring the Therapeutic Conversation Through Merleau-Ponty's Philosophy of Language

Presentation type

Oral

Author

Yao-Jen Chang

PhD student, Clinical Psychologist

Department of Philosophy, National Chengchi University, Taiwan

Abstract

In contemporary psychotherapy, various approaches and schools of thought have flourished, leading to diverse clinical practices. Therapists now incorporate different modalities—such as painting, music, dance, and drama—or employ therapeutic media like sand trays, singing bowls, and interactions with animals or plants to facilitate the therapeutic process. Despite these innovations, conversation remains the primary mode of psychotherapy or, at the very least, an essential component of a therapist's professional training.

This study reexamines the experience of therapeutic conversation through the lens of Maurice Merleau-Ponty's philosophy. It highlights the fundamental structure of **“speech-listening”** as a coupled experiential dynamic at the core of psychotherapy. Furthermore, by engaging with Merleau-Ponty's early work, *Phenomenology of Perception*, and his later reflections in *The Prose of the World*, this study explores how his insights on language and expression can offer concrete contributions to the field of psychotherapy.

Keywords

psychotherapy, speech, listening, Merleau-Ponty, expression



Chouinard, Jean-Thomas & Bourgeois-Guérin, Valérie

• Rituals Surrounding Medical Aid in Dying: Lived Experiences and Meaning-making

Presentation type

Oral

Authors

Jean-Thomas Chouinard

Doctoral candidate (Ph.D./Psy.D.)

Department of Psychology, Université du Québec à Montréal (UQAM), Montréal, Québec, Canada

chouinard.thomas@courrier.uqam.ca 514-692-9097

Valérie Bourgeois-Guérin

Ph.D. Psychology Professor

Department of Psychology, Université du Québec à Montréal (UQAM), C.P. 888 Succ. Centre-ville
Montréal, Québec, Canada H3P 3C8

bourgeois-guerin.valerie@uqam.ca 514-987-3000 #5298

Background

In recent years, Quebec has reached the world's highest proportion of deaths through medical aid in dying (MAID) (7.3 %), despite a later legalization and stricter criteria than other jurisdictions like the Netherlands or Belgium. Since its introduction barely a decade ago, MAID has inaugurated a profound shift, enabling the planning of death and thereby creating an entirely new context for ritualization. This "by-product" of the policy remains largely overlooked, both in institutional discourse and academic research, despite MAID being an active growing field of interdisciplinary inquiry in Quebec.

Aims of the study

It is our assumption that MAID as a public policy is reshaping socialization and ritualization surrounding death, dying and bereavement, with profound psychological and existential implications. Rooted in humanistic and existential psychology, our ongoing doctoral thesis project explores lived experiences of diverse forms of MAID-related ritualization from the perspectives of bereaved loved-ones.



Methods

Employing an Interpretative Phenomenological Analysis (IPA) methodology, the research examines how participants construct meaning through their personal narratives. Specifically, through semi-structured post-hoc interviews, it investigates how these rituals resonate with their sense of self and shape their postmortem relationship with the deceased.

Results

Since both the data collection and the analysis will still be ongoing by the time of the presentation, preliminary findings will be presented in the form of verbatim excerpts and thematic interpretations.

Conclusion and topics for further discussion

This presentation will provide an overview of the study's context, literature review, theoretical and methodological frameworks. Prospects for societal and institutional changes will also be discussed (i.e. designating MAID rituals as official care acts; professionalization of secular spiritual caretakers), shedding light on the evolving dynamics of ritualization in the context of planned death.



[Cypress, Brigitte S.](#)

• Family Engagement in Critical Care: Barriers, Facilitators, Healthcare Professionals' and Leadership Perspectives, Organizational and Systems Context

Presentation type

Oral

Author

Brigitte S. Cypress, EdD, RN, CCRN, Associate Professor, Rutgers School of Nursing Camden

Background

Family engagement in care for critically ill patients remains an inconsistent practice and an understudied area of nursing science. Rounds for this study is an interdisciplinary activity conducted at the bedside in partnership with patients, their families, and the healthcare professionals involved in providing the care.

Aim of the study

We sought to explore and describe the facilitators and barriers to family engagement during patient and family-centered interdisciplinary rounds in the intensive care unit.

Methods

This qualitative exploratory study is part of a multisite experimental study (#Pro2020001614; NCT05449990). We analyzed the narrative data from the qualitative questions added to the survey from 52 healthcare professionals involved in the study using Braun and Clarke's (2006) constructionist, contextualist approach to thematic analysis. The study was conducted in the intensive care unit of two medical centers.

Results

The findings presented are themes illuminated from thematic analysis, namely communication gaps, family's lack of resources, familial and healthcare providers' characteristics, lack of leadership, interprofessional support, policy, and guidelines. Family engagement in critical care during interdisciplinary rounds occurred within the intersectionality among families, healthcare professionals' practice, and organizational factors. The facilitators for family engagement include



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSkilde, DENMARK



supported, championed, and advocated-for family adaptation, teams, professional practice, organizational receptivity, and support. Communication and leadership are the precursors to family engagement.

Conclusion

The findings added new knowledge about the nature and scope of family engagement in critical care. Family engagement must be incorporated into the organizational vision, mission, and healthcare delivery systems.



De Visser, Richard; Ravenhill, James & Preston, Jason

• “I feel like I am exposing myself as somehow a bit less of a man”: exploring bisexual masculinities

Presentation type

Oral

Presenter

Richard de Visser - Primary Care & Public Health, BSMS - r.o.devisser@bsms.ac.uk

Co-authors

James Ravenhill, Royal Holloway – University of London

Jason Preston – University of Brighton

Background

Bisexual people may experience constraints as they navigate sexual and romantic encounters within societies that privilege exclusive attraction to one gender. For bisexual men, these monosexual expectations are complicated by hegemonic masculine norms that dictate the boundaries of gender expression and denigrate sex between men.

Aim

The aim of this study was in-depth exploration of how bisexual men’s beliefs about social discourse of masculinity and the gendered nature of sexual practices impinge on their bisexual-masculine subjectivities as they navigate the boundaries of normative gender and sexual expression.

Methods

Twenty-two cisgender bisexual men completed semi-structured interviews focused on their beliefs about bisexuality and masculinity, their sexual and social experiences, and how these affected their identities. Reflexive thematic analysis identified how prevailing discourses of masculinity and heteronormativity influence social interactions, sexual practices, and identities.

Results

Interviewees identified various psychological and social barriers to aligning their masculine and bisexual identities. This often led to feelings of liminality and erasure of their bisexual identities. Interviewees presented their experiences of sexual identity construction as occurring between



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



dichotomous cultural spaces, underpinned by normative expectations of heterosexual and gay masculinities. Performing masculinity that aligned with the perceived gendered norms of these cultural spaces helped men to navigate different social settings. However, this was often at the expense of authentic identities and expressions of bisexual desire.

Discussion

Discourses of hegemonic masculinity and monosexuality present unique challenges to bisexual men in relation to embodying, experiencing, and expressing authentic and accepted gender and sexual identities.



Dinkins, Christine Sorrell

• **Climate Stories: Amplifying Vulnerable Voices and Connecting Generations**

Presentation type

Oral

Author

Christine Sorrell Dinkins

PhD

Kenan Professor of Philosophy Wofford College

Spartanburg, SC 29303

+1-864-597-4590

dinkinacs@wofford.edu

Abstract

This presentation builds on my talk at last year's IHSRC, incorporating feedback and new insights while remaining accessible to first-time attendees.

"Existential problems call for extraordinary creativity."¹ Climate experts argue that creative and effective climate communication is crucial for driving policy and societal change. While public support for climate action is high, messaging plays a key role.² Many people recognize the troubling effects of climate change—hotter days, disappearing ponds, unexpected floods—but do not frame these concerns in terms of "climate change" or "climate action."³

This presentation discusses an ongoing research project designed to grasp participants' lived experience of climate change, building on the "My Climate Story" public research initiative.⁴ Since 2022, I have worked with undergraduate research teams to integrate climate communication strategies with Socratic- hermeneutic reflective interviewing, gathering climate narratives from community members, with a particular focus on vulnerable

¹ potentialenergycoalition.org

² Ibid.

³ climatecommunication.yale.edu

⁴ ppeh.sas.upenn.edu/experiments/my-climate-story



populations, including immigrant communities and older adults.⁵ Research suggests that simply engaging people in conversations about their climate experiences has intrinsic value—those who share their stories may be more likely to continue discussing climate issues with others, creating a ripple effect. Thus, the students on my teams serve as both human science researchers and climate communication ambassadors. The goal is to share climate stories in ways that (a) highlight shared values and concerns across generations, (b) identify actionable steps at individual and community levels, and (c) foster resilience against the paralysis of climate grief and anxiety—particularly the despair voiced by older generations and the anxiety expressed by youth.

By fostering more conversations about climate experiences, we can strengthen public engagement, build solidarity, and encourage action at multiple levels. This presentation will provide resources for participants to write their own climate stories, facilitate community storytelling workshops, and incorporate climate narratives into research and advocacy efforts.

⁵ digitalcommons.wofford.edu/community/10



Dorais, David

• Narratives of Depression and Antidepressant Use: A Structural and Hermeneutic Approach to Lived Experience

Presentation type

Oral

Author

David Dorais

Abstract

This presentation explores the subjective experiences of individuals diagnosed with depression and their relationship with antidepressant use through the lens of narrative analysis. While much research on medication adherence has focused on cognitive-behavioral models, this study adopts a phenomenological and hermeneutic approach, emphasizing the lived experiences of individuals as they construct meaning around their medication use.

The study is based on qualitative interviews with nine participants in Montréal, Canada, who shared personal narratives of their depression and their journey with antidepressants. Utilizing narrative structural analysis, the research applies two key literary tools: the narrative schema and the actantial model. The narrative schema provides insight into the temporal structuring of participants' stories. The actantial model, developed in semiotics, is used to examine the roles attributed to antidepressants within these narratives, showing how the medication is often framed not as a resolution but as a complicating factor in the overall life story.

Findings indicate a persistent ambivalence in participants' attitudes toward antidepressants, echoing previous research yet adding a perspective by demonstrating how medication use integrates into personal identity narratives. Rather than being seen as a straightforward path to recovery, antidepressants appear in these narratives as disruptive elements that alter self-perception and agency. Furthermore, by adopting a diachronic perspective, this study captures the evolving relationship between individuals and their medication over time, moving beyond static models.

Through the framework of Paul Ricoeur's concept of narrative identity, this research highlights how the act of storytelling contributes to the construction of selfhood. The structuring of depression



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



narratives allows individuals to reconcile past experiences with their present self-concept, creating a coherent sense of identity amidst psychological distress. By prioritizing the voices of individuals and the interpretive depth of their stories, this study aligns with the broader aims of phenomenological and hermeneutic traditions in human science research.



Duarte-Quilao, Teodora

• Feeling Isolated: A Parsesciencing Inquiry

Presentation type

Oral

Author

Teodora Duarte-Quilao, RN, PhD

Adjunct Faculty, Webster Geneva Campus,
Geneva, Switzerland

tduartequilao@webster.edu ; dora.duarte@bluewin.ch

Background

In all areas of life, individuals may experience being rejected, not respected, misunderstood, and excluded, making them feel isolated. The significance of this inquiry is that it sheds light and offers new insights on how people are living with feeling isolated. This investigation aimed to discover the *discerning extant moment of the living experience of feeling isolated in light of humanbecoming*.

Methods

Feeling isolated was investigated with Humanbecoming Parsesciencing mode of inquiry: a) Dialoguing-engaging is inviting the historian to engage in an unstructured dialogue with the investigator about the experience of feeling isolated, b) Distilling-fusing is capturing stories of central ideas from the historian's dialogue, creating essences in the historian's and investigator's languages, and fusing all the essences as the language art for each historian, and c) Heuristic Interpreting is moving the discovered discerning extant moment to higher core levels of abstraction of the humanbecoming paradigm.

Results

This investigation of the universal humanuniverse living experience of feeling isolated revealed the discerning extant moment: Feeling isolated is disheartening seclusion amid reassuring trust, as varied affiliations surfaces with pursuing new endeavors. The new knowings include: **Disheartening seclusion amid reassuring trust** as the reflective-prereflective coming to know the explicit-tacit all at once as a reality idea may not be compatible with personal knowing in abiding with situations that emerge when individuals feel isolated. It is the meaning of the prized priorities chosen that



arises at that moment when individuals feel isolated. **Varied affiliations** are confirming- not confirming being away from others, ideas, and objects when personal values are not respected, while all-at-once staying with significant others who share value priorities. Varied affiliations, as attending-distancing, living with and apart from others, ideas, objects, and situations all at once, is significant to feeling isolated. **Pursuing new endeavors**, as viewing the familiar-unfamiliar, deliberately with the unexplainable mystery of humanuniverse surfaces when confronted with feeling isolated.

Conclusions

Further investigations may enhance comprehension of feeling isolated, including: feeling alone, feeling afraid, feeling unsure, trusting another, and hope. This Parsesciencing inquiry contributes to a better understanding of the living experience of feeling isolated and expands nursing knowledge and the humanbecoming paradigm.



Haahr, Anita; Martinsen, Bente; Norlyk, Annelise & Dreyer, Pia

• How to “establish a relation”? A phenomenological discussion of the core of the Fundamentals of Care framework

Presentation type

Oral

Presenter

Anita Haahr

Docent, VIA University College, Regional Hospital, Central Jutland & Associate Professor, Public Health, Aarhus University.

E-mail: anih@via.dk

Co-authors

Bente Martinsen, Associate Professor, Roskilde University

Annelise Norlyk, Professor, Public Health, Aarhus University

Pia Dreyer, Professor, Department of Anaesthesiology and Intensive Care & Public Health, Aarhus University.

Abstract

During the last decades clinical nursing practice has been increasingly influenced by multiple changes to the organisation of the health care system. A substantial focus on evidence-based practice, improved treatment regimens and emerging healthcare technologies has emphasised the impact from natural science on care activities, shortened the length of hospitals stays and increased activities in out-patient clinics.

This comprehensive transition of the fundamentals of healthcare systems worldwide has transformed nursing practice to be increasingly task and checklist oriented, at the expense of and undermining important humanistic aspects of nursing. Looking into the history of the development of nursing as a profession as well as the core values of nursing, these current trends are worrying and may jeopardise fundamental values of nursing.



One response to the challenge nursing faces is the Fundamentals of Care framework which has gained increasing attention in nursing internationally. The framework presents ‘establishing a nurse-patient relation’, as an essential feature and a precondition for nursing.

The concept of “establishing a relation” has connotations of this being a conscious task-oriented act, which fundamentally collides with the phenomenological philosophy that has guided Caring Science in Scandinavia over the past decades.

By reflecting phenomenologically, through the work of K.E. Løgstrup and Kari Martinsen on what it means to ‘establish’ a relationship this paper seeks to highlight the essential nature of the relation and critically discuss this understanding with the Fundamentals of Care framework.



Halling, Steen

• Personal and Historical Truth: Keystones in Research and Therapy

Presentation type

Oral

Author

Steen Halling

Abstract

Post-modern approaches, including social constructionism and variants of narrative psychology, have brought into question the viability of the notion of truth in the social sciences. Although we have good reason to be wary of those who claim to have discovered absolute truth, we cannot so easily dispense of the notion of truth in research, psychotherapy, and everyday life. As Merleau-Ponty (1968) reminds us, “We would not even know what the false is, if there were not times when we had distinguished it from the true “ (p. 5). Additionally, the hermeneuticist Bratton Polka (1990) critiques empiricism (the notion that truth comes from without) or rationalism (the belief that truth comes from within), as positions that are fundamentally dogmatic. Rather, we should acknowledge that the understanding we seek is not a truth “out there,” but a truth that emerges in dialogue. Following these thinkers, I will steer a middle path that acknowledges both the personal and historical nature of truth--that it is both beyond us as it also depends on us to articulate and uncover it.

In this presentation I will draw upon examples from research and psychotherapy to avoid falling into the abyss of abstraction and to clarify and demonstrate how “truth” is a guiding principle in these endeavors, whether or not this is explicitly acknowledged. Certainly, truth is often elusive, not because of its “unreality” but because the phenomena that we are seeking to elucidate (e.g., shame, love) transcend us even as they touch us deeply.

Merleau-Ponty, M. (1968). *The visible and the invisible*. Northwestern University Press.

Polka, B. (1990). *Truth and interpretation: An essay in thinking*. St. Martin's.



Hamann-Legris, Nicolas & Thiboutot, Christian

• What Ideas owe to the World – On the Dialectical Relationship Between the Therapeutic World and Everyday Life

Presentation type

Oral

Authors

Nicolas Hamann-Legris, doctoral student, University of Quebec in Montréal (UQAM), Canada
hamann-legris.nicolas@courrier.uqam.ca

Christian Thiboutot, Ph. D., Department of psychology, University of Quebec in Montréal (UQAM), Canada, thiboutot.christian@uqam.ca

Abstract

In *The Glass Bead Game*, Hermann Hesse draws an intellectual utopia: a game that can use any part of human culture, whether it's mathematics, art, or philosophy, to create a beautiful harmony. The game is practiced by the intellectual elites of the pedagogical province of Castalia. The story follows the life of Joseph Knecht, one of the most esteemed *Magister Ludi* (the name given to the headmaster of the game), who experiences great disillusionment: the Glass Bead Game is a marvel, but it teaches nothing about the world outside the university. Driven by his search for reality, Knecht abandons his life as *Magister Ludi* to teach a young student. In a dramatic turn of events, he goes for a swim and drowns.

As part of my doctoral studies, I am using this mysterious story to address issues specific to psychology. I will present my interpretation as it stands today: Joseph Knecht's life represents a critique of pure abstraction, henceforth suggesting a dialectical view of the relationship between knowledge and experience. Upon reaching the highest intellectual sphere, Knecht realizes the abstract and analytical approach to learning and teaching is insufficient: he needs to return to the world.

This critique of pure abstraction is crucial for psychology, which must be an authentic science of subjectivity rather than a collection of stale theories. Likewise, therapy must involve the life of the



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



patient, rather than being a mere superficial discussion. Drawing from these philosophical considerations and from phenomenological (Edmund Husserl and Bernd Jager) and existential (Rollo May) traditions, I will propose some insights about the therapeutic process.



Hansen, Carrinna Aviaja; Hjelmgaard, Camilla Misha Holde; Kristensen, Malene Østermark & Berthelsen, Connie

• Is the user involvement a shortcoming of diabetes-related wound healing? A phenomenological hermeneutic study

Presentation type

Oral

Authors

Carrinna Aviaja Hansen, University of Southern Denmark, Department of Regional Health Research, 5000 Odense C, Denmark. & Zealand University Hospital, Department of Orthopaedic Surgery, 4600 Koege, Denmark. carhansen@health.sdu.dk

Camilla Misha Holde Hjelmgaard, Zealand University Hospital, Department of Orthopaedic Surgery, 4600 Koege, Denmark.

Marlene Østermark Kristensen, Zealand University Hospital, Department of Orthopaedic Surgery, 4600 Koege, Denmark.

Connie Berthelsen, Zealand University Hospital, Medical Department, 4600 Koege, Denmark.

Background

Self-management and educational interventions for diabetes-related foot ulcer disease depend on the engagement of patients, relatives, and social networks. Illuminating the patient's pathways, experiences, needs, and preferences regarding involvement is understudied.

Aim

To investigate patient involvement in the outpatient treatment of diabetes-related foot ulcers at multidisciplinary foot centres to identify potential improvement factors related to the involvement of patients with diabetes-related foot ulcers and their relatives.

Methods/design

We used a semi-structured interview guide for a qualitative interview study with 21 patients with diabetes-related foot ulcers. Patients were recruited parallel to ongoing treatment courses at the



four multidisciplinary foot centres in the Eastern Danish Region of Zealand. A phenomenological-hermeneutical perspective was utilised to allow participants to share their experiences. For analysis, we adapted inspiration from Paul Ricoeur's philosophy of text interpretation.

Results

Three themes were identified: 1) Becoming dependent on patient involvement to cope and comprehend, 2) Experiences and needs regarding the involvement of relatives and equals, and 3) Being vulnerable and limited by diabetes-related foot ulcers while striving for normality. Patients' dependence on healthcare professionals' communication skills was evident while narrating the complexity and burdens of life with treatment-required diabetes-related foot ulcers. They expressed the need for involvement, shared decision-making, and individualised person-centred approaches comprising information communicated and adapted to individual and family needs and levels.

Conclusion and/or topics for further discussion

One of the most crucial aspects of patient treatment is supporting the patient's self-management, often fostered through understandable information. Patient health knowledge, attitudes, and self-management necessitate enhancing healthcare professionals' communication skills. By emphasising the need for family-centred strategies, we can improve health and well-being by involving patients, relatives, and patients' networks as active team players in the treatment process. Recent research has referred to the patient-family perspective as the cornerstone of self-management, wound healing, and prevention.



Herholdt-Lomholdt, Sine Maria

• The consolation of aesthetics in end-of-life care. An existential phenomenological study.

Presentation type

Oral

Author

Sine Maria Herholdt-Lomholdt, Faculty of Nursing and Health sciences, Nord University, Norway
Sine.m.herholt-lomholdt@nord.no

Abstract

Since Cicely Saunders introduced the concept of total-pain, a wholistic approach to end-of-life care has been widely acknowledged. In Saunders approach total pain means that suffering at the end of life, as well as in life as such, involves both physical, psychological, social, spiritual and practical struggles (Saunders, 2021). With that, the previously dominant focus on treatment was supplemented- and at times replaced by a greater focus on palliation in research and practice.

Palliation means to alleviate or, if possible, remove suffering in all its complexity and variations. Consolation, as a part of palliative care, has been almost overlooked as a research field, although it seems to exist almost everywhere in the practice of palliative care.

Based in an ongoing dialogic and phenomenological action research *The art of consolation on the edge of life*, which takes its departure from lived experience descriptions of consolation from dying people, their relatives, nurses and physiotherapists, this presentation will deepen and wonder upon the consolation of aesthetics in end-of-life care.

The theoretical departure is the Danish philosopher, Dorthe Jørgensens approach to aesthetics as experiences of a surplus of meaning (Jørgensen, 2015, 2018, 2021) and the German founder of philosophic aesthetics, Alexander Gottlieb Baumgartens (Baumgarten, 1968), descriptions of sensitive cognition.



Baumgarten, A. G. (1968). *Filosofiske betragtninger over digtet*. (P. A. Brandt & S. (oversætter) Kjørup, Eds.). Forlaget Arena.

Jørgensen, D. (2015). Experience, Metaphysics, and Immanent Transcendence. In D. Jørgensen, G. Chiurazzi, & S. Tinning (Eds.), *Truth and Experience* (pp. 11–30). Cambridge Scholars Publishing.

Jørgensen, D. (2018). Creativity and aesthetic thinking. Toward an aesthetics of well-being. In K. Galvin (Ed.), *Routledge Handbook of Wellbeing* (pp. 243–249). Routledge.

Jørgensen, D. (2021). *Imaginative Moods. Aesthetics, Religion, Philosophy* (Aarhus). Aarhus Universitetsforlag.

Saunders, C. (2021). *Bliv her og våg. Inspirationen bag hospicebevægelsen*. REHPA.



Hjelmeland, Heidi & Knizek, Birthe Loa

• Grasping lived experiences of suicidality in suicide research - What, Why, and How? Findings and implications for suicide prevention

Presentation type

Oral

Authors

Heidi Hjelmeland & Birthe Loa Knizek, Norwegian University of Science and Technology, Department of Mental Health, Trondheim, Norway. Email: heidi.hjelmeland@ntnu.no

What?

Life histories of people who are/have been suicidal and stories/narratives of people bereaved by suicide (several voices around each of a number of suicides).

Why and how?

For decades, suicide research has been dominated by quantitative risk factor research, resulting in a normative discourse of suicide/suicidality as a psychopathological phenomenon, perceived as a pathological/irrational consequence of risk factors, mainly mental disorders, and hence a meaningless act. Despite fierce opposition from people in powerful positions, qualitative and ethnographic suicide research are burgeoning, albeit still mainly published in journals outside the suicide research field. Analyses of first and third person accounts in such studies by means of, for instance, Interpretative Phenomenological Analysis, Systematic Text Condensation, and Thematic Analysis, have provided more fruitful ways to understand suicide/suicidality.

Findings

Such research finds that suicidal acts no doubt carry meaning(s) for suicidal persons, as well as for their social and societal surroundings. Suicide/suicidality needs to be understood in a life course- and social history perspective; as a complex relational, contextual, and existential phenomenon. Hence, we argue for a shift in focus from impersonal risk factors to subjective meaning(s); from individual psychopathology to relationality and context (individual in context).



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Implications for suicide prevention

Such knowledge provides the basis for an expansion of suicide prevention efforts from the current almost exclusive focus on *intervention* requiring “psy-experts”, to *genuine prevention* where everyone can contribute; from “seek help” if you are suicidal to “how can we prevent suicidality from developing in the first place?”



Holm, Anita Naemi & Feilberg, Casper

• A Human Science Inquiry into the Challenging Path to Greater Understanding: The Process of Understanding and The Role of Misunderstanding

Presentation type

Oral

Authors

Casper Feilberg, Associate Professor in Pedagogical Psychology, Department of Communication and Psychology | Psychology, Aalborg University, Denmark, feilberg@ikp.aau.dk

Anita Naemi Holm, Associate Professor of Applied Philosophy, Department of Culture and Learning, Aalborg University, Denmark, anh@ikl.aau.dk

Abstract

The philosophical-hermeneutical work of Hans-Georg Gadamer (1990) and the existential-phenomenological work of Merleau-Ponty (2002) hold rich descriptions and conceptualizations of the successful dialogue. However, we argue that insufficient attention is given to the difficulties and obstacles that must be overcome for actual understanding to unfold, and to the limits of language.

Dialogues in professional contexts do not necessarily constitute dialogue in the exact Gadamerian sense. Nevertheless, in interactions such as those between a lecturer (or supervisor) and a student, various dimensions of the understanding process are thematized. Not only does the student develop a new understanding, but the professional also has the potential to do so. The pedagogical ideal of the lecturer extends beyond merely identifying what the student does or does not understand; it also involves challenging and intervening in ways that can develop the student's understanding further. In this process, misunderstandings (on both sides) can also play a crucial role as a pathway to understanding. Through a hermeneutic and phenomenological perspective, we can gain insight into various dimensions of this process.

In this paper, we explore this complex situation and ask:



- 1) What characterizes the attitude of a professional in preparing to understand the student's perspective and the shared 'subject matter' ['die Sache'] (Gadamer, 1990)?
- 2) In the processes of understanding, what role does misunderstanding play in advancing the understanding of both the lecturer and the student?

After analyzing the processes of understanding, we conclude by reflecting on implications for human science research. We understand our inquiry as guided by a "practical-understanding knowledge interest" (Habermas, 1965/1971), whose methodological principles, according to Habermas (1965/1971), are best articulated by Gadamer (1990). The aim of this knowledge-interest is to develop theories that can support 'mutual understanding' in practice between e.g. supervisor and student, and even intervention (1965/1971: 310), through epistemological processes involving the interplay between empirical material and theoretical pre-understanding, between descriptions of lived experience and theoretical interpretations.

References

- Gadamer, H-G (1990): *Wahrheit und Methode. Grundzüge einer philosophischen Hermeneutik*. J.C.B. Mohr (Paul Siebeck); Tübingen
- Habermas, J. (1965/1971). *Knowledge and human interests* (Appendix: A general perspective, pp. 301-317). Bosten: Beacon Press.
- Merleau-Ponty, M. (2011). *Phenomenology of Perception*, D. Landes (transl.), Routledge.



Hy, Lê X.; langsamang, Phoom; Odette, Reed & Wells, Abby

• Multiple Metanarratives as Methodological Reflections on Life Course

Presentation type

Oral

Authors

Lê X. Hy, Phoom langsamang, Reed Odette, and Abby Wells
Seattle University.

E-mail: HYL@seattleu.edu

Background

A metanarrative is a grand story that makes sense of individual lives and world orders carried by traditional institutions. Jean François Lyotard (1979) defines postmodernism as “incredulity toward metanarratives.” Pew Research Center (2022) data supported that incredulity: people have drifted away from religious metanarratives. In 2020, many in the U.S. were raised religiously unaffiliated and 73% of them remained so into their 30s, while 31% of those raised Christians also became religiously unaffiliated.

Research Questions

This study asks three questions: Can metanarratives enrich young people’s reflections on their personal history? How do multiple metanarratives conflict or work together? Are some more beneficial than others, and for whom?

Method

Twenty-two undergraduates learned the summaries of four metanarratives in a class. They wrote a paper describing and applying the four narratives to their personal history. They included two developmental schemes—Medicine Woman (Allen, 1991) and Fowler’s (1981) Faith Development Stages, plus two religious narratives—Buddhism (Nhat Hanh, 1998) and Catholicism (Rolheiser, 1999). Students could also choose a fifth metanarrative. Items from Fowler’s *Faith Development Interview*, particularly the Life Tapestry Table, were used to guide reflection on one’s religiosity and spirituality.



Four readers studied and calibrated their understanding of the four metanarratives. Two or more readers independently evaluated each essay. Only essays rated as sufficient in describing the metanarratives by all readers were retained. Two essays were eliminated because they failed to describe all the metanarratives, and not because they misdescribed them. Then, readers assessed each of the remaining 20 essays, kept notes on the three research questions listed above, compared notes, and synthesized them qualitatively and quantitatively to find key themes and patterns.

Results

Overall, the findings of this study showed that students felt that metanarratives helped them understand their lives up to that point. Even self-identified anti-religious found use in all four metanarratives. Metanarratives brought their whole lives into the present experience: from what occurred in childhood and still had an influence, to something present or lacking now, to the future aspirations and direction that gave meaning to their current action. Some reported experiences were profound, like death anxiety.

The metanarratives had a combined effect; for example, the social focus of one tradition brought out what was already there in another tradition. Some metanarratives worked better for some than others, though the pattern was not simple. In particular, Catholicism prompted some strong reactions, both positive and negative, due to previous life experiences. The most commonly chosen fifth metanarrative was gratefulness, taught by Brother David Steindl-Rast.

Discussion

Though metanarratives might have initially been incredulous, they enhanced reflections on students' life experiences. We speculate on the conditions for them to work well and on the limitations of this study.

References

- Allen, Paula Gunn. 11991). *Grandmothers of the light: A medicine woman's sourcebook*. Beacon Press.
- Fowler, J. (1981). *Stages of faith: The psychology of human development and the quest for meaning*. Harper & Row.
- Liotard, Jean François. (1979). *Postmodern Condition*, xxiii–xxiv.
- Nhat Hanh, Thich. (1998). *The heart of Buddha's teaching: Transforming suffering into peace, joy, and liberation*. Broadway Books.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Pew Research Center. (2022). <https://www.pewresearch.org/religion/2022/09/13/how-u-s-religious-composition-has-changed-in-recent-decades/>

Rolheiser, Ronald. (1999). *The holy longing: The search for a Christian spirituality*. Doubleday.



Imhaus, Mathilde

• The lived experience of psychotherapists' passion for their work

Presentation type

Oral

Author

Mathilde Imhaus

Abstract

This study aims at answering two questions:

1. What is the meaning of passion for psychotherapists?
2. What is the lived experience of psychotherapists' passion for their work?

Our methodology approach had two folds as we aimed to address conceptual ambiguities surrounding passion. The concept of passion lacks clear consensus and has been studied by many disciplines, each approaching it from different ontological and epistemological perspectives.

We begin with a classical philosophical perspective on passion, followed by an overview of Vallerand's (2015) dualistic model from positive psychology. Lastly, we anchor our proposal in a more existential framework (Van Deurzen, 2015).

To investigate these questions, we conducted semi-structured interviews with eight psychotherapists in private practice in Québec, Canada. Using thematic analysis (Paillé and Mucchielli, 2016) in an interpretative-constructivist paradigm (Ponterotto, 2005; Schwandt, 2000; Sciarra, 1999), we identified five major themes.

- (1) The interaction of passion and suffering in therapy.
- (2) Passion as a way to foster meaning and motivation.
- (3) The evolution of passion in professional development.
- (4) The embodiment of a matured and sustainable passion.



(5) The experience of psychotherapists who do not identify as passionate, and the potential caveat about idealizing passion.

Preliminary results suggest that :

- 1) Chronic exposure to suffering can sometimes erode psychotherapists' resilience and sense of purpose.
- 2) Passion acts as a motivational force that, when harnessed, sustains engagement, fosters meaning making, and nurtures hope in the clinical process.
- 3) Clinicians who do not report feeling passionate provide insight into how passion can blur the boundaries between personal and professional identity, highlighting the need for a nuanced and reflexive approach to this concept.



Jared, Mary Christine (Christy) & Dahlberg, Karin

• “I Can Talk to You, But Not My Sister”: Why Phenomenological Research Interviews Work So Well Despite Using a Cloud-Based Video-Conferencing Platform

Presentation type

Oral

Presenter

Mary Christine (Christy) Jared, PhD, RN, PMHNP-BC

Yeshiva University, New York, NY

Mary.jared@yu.edu

Co-author

Karin Dahlberg RN, EdD, PhD Professor emeritus in Health Sciences Sjömarken, Sweden

karin.dahlberg@pajebogard.se

Background

In order to comprehensively grasp the lived experiences of participants in phenomenological research, it has been previously noted that the immediacy of these experiences is best obtained through in-person interviews, especially if sensitive topics are discussed. Due to COVID-19 restrictions during 2020-2022, data collection was done remotely using the cloud-based video conferencing platform Zoom.

Aim of the Paper

To examine the impact of remote interviewing on data quality and new knowledge acquired on the meaning of co-occurring obesity and adverse childhood experiences (ACEs) for adult women.

Study Design and Results

A qualitative, phenomenological, Reflective Lifeworld Research (RLR) approach was used. Fourteen adult women (age ≥ 18) living with obesity (BMI ≥ 30), with at least one ACE were



recruited via online research/social media platforms. Participants were open and forthcoming about existential battles with their bodies, self-worth, and the lifelong ramifications of abuse, neglect, and family dysfunction. Despite our initial hesitations, a rich, detailed understanding of the participants' lived experience of co-occurring obesity and ACEs was gleaned. Novel meanings about the phenomenon were revealed; innovative treatments were illuminated.

Tentative Conclusion

We found that phenomenological interviewing using a cloud-based video- conferencing platform proved to be a viable, robust option for data gathering and new knowledge attainment. A tentative explanation for this conclusion is that the "distance" that Zoom offered gave the participants a sense of freedom that allowed them to reveal difficult life experiences. In addition, it is possible that interviewees felt that they could divulge information about their ACEs and obesity to the interviewer – who served as a type of stranger they would not meet again – thus rendering what they disclosed as anonymous and "safe". A last tentative explanation is that being at one's home for the interviews may have also provided an added sense of security and protection.



Johannesen, Ørjan; Baklien, Børge & Ødbehr, Liv S.

• “Beyond a powerless victim” – a phenomenological study of forgiveness after offences

Presentation type

Oral

Presenters

Ørjan Johannesen, University of Inland Norway, orjan.johannesen@inn.no

Co-authors

Børge Baklien, University of SouthEastern Norway

Liv S. Ødbehr, University of Inland Norway

Background

Relational offences affect the whole person, the physical body as well as the core of existential being. Together with anger and bitterness, some existential consequences following violations and offenses include guilt, shame, grief, and identity issues such as low self-esteem and alienation. Research indicates that forgiveness reduces guilt and shame, anger and bitterness, while increase self-esteem, and coping with life. Although much research has been conducted on the importance of forgiveness for mental and physical health and well-being, there is a call for more qualitative, phenomenological studies that delve into forgiveness and its contribution to human transformation. This study endeavours to examine forgiveness as phenomenon.

Aim of the study

This study seeks to address the research question: *"What existential themes emerge in the process of forgiveness, and how do these themes contribute to human transformation as individuals articulate their personal journeys of forgiveness?"*

Methods/design

In this study, we analyse 20 forgiveness stories using Giorgis` descriptive phenomenological psychological method, as they are shared at Theforgivenessproject.com. The inclusion criteria for the stories were that they should involve personal and relational offenses, and that forgiveness of the perpetrator should be clear.



Results

Forgiveness means freeing oneself from the pain and influence of past offenses. It involves viewing both the perpetrator and oneself with compassion. The person who forgives can better shape their future.

Conclusion and/or topics for further discussion

Forgiveness is an existential and relational phenomenon that touches the core of human being. We cannot detach ourselves from our 'being-in-the-world' and our relationships, nor from the existential consequences and emotional pain that follow violations and relationship breakdowns. Forgiveness can free us from the pain and sorrows of the past and empower us to live genuinely and to live out our potential.



Kaldestad, Kari; Koskinen, Camilla; Estman, Linda; Wallgren, Gry Ciekals; Haga, Britt Marit & Thorkildsen, Kari Marie

• Men's Health: Movement Between Despair and Rediscovery of a Meaningful Life and Health

Presentation type

Oral

Presenter

Kari Kaldestad, associate professor, University of Stavanger, Norway. Kari.kaldestad@uis.no

Co-authors

Camilla Koskinen, Professor, University of Stavanger, Norway, Linda Estman, Professor, University of Stavanger, Norway, Gry Ciekals Wallgren, MSc, Lecturer, University of Stavanger, Norway, Britt Marit Haga, PhD, Department Manager, University of Stavanger, Norway & Kari Marie Thorkildsen, associate professor, Western Norway University College, Bergen, Norway.

Background

The basis for the abstract is two sub-studies from the research project "A Life Worth Living," about men and health. The study focuses on men's experiences of various forms of loss such as illness, unemployment, and relationship breakdowns, and how they subsequently live through the loss and find meaning. The theoretical perspective is Eriksson's ontological health model, where health is seen as a movement between living and not living, between desires, needs, and problems.

Aim

The **aim** of the study was to gain a deeper understanding of men's experiences of loss and how they could regain health.

Methods/design

The study is exploratory and qualitatively designed, inspired by hermeneutics. Data were collected using a narrative approach to uncover experiences and analyzed based on Braun & Clarke (2013).



Results

Regarding experiencing loss, the men felt grief over what was lost, they felt powerless and useless, excluded from the community, and had less drive and motivation in daily life. Regarding experiencing meaning and health, the men gained more belief in themselves, and the opportunities life could offer, new habits were created in everyday life, they gained greater acceptance of how life had become, and what was most significant to them.

Conclusion and/or topics for further discussion

It is significant for men who experience loss to gain insight into what grief and despair have done to them, both in relation to themselves and the community. Life presents itself in brighter tones such as gratitude, dignity, and freedom. Health is understood here as a process of becoming towards a new wholeness. This knowledge is important for health education to understand how men can find new meaning after painful losses.



**Knakkegaard, Signe Green; Simonj, Charlotte; Damsgaard, Janne
Brammer & Hutchinson, Alison**

• Giving Elderly People with Cognitive Impairment a Voice in the Development of Care Models Post-Hip Fracture

Presentation type

Oral

Presenter

Signe Green Knakkegaard

PhD student, nurse, MSc in Health

Geriatric Department and The Research and Implementation Unit PROgrez, Department of
Physiotherapy and Occupational Therapy at Næstved, Slagelse, and Ringsted Hospitals

✉ sgkn@regionsjaelland.dk

Co-authors

Charlotte Simonj

Associate Professor, RN, MSc, PhD

The Research and Implementation Unit PROgrez, Department of Physiotherapy and Occupational
Therapy Næstved-Slagelse-Ringsted Hospitals, Denmark & Department of Regional Health
Research, University of Southern Denmark, Denmark

Janne Brammer Damsgaard

MSc (Nursing), PhD

Department of Public Health, the Section of Nursing Research, Aarhus University, Denmark

Alison Hutchinson

Professor and Chair in Nursing

School of Nursing and Midwifery, Geelong Waterfront Campus, Deakin University, Australia

Background and aim

Research is needed to understand the lived experiences of elderly people with cognitive impairment (CI) and hip fractures to inform the development of future care models (1,2). This study explores how these individuals experience participating in an individualized exercise intervention after discharge from the hospital.



Methodological reflections

The study will investigate the lived experiences of being in the world while participating in the exercise intervention(3). A phenomenological-hermeneutical approach, inspired by Ricoeur, is chosen because it emphasizes the importance of language and narrative in understanding human experiences. This approach allows for deeply exploring participants' perspectives and the meanings they ascribe to their experiences. Ricoeur's philosophy highlights the value of interpreting verbal and non-verbal expressions to comprehensively understand the participants' lived experiences (4,5).

Plan for methods

The study is designed to include participant observations (6) and semi-structured interviews (7). Participant observations will be conducted during physiotherapist-led rehabilitation sessions, capturing a wide range of activities and interactions. Semi-structured interviews will provide deeper insights into the participants' personal experiences with the exercise program. Data will be analyzed using a Ricoeur-inspired phenomenological-hermeneutic method involving naive reading, structural analysis, and critical interpretation (5). This method allows a nuanced understanding of the participants' experiences, supported by quotes from field notes and interviews.

Perspectives

This study is essential for developing future rehabilitation models (e.g. care models) as it provides valuable insights into the experiences of elderly people with CI participating in individualized rehabilitation. By giving a voice to these individuals, the study can inform the design of interventions that are more responsive to their needs and enhance their well-being. The findings can contribute to developing effective rehabilitation models that improve the quality of care and support for this vulnerable population.

References

1. Runde HA, Taraldsen K, Follestad T, Saltvedt I, Johnsen LG. The impact of cognitive function on physical activity, physical function and quality of life in older adults following a hip fracture. *Age and Ageing*. 2023 Apr 1;52(4):afad061.
2. Smith TO, Gilbert AW, Sreekanta A, Sahota O, Griffin XL, Cross JL, et al. Enhanced rehabilitation and care models for adults with dementia following hip fracture surgery. *Cochrane Database Syst Rev*. 2020 Feb 7;2(2):CD010569.
3. Beck M, Simony C, Damsgaard JB, Missel M, Birkelund R. The Patient's Voice in the Development of Complex Interventions. *IJNC [Internet]*. 2020 Nov 23 [cited 2025 Feb 13];3(3). Available from: <https://irispublishers.com/ijnc/fulltext/the-patients-voice-in-the-development-of-complex-interventions.ID.000564.php>



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



4. Ricœur P. Danske værker. Kemp P, editor. Kbh.: Tiderne Skifter; 2017. 649 sider.
5. Simonj C, Specht K, Andersen IC, Johansen KK, Nielsen C, Agerskov H. A Ricoeur-Inspired Approach to Interpret Participant Observations and Interviews. Global Qualitative Nursing Research. 2018 Jan;5:233339361880739.
6. Spradley JP. Participant observation. Waveland Press, Inc.; 2016. 195 p.
7. Kvale S, Brinkmann S. Interview - Det kvalitative forskningsinterview som håndværk. 3rd ed. Hans Reitzels Forlag; 2015.



Knizek, Birthe Loa; Hjelmeland, Heidi & Kinyanda, Eugene

• “He tried to counsel me although my biggest challenge was money, but he really tried”: Ugandan HIV-patients’ experience of depression relapse during an intervention study.

Presentation type

Oral

Authors

Birthe Loa Knizek¹, Heidi Hjelmeland¹, Eugene Kinyanda²

1. Dept. of Mental Health, Norwegian University of Science and Technology, Trondheim, Norway, birthe.l.knizek@ntnu.no, (Oral presentation preferred)
2. Mental Health Section of the MRC/UVRI & LSHTM Uganda Research Unit, Entebbe, Uganda

Background

Approximately 10-30% of persons living with HIV/AIDS are diagnosed with depressive disorders. This additional load to HIV/AIDS mainly goes untreated in HIV care services in sub-Saharan Africa, while the West has integrated mental health care into HIV care services. To improve the quality of care and treatment, the Ugandan government has called for a similar integration of services. This paper is a qualitative sub-study of the project “Integrating the management of depression into routine HIV care in Uganda (the HIV+D trial)” by the MRC/UVRI Uganda Research Unit.

The study

While the overall project adapted a stepped care collaborative model for the integration of mental health care into primary health care and provided a brief psychological treatment for depression, this sub-study focuses on the experiences of patients facing a relapse during treatment. The aim of this interview study with 13 patients is to learn from the participants what they think caused a worsening of their mental status.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Findings

Basically, all participants struggled with severe poverty, which left them in a vulnerable situation. The daily struggle for their existence seemed to hollow out their resilience. Additional atrocities caused by their family, social network or unforeseen incidents thus seemed to be the last straw, which they stated to be the cause of their relapse.

To be discussed

How is psychological treatment possible among impoverished patients? What can health personnel do to improve the situation of these patients?



Ku, Yu-Chun

• **Voices Rising From the Land: Cultivating Respect for Diversity in Rural Education**

Presentation type

Oral

Author

Yu-Chun Ku

Distinguished Professor, Department of Natural Resources and Environmental Studies, National Dong Hwa University

Abstract

This paper presents the practice model of rural education in Taiwan by integrating university expertise into non-traditional learning environments. As a university curriculum expert and teacher's education specialist, I have worked closely with rural communities & local primary schools to develop educational programs that are deeply rooted in rural contexts. Through a long-term, immersive action research approach, my research team have co-created innovative teaching models that reflect the unique needs and identities of rural Taiwan, so that the missing corner of Taiwan's education can be understood, changed, and become the characteristics of Taiwan's education development. The core objective of this research is to bridge the disconnect between humanities and social sciences research in universities and the realities of local communities. By embedding academic inquiry within rural education initiatives, this study aims to foster a socially engaged and culturally responsive approach to curriculum development. Ultimately, this work seeks to address gaps in Taiwan's educational landscape, contributing to a more inclusive and diverse vision of national education. This paper presents the phased results of the above research attempts in a concise and concise manner, in order to bring glimmer of inspiration to Taiwan's educational reform in the era of AI-driven social change.

Keywords

University-community partnership, culturally responsive teaching, action research, community-based learning, rural education, Taiwan education reform



Kubai, Anne

• Navigating Trauma and Resilience: A Study of Sexual Violence Survivors' Lived Experiences in Nigerian Internally Displaced Persons Camps

Presentation type

Oral

Author

Anne Kubai

¹School of Historical and Contemporary Studies, Södertörn University, Sweden

²Department of Gender Studies and Sexuality Studies, University of South Africa

Abstract

Internally Displaced Persons (IDP) camps in Nigeria face multifaceted challenges stemming from inadequate infrastructure and services, fostering an environment ripe for layered sexual and gender-based violence. This study aims to elucidate experiences of egregious sexual violence against survivors of Boko Haram forced displacement living in Nigerian IDP camps, focusing on their perceptions and interpretations. It seeks to unravel the intersecting layers of violence and their impact on survivors' psychosocial well-being, while addressing the methodological challenges inherent in interpreting the intricate nature of violence in fragile conflict affected contexts.

The research reveals a multidimensional tapestry of violence experienced by survivors, encompassing physical, psychological, structural, economic, cultural, and institutional forms. Survivors' narratives reflect profound trauma and altered self-perception, often expressed through statements like "I am sullied." "My life was destroyed." "I am not normal." These experiences lead to self-stigmatization, social isolation, and beliefs about spiritual affliction by jinn (evil spirits). The study uncovers enduring psychological and social impact, including relationship difficulties and societal reintegration challenges.

Methodologically, the research employs community-based participatory frameworks and an 'adapted auto-ethnographic' approach – "a methodology that foregrounds personal experience both during research and in writing about it." This innovative methodology empowers female survivors of egregious violence to share their lived experiences in conflict settings, detailing patriarchal



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



inequality, experiences of sexual violence, and trafficking vulnerabilities. By positioning participants as active agents in knowledge creation, the study aligns with efforts to prioritize local narratives and indigenous methodologies.

This approach broadens our understanding of the complex dynamics within IDP camps and reinforces the imperative for researchers to engage meaningfully with affected communities. The study's findings underscore the need for comprehensive, trauma-informed support systems that address both immediate and long-term needs of sexual violence survivors in IDP camps, while discussing the broader structural and cultural factors that engender violence in these settings.



Lafrance, Jean-Pascal & Vinit, Florence

• Cinematographic of the imagination and metamorphic embodiment : towards a poetics of the lived experience

Presentation type

Oral

Authors

Jean-Pascal Lafrance (Ph.D candidate in psychology at Université du Québec à Montréal, lafrance.jean_pascal@courrier.uqam.ca)

Florence Vinit (director, teacher at Université du Québec à Montréal, vint.florence@uqam.ca)

Background

Jean-Pascal Lafrance studied cinema, history, and philosophy. He is currently the general manager of the Psychological Center for Artists, a Shiatsu massage therapist, and a contributor to *Séquences: La revue de cinéma*. His thesis focuses on poetic imagination and Shiatsu treatment through the lens of cinematography.

Abstract

Gaston Bachelard (1943, 1947, 1957), explored the phenomenology of imagination through the study of poetry. According to him, poetic imagination is not confined to formal aspects, it is also intimately connected to dynamic matter and thus possesses a dynamic quality. It is at the heart of grasping lived experiences as we experience and inhabit the body—composed of dynamic matter—through the faculty of imagination. Consequently, an embodied phenomenology of imagination involves direct contact with matter and its dynamics while also serving as a transformative power that reshapes the images associated with that matter.

Through a lyrical gesture that blends imagination and motricity, we can transform matter, as it's evident in practices such as artisanry, the arts and body-mind clinical approaches. Imagination thus emerges as a creative force that generates novelty and reverberate transsubjectively through the language of poetry. Cinematography represents a poetic and creative endeavor tied to the transformation of images, time, and the interplay of imagination and matter. It fosters a poetic reverberation between the moving images, the audience, and the filmmakers. These qualities of cinematography appear deeply connected to the existential and embodied relationship with matter as experienced through poetic imagination.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



In this presentation, we will offer a theoretical exploration of how we grasp living experiences through poetic imagination, cinematography, and the body-mind approaches. The objective is to propose a different definition of grasping lived experience and discuss new possibilities for clinical psycholog applications and qualitative research that embrace imagination in relation to matter and the creative process.



Langdridge, Darren & Kelsey, Steve

• Homelessness and threatened masculinities: stories of tragedy, care and compassion

Presentation type

Oral

Authors

Prof Darren Langdridge

The Open University, UK

Email: darren.langdridge@open.ac.uk

Dr Steve Kelsey

The Open University, UK

Abstract

Men who experience homelessness often navigate a complex intersection of societal expectations, gendered norms, and personal hardship. Our study sought to investigate the lived experience of homelessness, and specifically for this article, the interplay of masculinity and the male homeless experience. To this end, nine UK men, recruited through two homeless shelters, were interviewed from 2 to 7 times each over a period of 18 months (total: 40 interviews), resulting in almost 26 hours of interview material.

Given the difficult circumstances facing these men, one might expect them to demonstrate signs of "threatened masculinity", in which it is argued that men resort to a more hegemonic masculine expression when their masculinity is itself under threat. Indeed, if the arguments about threatened masculinities are correct, given this population is a pre-eminent exemplar of threatened masculinity - no job, no home, lacking intimate relationships etc - we should expect to see this strongly expressed.

There was enormous tragedy interwoven in the stories being expressed, though rarely any self-pity, with a consequent chaos in their everyday lives, with much alcohol and drug abuse. This made interviewing and analysis challenging. And yet, while our study did find some evidence of hegemonic masculinity, notably in the context of everyday street (and shelter) violence, we were as struck by the stories of care and compassion – tenderness, even - that may have been



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



fleeting but also deeply moving. This was directed to self and other, and manifest in many contrasting ways.

We conclude by suggesting that while the notion of threatened masculinity may have currency in some circumstances, our study of homeless men demonstrates that care needs to be taken to not reduce male experience such that subtle – and ethically important – instances of male care and compassion, even if only fleeting, are rendered invisible.



Larsen, Henrik G.

• **The Lived Experience and the Problem of Constitution**

Presentation type

Oral

Author

Henrik Gert Larsen, PhD – National University: hlarsen@nu.edu Author of:

- Larsen, H. G. (2023). Eight domains of phenomenology and research methods. Routledge.
- Larsen, H. G., & Adu, P. (2021). The Theoretical framework in phenomenological research: Development and application. Routledge.

Abstract

There is a remarkable consensus among quantum physicists and phenomenologist that the world does not appear to us because of its existence and that reality is intimately connected with the observer in the sense that the transition from the possible to the actual takes place as a correlate of the lived experience. In this connection, the phenomenological position is that objective reality is in fact a constituted reality. Thus, Husserl argues that the problem phenomenological studies should focus on is the problem of constitution. This analysis of the foundational phenomenological literature documented eight distinct constitutive domains across the authorships of: Husserl, Heidegger, Merleau-Ponty, Sartre, Ricoeur etc. Each domain addresses different problems of the lifeworld constitution without necessarily being the focus of the individual authors. This means that the fundamental problem of constitution has not come to the forefront of contemporary phenomenological research and is not a theme in the most prominent secondary methodological literature used in institution of higher education. This omission points to a need for future phenomenological research to proceed with a focus on clarifying the constitutive role of lived experience as well as uncovering new domains that can expand our understanding of the problem of constitution. There is a pressing need to refocus the secondary methodological literature so that future studies are properly oriented towards deepening our understanding of what it means to be and for something to be real in a world where reality no longer primarily is given in direct experience but apperceived through the lens of curated media content as well as artificial intelligence with a questionable epistemological status.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Keywords

Constitution, lifeworld, methodology, phenomenology.

F. A. Author is with the National Institute of Standards and Technology, Boulder, CO 80305 USA (phone: 303-555-5555; fax: 303-555-5555; e-mail: author@boulder.nist.gov).

S. B. Author, Jr., was with Rice University, Houston, TX 77005 USA. He is now with the Department of Physics, Colorado State University, Fort Collins, CO 80523 USA (e-mail: author@lamar.colostate.edu).

T. C. Author is with the Electrical Engineering Department, University of Colorado, Boulder, CO 80309 USA, on leave from the National Research Institute for Metals, Tsukuba, Japan (e-mail: author@nrim.go.jp).



Larsen, Signe Unmack; Pedersen, Martin Locht; Baker, John; Hansen, Jens Peter; Lemcke, Sanne & Gildberg, Frederik Alkier

• **PhD project: PURE_CAP: Preventing the Use of Restrictive practices in Child and Adolescent mental health Patients.**

Presentation type

Oral

Presenter

Signe Unmack
Larsen PhD
studerende

Psykiatrisk Afdeling Middelfart, Forskningsenheden

E-mail: sul@rsyd.dk//sunmack@health.sdu.dk

Direkte: 5042 2547

Co-authors

Martin Locht Pedersen, John Baker, Jens Peter Hansen, Sanne Lemcke & Frederik Alkier Gildberg

Abstract

Children and adolescents (<18 years) admitted to a psychiatric ward (CAP) are more frequently subjected to restrictive practices (RP) when compared to the adult population of mental health inpatients. These minors receive RP more frequently and for longer. Staff suggest that this frequent use of RP is a result of particular violent episodes when minors are inpatients in a mental health setting. However, not much is known about the use of RP in CAP and studies have not been conducted previously focusing on how CAP, relatives and staff characterizes the process of RP in CAP. This is important in order to ensure that patients receive timely, satisfactory and inclusive help and to reduce injury and promote mental health among all of the parties involved.

Therefore, this project is initiated by a systematic review of current literature. Secondly, we conduct a thematic analysis of patient medical journals. Lastly, we interview CAP, relatives and staff in order



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



to understand their perspectives of RP in CAP mental health setting. All of this is done with the goal of forming an intervention catalogue for the reduction of RP in CAP.

The last part of the project is fundamentally about listening to the minors about their lived experiences with RP during admission along with perspectives by relatives and staff. As minor inpatients in a mental health setting with experiences of RP, they are a particular vulnerable group. Therefore, I wish to structure the dialogues with them with as much participation and co-creation as possible whilst safeguarding rigour, transparency and honesty of everyone involved.

My presentation will present and discuss the ethical dilemmas embedded when involving young people and their loved ones in scientific research.

The project was commenced on the 1st of January 2025. I wish to present and discuss the implications mentioned in this early stage of preparation and to support others doing the same.



LeBeau, Claire; Lowe, Amanda & Macdonald, Heather

• **Existential Anxiety and Guilt**

Presentation type

Oral

Authors

Claire LeBeau, Associate Professor, Seattle University, in person presenter lebeauc@seattleu.edu

Amanda Lowe, Assistant Professor, Carlow University, potentially remote presenter
ablowe@carlow.edu

Heather Macdonald, Doctoral Faculty, Fielding Graduate University, potentially remote presenter
hmacdonald@fielding.edu

Background

Far from being a depressing absorption with despairing ideas of death, existentialists maintain that anxiety and guilt allow us to access the most life-giving and meaning-full engagements of our existence. Delineating the difference between existential and neurotic forms of anxiety is an important beginning for the process of psychotherapy.

Aims of study

1. Existential anxiety and guilt are distinct human experiences which bring us into clear and direct contact with the ultimate limitation of our existence. Distinguishing between our everyday neurotic experiences of anxiety and guilt and our existential experiences is a cornerstone of healing and therapy.
2. Human consciousness, guilt, and responsibility are interlinked and mutually influencing in relation to our possibilities toward ourselves, others, and the world. Learning how anxiety animates our movement in the world can help us find profound avenues for meaningful awareness of and engagement with creative and constructive connection to our lives.

Method

Philosophical and Psychological Hermeneutics



Abstract

Questions of existential anxiety, angst, dread, freedom, and guilt are uniquely human modes of concern and inquiry. Existentialism, with its epistemological critique of the origins and source of meaning, is a genre of thinking and artistic expression that is usually traced back to a pervasive post-World War II sense of disillusionment with the modern scientific objectifying worldview. Specifically, Descartes' (1641/2008) Cartesian framework as the bedrock for natural science subjective/objective inquiry created a paradigm that was characterized by separation and binary distinctions between self and world, self and other, and body and mind. These distinctions have given rise to the modern worldview that humans have dominion over the natural world. This, in turn, has led to our state of having "fallen out of nature" (Fromm, 1955, p. 31), which has allowed for the exploitation of each other and the natural world throughout the industrial and technological ages. In essence, we have created and are increasingly exacerbating the conditions that give rise to our existential alienation and isolation expressed through both existential and neurotic anxiety. The challenge of living the tension between our brute facticity and our capacity for transcendence and meaning-making is the "diagnosis of the condition of our culture" (May, 1977, p. 15). As we constantly thread the needle between these tensions of who we are and the possibilities for who we can become, anxiety leads us toward authentic engagement with our choices. In this presentation, we begin by detailing this Western framework of understanding existential anxiety and guilt for one's own individual existence. Then, we explore examples of cultural alternatives to ontologies of individualism through the lens of relational ethics. Lastly, we imagine how we are beginning to form a different kind of relationship to death, anxiety, and guilt through the new frontier of psychedelic consciousness studies.

References

- Descartes, R. (/2008). *Meditations on first philosophy*. (M. Moriarty, Trans.). Oxford University Press. (Original work published 1641)
- Fromm, E. (1955). *The sane society*. Fawcett.
- Hoffman, L. (2019). Existential guilt. In D. Leeming (Ed.), *Encyclopedia of psychology and religion*. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-27771-9_200194-1
- LeBeau, C., Lowe, A.B., & MacDonald, H. (2025). Existential anxiety and guilt. [In Press]. In L. Hoffman (Ed.), *APA Handbook of Humanistic and Existential Psychology*. American Psychological Association.
- May, R. (1977). *The meaning of anxiety* (2nd ed.). W. W. Norton.
- Schneider, K. (2023). *Life-enhancing anxiety: Key to a sane world*. University Professors Press.



Lee, Wei-Lun

• Is phenomenological psychology an applied phenomenology? No, it is not.

Presentation type

Oral

Author

Wei-Lun Lee, Ph.D.

E-mail: wllee@g.nccu.edu.tw

Phone: +886-2- 29393091#88156

Mailing Address: No. 64, Sec.2, ZhiNan Rd., Wenshan District, Taipei City 11605, Taiwan

Distinguished Professor

Department of Philosophy,

National Chengchi University, Taiwan

Brief Biography

Wei-Lun Lee has been a professor in the Department of Philosophy at National Chengchi University, Taiwan, since 2020. Before that, he served for 20 years in the Department of Counseling and Clinical Psychology at National Dong Hwa University, Taiwan, as a professor, researching and teaching clinical psychology. He is also a licensed clinical psychologist in Taiwan. He received his doctoral degree in clinical psychology from Duquesne University in 1999. His areas of specialization include phenomenological psychology, phenomenological methodology, existential hypnotherapy, and the development of indigenous clinical psychology. Dr. Lee is the author of the book *Existential Hypnotherapy* (2022, in Chinese), in which he constructs a theory of situated consciousness through a phenomenological account of the interactions among linguistic, imagery, and sensorial conscious acts, to unpack the phenomena of hypnotic healing. He has translated works such as *Introduction to Phenomenology* (2004) by Robert Sokolowski and *Jung and Phenomenology* (2024) by Roger Brooke.

Abstract

Is phenomenological psychology an applied phenomenology, as framed in the book *The Phenomenological Mind* (2020)? Or is “the constitutive phenomenology of the natural attitude,” as



Husserl suggests in Ideas II, the essence of phenomenological psychology? To rephrase the issues involved: when seeking a mediator between transcendental phenomenology and positivist psychology, should it be an applied phenomenology or a phenomenological psychology with transcendental characteristics? Answering these questions not only clarifies the debate about whether phenomenological psychologists should adopt phenomenological epoché and reduction in researching lived experience (Moley, 2019; Zahavi, 2018, 2019a, 2019b; Zahavi & Martiny, 2019; Zahavi & Gallagher, 2020), but, more importantly, illuminates how phenomenology can coherently collaborate with positivist psychology. This article will demonstrate that if the insights of transcendental phenomenology are to contribute to disclosing lived experiences in everyday life, a phenomenological psychology with transcendental characteristics is indispensable. Although the phenomenological psychology practiced in the field of modern psychology differs from Husserl's original design, it is precisely the phenomenological psychology pursued by psychologists that takes up the task of "the constitutive phenomenology of the natural attitude" and advances the development of existentially oriented psychotherapy. When positivist psychology is willing to form its research by using descriptions of lived experience as a reference, phenomenological psychology will also become a valuable aid to it.



Lockwood, Nina

• **Lost in translation: the limits of language when interpretively sensing into somatic registers experienced during psychotherapy practice**

Presentation type

Oral

Author

Nina Lockwood; Primary Care and Public Health, Brighton and Sussex Medical School;

N.Lockwood@bsms.ac.uk

Abstract

Consideration of issues of embodiment within the context of psychotherapy practice and theory has been gathering pace over recent years. Still, the dominance of traditional perspectives that privilege language over the body is reflected in the still prevailing popular description of the profession as ‘talking therapy’. In contrast to psychotherapeutic commentary grounded in a strong narrative position that asserts the self as narratively constituted, with experience construed as essentially narrative in form, an orientation that asserts the primacy of the experiencing body and commits to the cultivation of experience-near therapeutic dialogue will be explored. However, this is scene-setting to scaffold the core challenge at hand: to consider how psychotherapists make sense of subjective somatic sensations experienced during practice with clients. First-person descriptions and interpretations of somatic registers, like all narrative accounts, are characterised by inescapable distortions: the temporal constraints of the act of narrativising rendering all verbal reflections at least a degree removed from the associated pre-reflective experiences. Yet, when practising within a relational frame, clients’ phenomenological reporting from this first-person position remains integral to the iteratively sculpted hermeneutic dialogue co-created by the therapeutic dyad. But what of psychotherapists’ somatic experiencing during therapeutic sessions, specifically when theoretically conceptualised either as markers of countertransferential relating, or in terms of mimesis supported by mirror neurons, the latter held up by neurophenomenology as the basis to neurological pathways to empathy. An attendant challenge of particular concern relates to moments during the therapeutic encounter when clients appear dissociated from their affective sensations, ‘feeling tones’, this a relatively typical experience for many



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



psychotherapists – how then do therapists relate to and interpret their somatic registers under these conditions? Drawing on relevant contemporary perspectives on embodied therapeutic relating, and findings reported in a small-scale interview study that explored therapists' experiences of somatic phenomena, questions concerning the epistemological status of psychotherapists' interpretations of felt somatic phenomena unexamined through explicit verbal therapeutic dialogue, and the implications these have for efforts to bridge psychotherapy practice, research and training will be considered.



Mitsue, Shingo & Tanaka, Shongo

• Understanding the Experience of Gait Rehabilitation in Stroke Survivors: A Phenomenological Study

Presentation type

Oral

Presenter

Shingo Mitsue

Institute of Civilization Research, Tokai University, Kanagawa. email address: guy8874@tokai.ac.jp

Co-author

Shogo Tanaka

Institute of Civilization Research, Tokai University, Kanagawa.

Background

Stroke, a sudden-onset disease, often results in loss of physical abilities and independence, disconnecting individuals from life and daily activities. Regaining the ability to walk is crucial for stroke survivors. However, their personal experience of walking remains understudied, particularly how this experience influences their perception of walking.

Purpose

This study describes the process of gait rehabilitation in hospitalized stroke survivors using a phenomenological approach.

Methods

This qualitative longitudinal study employed semi-structured interviews and descriptive phenomenology for analysis. The study participant was a man in his 50s who experienced a left cerebral infarction. Forty days after the stroke, he struggled to walk independently indoors, expressing a strong desire to return to his pre-stroke life. His future body image centered on regaining his previous physical state.

Results

By day 77 after the stroke, as his walking ability improved, he stated, "Perhaps I can take the bullet train with my child," indicates the acceptance of his present state and a reshaping of his future



body image. By day 115, he reflected, "There were times when I could go to the bathroom without family assistance," demonstrating a newfound ability to acknowledge and process his unbearable experiences. At the final interview on day 133, he could walk approximately 3 km outdoors. He stated, "I don't know what may happen a year from now, but in a good way," expressing optimism and anticipation for future possibilities.

Discussion

During gait rehabilitation, we observed a significant change in the patient's project in Sartrean sense. Initially, the patient hoped to recover his past state rather than achieving a new state. However, as he accepted his current physiological condition, he started to envision newly reborn self, though it was still unclear. His intensive experience of walking guided him to project new possibilities toward the future.



Mo, Shao-I

• Learning Experiences and Teaching Strategies for Phenomenological Psychology Methods

Presentation type

Oral

Author

Shao-I Mo

Assistant Professor, Department of Human Development and Psychology

Director of Counselling Centre

Tzu Chi University (Taiwan)

Email: zoemo@gms.tcu.edu.tw

Phone: +886-3- 8572677 # 3183

Mailing Address: 67, Jieren St., Hualien 97074, Taiwan, R. O. C.

Abstract

This study aims to explore the difficulties students encounter when learning phenomenological psychology analysis methods and propose helpful teaching strategies to help students better understand and acquire phenomenological analysis skills. As a clinical psychologist and clinical psychology teacher, I have benefited practically and academically from the phenomenological method's grasp of the essential structures of human life experiences. Therefore, I am committed to teaching students phenomenological psychology analysis methods. However, I have found that students face various challenges when learning phenomenological psychology. For example, they see the language used by phenomenological philosophers like Husserl and Heidegger as unfamiliar, often use unchecked theoretical concepts to describe phenomena, and struggle to find appropriate language to describe the essential structures of experiences. This makes learning phenomenological methods a difficult and lengthy process. To understand students' experiences and propose adaptive teaching strategies, I invited 6-10 students who had completed their master's thesis research using phenomenological methods to participate in focus group discussions and share their learning experiences. The research results show that the experience of learning phenomenological methods has two dimensions. One is "seeing" the modes of human existence from experiential



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



texts, which involves abandoning old ways of viewing and acquiring a phenomenological perspective. The participants' reports provided insights into their processes and methods of undergoing such transformations. The other dimension is outlining the essential structures they observed with appropriate language. This process of finding language can be described as an encounter with language. Finally, this study will provide suggestions for teaching phenomenological psychology analysis methods.



Mostwin, Jacek

• **Learning from Lives in Medicine: Experience with a Course on Memoir and Biography of Patients and Practitioners**

Presentation type

Oral

Author

Jacek Mostwin MD DPhil
Professor of Urology
Johns Hopkins Medical Institutions
Park 207
410-955-4461
email jmostwin@jhmi.edu

Abstract

Published accounts of lived experience by patients and their practitioners provide a primary source of less commonly heard voices from which students of medicine, scholars, historians and the general public can draw endlessly for personal and educational purposes. This presentation provides details and outcomes of a seminar course for pre-medical students based on a sample of such accounts drawn from a vast library of works that remain under the academic radar screen.

Since 2022, four semester long seminars entitled “Lives in Medicine” have been offered to Johns Hopkins pre-medical students. The course is based on written work from those who have lived and recorded their experiences in illness or medical work. Course participants read six books, several articles and shorter selections and observe two films along with the original texts from which they were adapted. Weekly discussions are accompanied by in-class and out-of-class writing assignments. The focus is on human experience.

Sustained immersion into people’s lives presented in writing or film provides exposure to a richer treasury than practitioners might access during busy days or interrupted, fragmented conversations. Published accounts provide unrestricted access without privacy limitations or the transience of internet postings. Longitudinal seminar structure encourages psychological safety.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSkilde, DENMARK



Familiarity of participants facilitates discussion and sharing. Students have expressed overwhelming satisfaction for the course in metric surveys and subjective responses. Students report that their awareness of the human experience of illness and the complexity of physician life has expanded broadly. Students majoring in science or engineering report that these insights provide new and unexpected knowledge, broadening their understanding of illness and medicine, providing a greater balance of science and humanity.

Course details, materials used and examples of student writing and feedback will be presented. Educators who attend may find new ways to pursue their goals using existing accounts of human experience.



Mostwin, Jacek

• Primacy of Photographic Images: Intimacy, Transcendence, and Experience

Presentation type

Oral

Presenters

Jacek Mostwin MD DPhil
Professor of Urology
Johns Hopkins Medical Institutions
Park 207
410-955-4461
email jmostwin@jhmi.edu

Abstract

The photograph serves as both a window and a mirror, a repository of potential meaning connected to human experience, never exhausted, always replenished, simultaneously old and new, endlessly revisited by its makers or others who later engage with it. If “the face of the world” is indeed silent, as Glen Mazis’ interpretation of Merleau-Ponty has suggested, then photographs are one kind of silent sign or place marker within this pre-verbal domain. Here, silence lives in harmony with latent meaning. Images therein invite us to draw near, seeking something beyond analysis or explanation, exploring other ways of knowing and achieving clarity, while the deeper richness that contributes to that clarity remains unblemished. Even to suggest that photographs speak or have a language is to subsume them to a kind of verbal colonialism.

The photograph remains steadfastly present, “eine Sache selbst” awaiting visitors. It is an image from which one’s distance may increase with the passage of measured time, but to which one remains connected by the duration of time in ways that resist empirical measurement.

Drawing from photographs obtained from medical and health related sources, this presentation considers photographic images as links to intimacy and transcendence related to human experience in ways recalling miniature paintings within medieval Books of Hours or Eastern Orthodox iconography.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Concrete, curiously referential yet transcendent, photographs serve as silent keepsakes of embedded potential that elude simple captioning and resist being limited to illustration. They are records of experience whose full meaning can be grasped partially, but not exhausted, making them enduring resources for scholarship, education, new knowledge, and personal searches for meaning.

Images expose a paradoxical mystery. To paraphrase the Tao” The photograph that can be spoken about is not the real photograph”, or as the photojournalist Eugene Richards once said ”The best photographs are about nothing”.



Mostwin, Jacek

• The One And The Many Mapping The Place Of Individual Experience Within The Landscape Of Aggregate Analysis

Presentation type

Oral

Presenters

Jacek Mostwin MD DPhil
Professor of Urology
Johns Hopkins Medical Institutions
Park 207
410-955-4461
email jmostwin@jhmi.edu

Abstract

In 1903 William James described a study of religion based not on dogma but on individual experience, which he found in published works, correspondence and personal encounters. Today a parallel, if somewhat unstable, equilibrium exists between individual experiences and the aggregate analyses from which they arise. These aggregate analyses form new dogmas such as “evidence based medicine “(EBM) that aim to improve predictability in choosing direction or confronting the unknown.

If aggregate analyses now form a landscape upon which our actions evolve, we might consider the words of Ulla-Lina Lundberg’s novel ICE: *No one who’s seen the way landscape changes when a boat appears can ever agree that any individual human life lacks meaning.*” Indeed, when medical cases are discussed among physicians, the entry of a patient into an auditorium of white coats creates this very impression, revealing a luminous quality of the person, who appears as an “N of 1”.

While attention to personal experience of such an N of 1 may inform individual searches for meaning or be applied to modify EBM when desirable, it finds difficulty fitting into the dogma of EBM. EBM does provide useful approximations that are “good enough” to advise decisions regarding others; to flood this with an endless list of varieties of human experience would be to



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



create a cluttered, overcrowded map that would rapidly become unusable as described in Jorge Luis Borges' "On Exactitude in Science"

In this presentation, we will examine some of the challenges to treating experience as anecdote, story or example, all familiar ways of arguing for value of individual experience. We will suggest instead that individual experience retain an essentially inexplicable quality that should be approached in non-analytical ways, avoiding reduction to the thematic analyses of qualitative research or transformation into measurable elements for quantitative methods.



Mæland, Linda Horne; Foss, Anette Sola & Beyene, Lise Sæstad

• From Bachelor to Master: A Qualitative Study on Nurses' Aspirations to Pursue a Master's Degree in Public Health Nursing

Presentation type

Oral

Presenter

Linda Horne Mæland, Associate Professor University of Stavanger, linda.h.meland@uis.no

Co-authors

Anette Sola Foss, University Lector University of Stavanger

Lise Sæstad Beyene, Associate Professor University of Stavanger

Background

Within the nursing profession, a variety of postgraduate and master's degree specializations are available. In Norway, the high number of applicants to nursing master's programs reflects a strong interest in post-graduate education and professional development—particularly in the field of Public Health Nursing. Research suggests that nurses tend to pursue specializations aligned with their professional values and interests. They are often drawn to roles that offer diverse responsibilities and challenges, enabling them to further develop and apply their nursing competencies.

Aim

This study aims to gain insights into what it is that drive nurses to pursue a master's degree in Public Health Nursing. This knowledge may contribute to a deeper understanding of what influences nurses to remain in the profession.

Method

Data were collected through written reflections from 17 Norwegian students enrolled in the Public Health Nursing master's program in autumn 2024. Participants were asked to write their initial reflections for choosing this specialization. Additionally, we conducted individual interviews with



eight of the participants to further elaborate on their reflections. The data were analyzed using systematic text condensation.

Results

Preliminary findings indicate that nurses have a particular interest in working with children and families. They express a desire to adopt a relational and holistic approach in their professional practice. In doing so, they aspire to contribute to preventive healthcare while also seeking a sustainable and meaningful work-life balance.

Discussion

The study indicates that nurses hold an idealistic perception of who they wish to become and what they aspire to accomplish in their professional roles.



Nielsen, Anne Maj & Winther-Lindqvist, Ditte

• Children's expressions of world-care through drawing

Presentation type

Oral

Authors

Anne Maj Nielsen, Associate Professor, DPU, Aarhus University. E: amn@edu.au.dk

Ditte Winther-Lindqvist, Full Professor, DPU, Aarhus University E: diwi@edu.au.dk

Background

This presentation focuses on how we can study young children's lived experiences and understandings through drawing-interviews. Involving and engaging young children in sustainability education in age-appropriate ways is difficult. We study gentle involvement of children and practitioners through the concept and practice of world-care as ethical educational stance (Winther-Lindqvist et al. 2025). In body phenomenology and culture psychology values, lifestyles, and worldviews must be studied and understood as situated in embodied practice including social encounters, like a drawing-interview setting.

Aim of the study

Children's wellbeing is at risk because necessary societal changes to reduce the global climate crisis, despite growing political attention, are resisted by neoliberal capitalist consumerism and related lifestyles, values, and ideas about 'the good life' (The Care Collective, 2021). We therefore study how caring sustainability practices in pedagogical settings can enable practitioners and children to engage in the matter of sustainability in ways that sustain hope and change through world-caring experiences and practice ([Verdensomsorg](https://verdensomsorg.org/)).

Methods/design

We applied an action research design and included drawing activities in group interviews with children enrolled in project institutions. 33 children aged 4-5 years participated in the first interview-round, and 37 children in the second interview-round, 1½ years into the action research interventions.



Results

Children in drawing-interviews engaged in inspiration from drawing implements, exchanging ideas, experiences and emerging figures in their drawings. Their sensory-and-art-based associations formed ideas and stories about their experiences and knowledge about important relationships (i.e. family) and other forms of life (favorite animals and places). Changes during project period shows growing discrete awareness of connectedness between forms of life, our world, and how we as humans act in our world.

Conclusion

Drawing-interviews give insights into young children's lived experiences, including what matters to them and how it relates to caring domains relevant to early years education for sustainability.



Nielsen, Camilla Littau & Paaske, Kristian Alexander Jul

• Ethical complexities in action research: an auto-ethnographic study on navigating power imbalances and vulnerability in paediatric oncology

Presentation type

Oral

Authors

Camilla Littau Nielsen, Clinical Nurse Specialist, MSc, PhD, and Education Consultant Department of Orthopaedic Surgery, Esbjerg and Grindsted Hospital, Esbjerg, Denmark Education Centre, Esbjerg and Grindsted Hospital, Esbjerg, Denmark camilla.littau.nielsen@rsyd.dk

Kristian Alexander Jul Paaske, MSc, PhD Student, and Senior Lecturer Forensic Psychiatric Research Unit, Middelfart, Denmark

Department of Regional Health Research, University of Southern Denmark, Odense, Denmark Nursing Education Programme, University College Lillebælt, Odense, Denmark kajp@ucl.dk

Background

Action research in paediatric oncology presents ethical challenges, particularly power imbalances when engaging health professionals and parents of children with cancer as co-researchers.

Balancing critical reflection on clinical practice while sustaining hope for improvement requires careful consideration. Compassion serves as a key ethical principle, shaping both process and outcomes.

Study aim

The current study aimed to investigate researcher vulnerability and scope for action on the navigation of giving voice to both health professionals and parents of children with cancer.

Methods/design

An auto-ethnographic approach to investigate the researcher's perspective of undertaking a participatory action research study was employed, using written material from researcher poems and notebooks. A thematic analysis and Axel Honneth's recognition theory were applied to inform



the data analysis and interpretation performed by the involved researcher and an external researcher.

Results

The results revealed relational, emotional, systemic, and power dynamics in amplifying the voices of both health professionals and parents. These challenges strained the researcher, who employed self-compassion strategies to navigate the suffering involved. The socio-cultural context raised concerns about power imbalances and compromising children's care and resulted in a trusted alliance with parents. However, this created an inappropriate yet commendable relationship that empowered parents while also causing suffering, balancing how far to engage in giving voice and driving change for parents in need of different forms of recognition and validation. This formed a model that outlines varying levels of engagement to understand professional engagement.

Conclusion

This study explored ethical complexities of action research in paediatric oncology, focusing on power imbalances and researcher vulnerability. Balancing the voices of health professionals and parents required continuous ethical reflection. Findings emphasise emotional challenges, self-compassion for researchers, and the challenging interplay between recognition, empowerment, and unintended suffering, and call for discussion on how the construction of practice influences the researcher's own construction.



Nielsen, Marie Konge & Mouritsen, Albert Michael Sonne

• A good working life as a nurse in a generational perspective

Presentation type

Oral

Authors

Marie Konge Nielsen

University College Absalon, Centre for Nursing, Denmark

Institute for Design, Media and Education Science, University of Southern Denmark, Denmark

User Perspectives and Community-based Interventions, Department of Public Health, University of Southern Denmark, Denmark

Email: mkni@pha.dk

Albert Michael Sonne Mouritsen

University College Absalon, Centre for Nursing, Denmark

Background

In Denmark the nursing profession has got a negative image. Fewer wants to study nursing, dropout rates during studies are high and many nurses leave the profession during their career.

This research project investigates and challenges this negative narrative by exploring a) what are the good experiences as a nurse, 2) why is it so and 3) how are the experiences described? The project simultaneously addresses generational aspects within the profession.

Aim

To examine concrete experiences as well as visions that three generations of nurses have to the good working life.

Methods/design

The project is based on methods using lived experiences and narratives as the empirical departure. In 2023 we have conducted 5 interviews with nurses born in 1955, 5 interviews with nurses born in 1975 and 5 interviews with nurses born in 1995. The data analysis is inspired by Malterud's systematic text condensation. A hermeneutic- phenomenological interpretative approach is taken.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Results

The analysis of the material centers around: 1) general aspects that characterize all three generations and 2) specific aspects that characterize each generation. The interpretation focuses on the following themes: a) the definition of core competences of the profession b) transition into working life upon graduation c) how young, middle aged and older nurses help and support each another and d) suggestions and ideas related to how different generations can make exchanges during their career.

Conclusion

Will be ready in the presentation.



Nosek, Marcianna

• **Student journal writing guided by Ignatian pedagogical principles**

Presentation type

Oral

Author

Marcianna Nosek
University of San Francisco
mnosek@usfca.edu

Background

St. Ignatius of Loyola, a Spanish theologian and mystic, founded the Jesuit order of priesthood in 1539. He later developed a system of schools taught by Jesuits which marked the beginning of the predominantly teaching order. Ignatian education endeavors to foster lifelong learning and action in service to others. Based on Ignatian pedagogical principles of context, experience, reflection, action, and evaluation, I developed a semester long journal assignment for a maternal/child graduate course in public health. The course addresses the social, economic, and political impact on racial disparities in maternal and infant outcomes in the US and internationally.

Study Aim

This study aimed to understand the students' lived experience of journal writing guided by Ignatian pedagogical principles.

Methods

Students were provided with course content (journal articles, websites, lecture material, etc.)—which served as the *context*. They were then required to complete 5 journal entries prompted by questions applying the Ignatian principles. As interpretive phenomenology suggests that what we choose to share with others inherently reflects what concerns us and what holds meaning for us, this method was employed to analyze the students' written journals.

Preliminary Findings

The journals revealed rich narratives of personal and family experiences often similar to the content covered, including those of immigrant families and women of color. Emotional responses to the



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



context (often depressing statistics or lived experience of others) woven with their own and their families' *experiences* constituted their *reflections* that were heavily laden with anger, dismay, and shock. These emotions transformed into creative *actions* and a drive and passion to address the factors that lead to inequitable and often time harsh birth outcomes, and reproductive hardships.

Conclusion

Journal writing applying Ignatian pedagogical principles afforded the students an effective method to process, reflect upon, and develop creative solutions to reproductive injustices.



Ohno, Yoshiko

• The “Language of Medicine” and the “Language of People with Illness”: An Autoethnographic Exploration of Japanese Mental Health Care from Both Patient and Professional Perspectives

Presentation type

Oral

Author

Yoshiko OHNO

Graduate School of Human Sciences, The University of Osaka, PhD candidate

yoshiko.syl@gmail.com

Abstract

Mental health care in Japan faces significant challenges. The country still has the highest number of psychiatric beds in the world, and many patients are hospitalized involuntarily. Due to limited resources for community-based care, much of the support for individuals living with mental illness in the community relies heavily on unpaid family caregivers. To build a sustainable care system that respects users' autonomy, we must move beyond the traditional dichotomy of “to care” and “to be cared for,” toward a model based on co-production among users, families, and professionals. However, collaboration among individuals in different roles remains difficult due to challenges in mutual understanding.

I have been engaged in mental health care both as a patient and as a professional (working as a mental health social worker and a certified psychologist). During my time as an inpatient, my words were often interpreted by medical professionals as symptoms, filtered through clinical terminology. Later, in my professional role, I came to understand how difficult it is to grasp clients' narratives within their own context. My dual experience has helped me serve as an interpreter between these differing perspectives. At the same time, it has distanced me from articulating my own lived experience.

In this presentation, I will share my personal experiences within the mental health care system and examine the gap between the “language of medicine” and the “language of people with illness.” I



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



will also propose ideas to support more collaborative relationships between patients and professionals.



Okui, Haruka

• **Affordance-based creation: The lived experience of aesthetic craft-making of a marionette artist**

Presentation type

Oral

Author

Haruka OKUI

Doshisha University

harukaokui11@gmail.com

Abstract

Expertise is one of the main themes in phenomenological inquiry in human sciences, which also include the field of the arts. As Merleau-Ponty demonstrated in his essay on Cezanne's "style" of drawing experience, our bodies can renew our ordinal perception in an aesthetic way and expand the possibilities of our perception of the world. A challenging question in this context is how to understand the process of an artist actually producing a new work. Herein lies a dilemma concerning expertise, for although artists acquire production skills and refine their perception through years of practice, the more specialized their expertise becomes, the more fixed may be the style of their work, which can narrow the range of expression. To overcome this dilemma, this study aims to describe how an expert artist actually shapes the works in the process of creation, focusing on the case of a marionette artist, based on fieldwork involving observations and interviews conducted regularly over several years. In addition to the usual skillful handcraft of carving marionettes out of wood, the artist re-combines disparate facial and body parts of previously produced marionettes, creating shapes and characters that have never been seen before. It is an ingenious way to transform the familiar appearance of things and their pre-existing signification in the lifeworld. In conclusion, the marionette artist does not take the certain mind/body dualism of designing and then executing, but rather works with their hands and with objects that induce the generation of new forms. This process, which can be described as affordance-based creation, is a skill that relies on the nature of the body and objects to create works that stretch the limits of the artist's own style.



Oliveira, Susana Roxo

• Teachers aesthetic gesture for social sculpture, freedom and responsibility: Forms and expression of education

Presentation type

Oral

Presenters

Susana Roxo Oliveira

Lusofona University

susanaroxo@gmail.com, a22201870@alunos.ulht.pt

Abstract

Beuys's social sculpture understands that each person is an artist by shaping the world with new expression. He emphasized that individuals are free to choose their societal roles, and education should foster this freedom by encouraging thinking and self-cultivation, to strengthen students' ability to shape their own lives (Veiel, 2017, Buschkühle, 2020), bearing in mind that freedom implicates responsibility, the ability to reflect on our life choices, and that our freedom must end where the other person's freedom begins (Sartre, 2003).

In the book "Letting Art Teach" (2021), Biesta makes an analogy between the educational gesture and Beuys's "How to explain a picture to a dead hare", showing what new understandings of the world can be for those who are being educated.

With the goal of exploring new forms of thinking about education, this study deepens the understanding of Beuys and Biesta's (2021) conception of the purpose of education by using the artist's revolutionary ideas for art participation in the lifeworld of humans as a pedagogical instrument to fracture the paradigm of thought.

The paper uses a performative paradigm (Haseman, 2006), assuming research as a performance, and uses art as a language to communicate and critically reflect on the possibility of teachers being free subjects, capable of creating new worlds with students.

The study aims to approach Beuys's way of teaching, performing, and acting in the world with his artistic practice, and the way he conceived his identity as an artist and a teacher as his unified



being (Veiel, 2017, Mesch, 2007) to connect it with what may be the teacher ability to act on the world as a free subject and a sculptor of new realities for education.

References

- Biesta, G. (2021c). Letting Art Teach - Art Education 'After' Joseph Beuys. Artz Press.
- Buschkühle, C. (2020). Joseph Beuys and the Artistic Education. Theory and Practice of an Artistic Art Education. Bill Sense.
- Haseman, B. (2006). A manifesto for performative research. *Media International Australia*, 118(1), 98–106. <https://doi.org/10.1177/1329878x0611800113>
- Mesch, C. (2007). Introduction. In C. Mesch (Eds). Joseph Beuys: The reader. (1^a ed., pp. 1-26). MIT Press.
- Sartre, J.P. (2003) Being and Nothingness: An essay on phenomenological ontology. (H. Barnes, Trans.; 1^a Ed.). Routledge. (Original work published 1943)
- Veiel, A. (Director) (2017). Beuys. Beta Cinema.



Ologi, Judith Awour

• What is it like to be in contact with a young child?

Presentation type

Oral

Presenters

Judith Awuor Ologi; VID Specialized University and NLA University College; judolo@nla.no

Abstract

My child appears in the doorway. I am deeply involved in a meeting and barely notices he's there. He stops and doesn't speak or interrupt. Yet, I am aware of his presence. I sense his appeal on me, and I break my concentration from the zoom-meeting, and I meet his gaze. I smile and he smiles. Returning to the meeting I am aware that he is still in the doorway. His appeal is present; it is an anticipation; something is being communicated without a word being spoken or a gesture being made. And still he stands quietly. I turn to him and switch off my camera. He smiles, finds his way momentarily into my lap before rushing off again. I continue the meeting.

This is an everyday occurrence that any parent may experience with a child at home. Children 'speak' with us in a myriad of ways. Often this 'speaking' happens without words or before words. It is embodied and temporal; and happens in the silent spaces between a child and a parent or teacher (Simms, 2018). What is it like to be in 'contact' with a child? By engaging teachers in focus group conversations, I seek to explore the teachers' lived experiences of 'contact' with children in the kindergarten. The aim of this study is a deeper understanding of 'contact' as an existential phenomenon and to challenge the strong emphasis on children's language deficit that seems to be the propeller of language interventions in the early years. I wonder, if there is time and space for fundamental 'contact' in today's kindergarten? What is the meaning of such 'contact' in a teacher's pedagogical encounter with a child?

The study is part of my PhD project which is phenomenological and inspired by Van Manen's (2023) phenomenology of practice and Continental pedagogy.

References

Simms, E. (2018). Phenomenology, Language, and the Unspoken: The Preverbal Dimension of Children's Experience. In (pp. 1829-1835). https://doi.org/10.1007/978-981-287-588-4_96



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Van Manen, M. (2023). *Phenomenology of practice : meaning-giving methods in phenomenological research and writing* (Second edition. ed.). Routledge.



Ologi, Judith & Torsteinson, Helene

• What about chance? Is there room for chance(s) and the unknown in today's educational reality?

Presentation type

Oral

Authors

Judith Ologi (judith.ologi@nla.no)

NLA University College/VID Specialized University, Norway

Helene Torsteinson (htor@hvl.no)

Western Norway University of Applied Sciences, Norway

Abstract

“All the major events in life are due to chance”, Lingis reminds us. “Chance is the unpredictable, the incalculable, the incomprehensible - surprise, shock, good or bad luck”, he says (2018, p. 30). However, higher education of today tend to seek control and harmonization through learning goals, streamlining and predictability. Education is spoken of in technical terms as quality, efficiency, measurement and (goal) achievements. Our presentation turns to the things we cannot predict, master and control, as when life (and education) takes a sudden turn, when we encounter questions there are no clear answers to, or reflections that need patience and time to grow. We wonder if time itself has become something we strive to master and control over human existence. Has educational time become so pre-planned that we do not have time for interruptions, uncertainty, doubts, and long-lasting thoughts?

Etymologically, chance means accident, fortune; an opportunity (Onions, 1966). Chance is that which strikes us, often unexpectedly and immediate. We cannot plan for chances – they simply occur, and happen to us personally. In ancient time, the Greeks made a distinction between Chronos and Kairos. Chronos refers to time as chronological, sequential, and measurable (as seen in routines, structures, rules, and regulations). Kairos is the unforeseeable, that which breaks in. Kairos-moments draws us to the present and are in themselves a change, an opportunity. The beautiful risk of education lies exactly in the unforeseeable, Biesta says (2013). The aporia is that this is something we cannot predict or control. Our concern is whether there is time and space for chance in today's education. Can we plan for chance and



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



the unknown? If so; how might teaching that incorporates chance(s) and the unknown look like?

References

Biesta, G. (2013). *The beautiful risk of education*. Routledge.

Lingis, A. (2018). *Irrevocable*. The University of Chicago Press.

Onions, C.T. (1966). *Dictionary of English etymology*. Oxford University Press.



Palstrøm, Anders

• **nepemora. On the Affective Significance of the Maidan Revolution**

Presentation type

Oral

Author

Anders Palstrøm

Independent scholar

ORCID: 0000-0001-5534-0457

anderspalstroem@hotmail.com

Abstract

In the midst of Russia's ongoing war against Ukraine, the significance of Ukraine's Maidan Revolution in late 2013, early 2014, cannot - and should not - be underestimated. However, while the implications are still unfolding in full scale, and while Ukraine is still fighting for its survival, this paper returns to the phenomenon of Maidan to re-examine it philosophically. For what was it that occurred at Maidan? That is, how do we grasp its *affective* significance? How are we to conceive of it as a phenomenon subject to experience? Engaging with Marci Shore's intimate account of the Maidan revolution, *The Ukrainian Night*, the paper attunes to these questions by means of Affect Theory and New Phenomenology. First, drawing on Shore I sketch the situation of Maidan in terms of what happened, and by referring to her examples of lived experience, I argue why we need to conceive of Maidan as an affective phenomenon. Through Affect Theory, I discuss how we can analyse Maidan in regard to its dynamics of affect and factors that enabled their emergence, whereas the affective experiences withdraw. Turning to Phenomenology, I discuss how a neo-phenomenological approach allows us to conceive of the felt experience of the revolution as a *sine qua non*, that is, without which we cannot grasp the significance of Maidan. Yet, while engaging phenomenologically with cases of lived Maidan-experiences concords with the question of Maidan's affective significance, the methodological approach only *hints* at a true understanding. Instead, the paper concludes, to understand the Maidan, we would have to engage and live it ourselves, that is, with the Ukrainians, as the Ukrainians have been living it since then - in all sorts of impossible ways.



Perez-Gomez, Beatriz & Vinit, Florence

• Affective and Embodied Dimensions of Feminine Existence: A Critical Phenomenological Perspective

Presentation type

Oral

Presenter

Beatriz Perez-Gomez, UQAM, perez-gomez.beatriz@courrier.uqam.ca

Co-author

Florence Vinit, Ph.D., UQAM

Keywords

feminist phenomenology, pre-reflective experience, embodiment, affectivity

Background

Despite legal and political advancements, certain gendered inequalities persist, particularly at pre-reflective levels of existence. These forms of oppression operate through embodied experience and affective attunements, shaping interpersonal dynamics and cultural narratives. This paper argues that feminist phenomenology, by focusing on how meaning is lived, felt and embodied, rather than merely articulated, allows for a deeper understanding of lived experience. It reveals valuable insights into how power structures shape and sustain gendered oppression, particularly at a pre-reflective level, while also acknowledging that these constraints are lived and therefore taken up by individuals in unique and at times subversive ways.

Aim of the Study

This paper seeks to explore how power structures are inscribed within women's lived experience, specifically in its embodied and affective dimensions, influencing how they perceive, interpret and engage with the world, and why these dimensions have proven resistant to change. It also examines how fourth-wave feminist concerns such as sexual violence and media shaming relate to these pre-reflective dimensions, arguing that feminist praxis can benefit from phenomenological insight.



Methods/Design

This paper employs theoretical analysis and interpretive synthesis to engage key feminist phenomenological texts in a dialogue with contemporary feminist discourse, highlighting their connections and relevance to current feminist concerns.

Results

This paper highlights how gendered oppression operates at a pre-reflective level, shaping lived experience through embodied habits, affective attunements, and cultural narratives. By connecting these perspectives to contemporary feminist concerns, it argues that power is not merely imposed externally but is lived through the body and affective experience, making it resistant to interventions that focus solely on explicit or cognitive dimensions of oppression. This reaffirms the need for feminist praxis to engage with affect and embodiment through new means, such as artistic and narrative interventions and bodily practices.



Quevillon, Stéphanie & Bourgeois-Guérin, Valérie

• Embodied Grief: A Phenomenological Exploration of the Bodily Experience of Grieving from an Existential Perspective

Presentation type

Oral

Presenter

Stéphanie Quevillon, doctoral student

Université du Québec à Montréal (uqam.ca) quevillon.stephanie@courier.uqam.ca

Co-author

Valérie Bourgeois-Guérin, Professor

Université du Québec à Montréal (uqam.ca) bourgeois-guerin.valerie@uqam.ca

Grief theories outline a wide range of reactions following a significant loss, including physiological changes and somatic complaints such as circadian rhythm disruption, exhaustion, neck pain, nausea, or a lump in the throat (Zech, 2006). But what if these

bodily responses reflect the visceral impact of loss on the way we inhabit our bodies and engage in the world?

Many studies have explored the lived experience of bereavement, but only a few have focused on the grieving body. Yet, as Merleau-Ponty (1945) expresses well, the body is the medium through which we perceive and interact with the world. Furthermore, when mourning follows death, the existential dimension of finitude can affect one's death anxiety and, in turn, how grief is experienced (Yalom, 1980).

Objective

This presentation aims to explore: How do bereaved individuals experience their bodies within the world while grieving?

Methods

Building on phenomenological and existential approaches, we propose a return both to the lived experience itself (Husserl, 1935) –with a focus on the embodied dimension of bereavement– and to



being itself, suggesting a holistic understanding of the bereaving body through existential themes such as death, isolation, meaning, and responsibility (Sartre, 1996; Yalom, 1980).

Results and conclusion

We will see how the existing phenomenological literature highlights the importance of the lived body in bereavement and how existential approaches contribute to recognizing grief as a profoundly moving human experience that could affect the way the body is

experienced. Beyond understanding grief merely as a mental or psychological process, this discussion seeks to ground it in the body: integrating it into lived existence.

References

- Husserl, E. (1935). *La crise des sciences européennes et la philosophie*. Hâtier.
- Merleau-Ponty, M. (1945). *Phénoménologie de la perception*. Gallimard.
- Sartre, J.-P. (1996). *L'existentialisme est un humaniste*. Gallimard.
- Yalom, I. D. (1980). *Existential Psychotherapy*. Basic Books.
- Zech, E. (2006). *Psychologie du deuil: Impact et processus d'adaptation au décès d'un proche*. Mardaga.



Quintin, Jacques

• Phenomenology of paranoia

Presentation type

Oral

Presenters

Jacques Quintin

Full professor

Department of psychiatry

University of Sherbrooke (Qc), Canada

Background

Jacques Quintin, full professor of philosophy, teaches clinical ethics and philosophy at the Faculty of Medicine and Health Sciences at the University of Sherbrooke. His research is concentrated in existential phenomenological hermeneutics. He published books: *Herméneutique et psychiatrie. Pouvoirs et limites du dialogue* (2005); *Éthique et toxicomanie. Les conduites addictives au cœur de la condition humaine* (2013) and *Éthique de l'accompagnement* (2020). He also edited many books and many articles.

Abstract

According to Heidegger, the human being is a being in a world, a being who lives in a network of meaning. He describes what happens inside our relationship with the things that surround us. A hammer is not only an object but also a constellation of images. I call this constellation of images an imaginary to differentiate it from imagination. Heidegger gives many examples to support his idea: a room, a temple in Greece, a painting of van Gogh, and a jug. It is linked with what Aristotle says: every thought is accompanied by images. It is like a coin with two faces. The main point is that images are always inscribed in the concrete life, in the lived experience, what Heidegger calls facticity.

But what happens with people who experience delusional ideas, mainly paranoid ideas? From a phenomenological perspective, we witness an experience in which the imaginary detaches itself from its incarnation in facticity. The imaginary becomes autonomous. This autonomy becomes so important that the person feels a lack of control. Also, it gets so enormous that it becomes



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



something strange and a threat. The person related to this big imaginary loose her ground. We observe an impoverishment of the imaginary.

Our thesis is that there is a correlation between the impoverishment of the imaginary, its autonomy, the loss of control, and the lack of dialogue. The imaginary becomes an obsession. There is not anymore place for other images and dialogue.

In a clinical setting, the question is not whether the delusion is a good representation of the real, as Descartes will have thought. But to enter in a dialogue that opens to other images about the same reality. The hermeneutical suspicion is not relevant. We must adopt a hermeneutics of trust to enlarge our understanding of the world.



Rayce, Kathrine; Lenius, Maria; Dalager, Tina & Søgaard, Karen

• Understanding patients with cognitive impairment: navigating between relational and diagnostic work

Presentation type

Oral

Authors

Kathrine Rayce, Post Doc, Center for Innovative Medical Technology/University of Southern Denmark, Odense University Hospital, kathrine.rayce@rsyd.dk

Maria Lenius, Head nurse, Neurological Department, Odense University Hospital

Tina Dalager, Associate Professor, The Research Unit of Physical Activity and Health in Working life, University of Southern Denmark

Karen Søgaard, Professor, The Research Unit of Physical Activity and Health in Working life, University of Southern Denmark

Abstract

In a neurological ward in Denmark, the majority of patients are suffering from forms of cognitive impairments. The aim of the study was to explore the care of patients, especially the bedside care, lifting and mobilizing patients, as it in preliminary fieldwork was evident that the assistants and nurses experienced strains in the work with patients that are not able to cooperate. Participating observation was carried out in all shifts where the PI followed activities and articulations related to the patients. Preliminary findings show that the health professionals constantly work with a focus on understanding and interpreting the patients as persons. This as a part of their endeavor to understand the patient's situation and possibility for recovering from disease. In the health professionals' understanding and interpretation of the patients, they seem to navigate between the human relation and the biomedical paradigm. At the conference, we wish to discuss the phenomenology and hermeneutics as a theoretical approach in understanding the relational and diagnostic work that the health professionals perform.



Roikjær, Stine G.; Beck, Malene; Asgari, Nasrin; Skou, Søren T.; Tang, Lars H. & Simonj, Charlotte

• Navigating Loss and Growth in Chronic Illness: An interview study on Physical Activity and Well-Being.

Presentation type

Oral

Authors

Stine G. Roikjaer ^{1,2,3}, Malene Beck ^{3,4}, Nasrin Asgari ^{2,3,6}, Søren T. Skou ^{1,5}, Lars H. Tang ^{1,3}, Charlotte Simonj ^{1,3}

- 1) Research and Implementation Unit PROgrez, Department of Physiotherapy and Occupational Therapy Næstved, Slagelse and Ringsted Hospitals, Region Zealand, Denmark
- 2) Centre for Neurological Research, Department of Neurology. Næstved, Slagelse and Ringsted Hospitals. Region Zealand, Denmark
- 3) Faculty of Health, Institute for Regional Health Research, University of Southern Denmark. Odense, Denmark.
- 4) Department of Pediatrics, Zealand University Hospital, Region Zealand, Denmark.
- 5) Research Unit for Musculoskeletal Function and Physiotherapy, Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Odense, Denmark.
- 6) Institute of Molecular Medicine, University of Southern Denmark, Odense, Denmark.

Aims and Objectives

This study explores the lived experiences of patients with chronic illnesses to understand how the meanings attributed to chronic illness, physical activity, and well-being intertwine. This understanding is crucial for care practices aiming to support and enhance well-being.

Methods

We conducted a qualitative interview study grounded in hermeneutic-phenomenology to capture participants' lifeworld experiences in narrative form.

Twenty-two individuals with multiple sclerosis, Alzheimer's disease, or ischemic heart disease in Denmark were interviewed. Thematic analysis, inspired by Van Manen's phenomenology of practice, was employed and findings discussed with theory of well-being by Todres and Galvin.



Results

Our analysis revealed a narrative of dual experiences: significant loss and transformative existential growth. The theme "Losing oneself determined by bodily impact" captured the profound impact of participants' illnesses, including loss of embodiment, familiar life, and a promised future. Conversely, the theme "Physical activity as a pathway to existential growth" highlighted the empowering role of physical activity in finding relief, claiming control, and fostering reconnections with oneself and others.

Conclusion

This investigation highlights the value of physical activity beyond traditional health outcomes for those with chronic illnesses. Physical activity emerges as a vital component for existential growth and improved well-being. The study advocates for incorporating meaningful physical activities into care strategies to enrich the quality of life for individuals with chronic and life-threatening diseases.

Ethical Issues and Approval

Ethical considerations followed the ICN's ethical code of conduct, including addressing the sensitivity of researching vulnerable patients. All participants gave informed consent verbally and in writing. The study is registered with the Danish Data Protection Agency (REG-115-2021).

Keywords

Care, Chronic illness, Phenomenology, Physical activity, Well-being



Rørtveit, Kristine; Kaldestad, Kari & Bjerga, Grethe

• Understanding and Giving Voice to Shame in Mental Health Care

Presentation type

Oral

Authors

Kristine Rørtveit, professor at the University of Stavanger, Research group existential health and caring science; Stavanger University hospital, Research group milieu therapy and nursing in mental health care and addiction Kristine.rortveit@uis-no

Kari Kaldestad, associate professor at the University of Stavanger, Research group existential health and caring

Grethe Bjerga, associate professor at the University of Stavanger, Research group existential health and caring science

Background

The meaning of shame is often undercommunicated in mental health care settings, despite its profound impact on mental health. Understanding how shame manifests in patients can provide valuable insights for clinical practice.

Aim

To explore and describe the meaning of shame in in-patients suffering from mental health problems.

Methods/Design

This study employs a hermeneutic phenomenological approach to explore the lived experiences of patients receiving treatment in a mental health ward on the West Coast of Norway. Qualitative in-depth interviews were conducted to gain insight into the informants' lifeworld.

Results

Nine in-depth interviews were conducted with patients experiencing suicidal ideation, eating disorders, or personality disorders. At the time of the interviews, participants were deeply affected by their conditions, and shame emerged as a central theme in their experiences.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Conclusion and/or topics for further discussion

Expressions of shame are often misunderstood or misinterpreted. Mental health staff should actively support patients in articulating and understanding their shame, as this may be crucial for their therapeutic process.



Røseth, Idun

• Apperception, Empathy and Intersubjectivity: A Phenomenological Exploration of Understanding Others

Presentation type

Oral

Presenters

Professor Idun Røseth,

Telemark Hospital Trust, Norway University
of Agder, Norway

Mail: iduroe@sthf.no

Abstract

Within qualitative research, the former experiences of researchers are often portrayed as obstacles that hinder a true perception and description of the study participants' experiences. This study explores the phenomenological foundation that positions former experiences not as obstacles, but as essential preconditions for understanding the world and others. Our former experiences make the world intelligible for us, and without them, the world would be utterly meaningless.

Drawing on Edmund Husserl's concept of apperception and the theory of time perception, we explore how past experiences inform both our present experiences and anticipated future, thereby enriching our perception and interpretation of others and helping us perceive exceedingly fine-grained patterns of meaning. Husserl's phenomenology underscores the openness of our anticipations. Our past experiences do not rigidly determine our future actions but instead create a horizon of possibilities that can be continuously adjusted and fine-tuned. This flexibility allows us to modify our expectations and interactions based on new experiences, ensuring that our understanding of others remains dynamic and responsive.

Building on the fundamental openness of consciousness towards the world, the phenomenological understanding of empathy and intersubjectivity is central to understanding others. Empathy, as described by Husserl and further developed by Edith Stein, provides direct, pre-reflective access to the experiences of others—not from a first-person perspective,



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



but from a second-person perspective. Merleau-Ponty's description of intersubjectivity and the intertwining of our constitutive consciousnesses illustrates not only how our embodied expressions convey emotions and intentions directly but also how we engage in a mutual embodied dialogue that has a temporal rhythm.

These phenomenological insights not only deepen our grasp of human experiences but also provide a robust framework for studying meanings within the context of human interaction and perception.



[Sakai, Shiori; Takata, Yoshinori; Hosono, Tomoko; Sakakibara, Tetsuya; Kobayashi, Michitaro & Tochikawa, Ayako](#)

• How Nurses Interpret Phenomenological Studies on Cancer Patients' Illness Experience

Presentation type

Oral

Authors

Shiori SAKAI (Shukutoku University) shiorisakai4040@gmail.com

Yoshinori TAKATA (Japanese Red Cross College of Nursing)

Tomoko HOSONO (Japanese Red Cross College of Nursing)

Tetsuya SAKAKIBARA (Tokyo Woman's Christian University)

Michitaro KOBAYASHI (Osaka Medical and Pharmaceutical University)

Ayako TOCHIKAWA (Japanese Red Cross Toyota College of Nursing)

Background

Phenomenological studies on chronic illness reveal how individuals live with their conditions over time. To enhance the practical application of these findings in nursing, it is crucial to examine how nurses read such studies.

Objective

To explore how phenomenological studies on illness experience influence nursing practice by examining how nurses interpret them and reflect upon their own practice.

Methods

Four oncology nurses attended a presentation summarizing a phenomenological study on long-term chemotherapy patients, followed by a group discussion. They shared impressions, recalled clinical cases, and considered the research's connection to practice.



Results

Analysis of nurse A's narrative revealed three key themes: (1) self-reflection through dialogue, (2) iterative interaction between research and practice, and (3) enhanced confidence in nursing. She realized her habitual tendency to anticipate negative patient outcomes due to her clinical expertise. Instead of viewing the patient as an outsider, she placed herself within the scene. This reflective process helped her reassess her approach and affirm her practice, reinforcing confidence in decision-making.

Discussion

Engaging with phenomenological research allows nurses to recognize and reconsider subconscious biases. This fosters a dynamic integration of research insights with practice, not as prescriptive guidelines but as a means of developing context-specific knowledge. Ultimately, it strengthens professional identity and enhances nurses' ability to navigate complex care situations with confidence.



**Simonsen, Simon; Brodersen, Marianne; Andersen, Randi & Roikjær, Stine
Gundtoft**

**• Lived experiences of the ambivalence of digital
technologies in elder care - a case study from three
nursing homes**

Presentation type

Oral

Authors

Simon Simonsen, Ph.D., associate professor, Center for Nursing, University College Absalon, Denmark, sisi@pha.dk

Marianne Brodersen, Ph.D., associate professor, Center for Nursing, University College Absalon, Denmark, mar@pha.dk

Randi Andersen, Ph.D. associate professor, Center for Pedagogy, University College Absalon, Denmark, raa@pha.dk

Stine Gundtoft Roikjær, Ph.D., Project leader, Center for Nursing, University College Absalon, Denmark, stgr@pha.dk

Abstract

This presentation investigates the ambivalent role of digital technologies in residential elder care, based on a case study from three nursing homes. On one hand, digital technologies enhance care by helping to manage complexity, identify residents' needs, and promote predictability in service delivery. On the other hand, they also introduce new challenges, increasing complexity, blurring residents' needs, and reducing predictability. We explore how these technologies reshape caregiving practices, with care workers navigating the dual demands of adapting technology to their needs while contending with unintended consequences. By examining the lived experiences of caregivers, we aim to develop a framework for creating digital technologies that address the multifaceted and contradictory nature of elder care. This work is grounded in the CARE_A project- a project funded by Interreg EU.



This study employs a case study approach, focusing on three nursing homes where digital technologies are integrated into daily caregiving practices. The research is qualitative, utilizing in-depth interviews, participant observations, and focus groups with care workers, managers, and residents to gather insights into the lived experiences of those directly interacting with these technologies. The purpose of the study is to understand the practical and emotional responses of caregivers to digital tools, and how these technologies influence their ability to provide care. Through this method, we aim to highlight the complexities and ambivalence surrounding the adoption of digital technologies in elder care, offering recommendations for their development and integration that better align with the needs of both care workers and residents.

Keywords

lived experience, digital technology, elder care, ambivalence

References

- Danbjørg DB & Olesen F (2022). Teknologi i sygepleje. Frederiksberg: Samfundslitteratur
- Hasse, C. & Brok, L. (2015) TEKU-modellen. Teknologiforståelse i professionerne
- Don Ihde (1993), Postphenomenology
- Don Ihde (1990) Technology and the lifeworld, The Indiana series in the philosophy of technology
- Rosenberger, R. & Verbeek P. (2015), Postphenomenological investigations
- Højlund, H. & Villadsen, K. (2020), Technologies in caregiving: professionals strategies for engaging with new technology,



Skuza, Jennifer

• The Lived Experience of Being a Teenage Girl

Presentation type

Oral

Author

Jennifer A. Skuza, PhD

Department Head and Associate Dean

University of Minnesota Extension Department of Youth Development

skuza@umn.edu

Background

Dr. Jennifer Skuza is a recognized leader in youth development. She has secured millions in external funding for transformative youth initiatives, innovative program models, and evidence-based curricula. Her work has contributed to peer-reviewed journal articles, book chapters, blogs, and podcasts that have shaped best practices in youth development.

Jennifer's scholarship focuses on adolescent experiences, immigrant and refugee adolescents, global youth citizenship, and program development. With expertise in phenomenology, she specializes in describing and interpreting the lived experiences of adolescents, providing valuable insights that inform policy and practice.

Aim of the Study

The purpose of the study is to describe the lived experience of being a teenager who identifies as female in the United States. I include methodological reflections on the use of lived experience in research.

Methods/Design

Phenomenological interviews served as the primary data collection method. The youth were aged 15 and 16 years old.

Results

Findings will be presented in two ways. First, the general meaning structure captures the essence of being a teenage girl. Second, the constituents represent the experience's meaning in more



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



concrete terms and are supported by text excerpts. The analysis is underway and will be completed by May 2025. Findings will also include my reflections on using lived experiences in research.

Conclusion and/or Topics for Further Discussion

Today's adolescents are growing up in an era of rapid change, with unprecedented access to information, opportunities, and challenges. It is a unique experience shaped by technology, social change, and global events. More studies on different youth populations are needed to better understand and support this generation.



Solvi, Anette S. & Røseth, Idun

• Invisible struggles: A phenomenological study of foster parents' caring experience

Presentation type

Oral

Presenter

Anette S. Solvi, Telemark Hospital Trust, University of Oslo, anstso@sthf.no

Co-author

Idun Røseth, Telemark Hospital Trust, University of Agder

Background

Foster parenting can be a complex, existential, and emotionally demanding experience, particularly when caring for children with mental illness and attachment difficulties. Foster parents also live within an institutional system that both enables and regulates their caregiving, shaping how they experience and make sense of their role. While foster care is often framed as an act of care, little is known about how foster parents perceive and interpret their everyday reality, that is, their lifeworld.

Aim

This study explores the lived experiences of foster parents in high-demand caregiving situations, and how they find meaning, manage emotional ambiguity, and balance relational commitment with systemic constraints.

Methods

A descriptive phenomenological approach was applied to 22 in-depth interviews with foster parents caring for children with extensive needs. Giorgi's method guided the analysis, uncovering essential meaning structures beyond individual experiences.

Results

Findings illuminate how foster parents become emotionally entangled in the child's struggles while striving to provide stability. Their role is characterised by paradoxes: love and exhaustion, presence and alienation, agency and powerlessness. Participants described an ongoing process of making



sense of their caregiving role, negotiating personal dedication alongside external constraints. Many felt deeply responsible for the child yet constrained by institutional regulations in key decisions.

Conclusion

This study underscores the need to recognise foster parents' emotional labour. Their distress is not just personal, but shaped by existential dilemmas, relational dynamics, and systemic and cultural constraints. A phenomenological perspective offers insights that can inform policies, acknowledging both their emotional realities and the complex needs of foster children.



Steenfeldt, Vibeke Østergaard; Vestergaard, Kitt; Fellegi, Franciska;
Larsen, Laura Krone & Knauf, Antje-Franziska

• Grasping students' lived experiences with improvised theatre

Presentation type

Oral

Authors

Vibeke Østergaard Steinfeldt

Kitt Vestergaard

Franciska Fellegi

Laura Krone Larsen

Antje-Franziska Knauf

Background

Healthcare professionals meet with many patients and relatives who are in vulnerable situations which can be quite overwhelming. The ATHENA-project aims to improve students' communicative skills during improvised theatre as a training method within nursing, midwifery and social worker education. Improvised theatre is helpful in training sensitivity and reflexivity. To our knowledge not much research exists about students' attitudes towards this kind of training but in the classroom, we face students who are quite reluctant and seems shy during the training sessions, in particular after Covid 19.

Aim

In the nursing education at University College Absalon, we have refined and tested a selection of training tools, and now we engage with theatre improvisation. This study explores nursing students' lived experiences with improvised theatre to generate a knowledge foundation for the further development of training tools.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSkilde, DENMARK



Method

Focus group interview will be conducted with nursing students in the 1st and 5th semester who have experienced improvised theatre as a training method during spring. Furthermore, own reflections on the experiences at the theatre workshops will be reflected.

The presentation

Since this is a planned study, we have no results to present yet. During the presentation we invite the attendees to discuss phenomenological approaches as ways to dive into the students' experiences.



Stelter, Reinhard

• Grasping lived experiences through transformative dialogues

Presentation type

Oral

Author

Reinhard Stelter – professor emeritus - University of Copenhagen

rstelter@nexs.ku.dk

Abstract

This presentation aims to explore the potential, theoretical foundations, and method of transformative dialogues—whether as part of qualitative research interviews or as a means of understanding lived experiences in other contexts, such as counseling, organizational development, or personal growth.

From a theoretical standpoint, meaning is *co-created* in dialogue, where all participants engage as resonating partners. Concepts such as *witness thinking* (Shotter, 2006) and *relational attunement* (Stelter, 2019) capture the essence of the interconnectedness within the dialogue. Through this dialogical process, moments of symmetry emerge, allowing the participants to connect on a more abstract and fellow-human level. It is at this level that lived experiences are shared and explored, including reflections on personal values, which become central to the dialogue.

Delving into these existential dimensions, Danish philosopher Ole Fogh Kirkeby (2009) reinvigorated the concept of *protrepticos*, derived from Aristotle's philosophy, as a dialogical approach. *Protreptic dialogues* can serve as an integral component of transformative dialogues.

A transformative dialogue can take its point of departure in a concrete situation—such as an experience, challenge, conflict, or highlight in life. Through *relational attunement*, the participants gradually move toward an existential level, where the dialogue illuminates the most essential aspects of each participant's lived world. In the context of a research interview, however, the primary focus remains on the interviewee.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



In conclusion, the concept of transformative dialogues challenges the notion that research interviews or professional conversations as one-sided. The key innovation lies in recognizing that in a genuine and transformative dialogue, both parties are open to change and grow through their interconnectedness. New knowledge and understanding is a result shaped in collaboration between both/all participants in the dialogue.



Su, Yu-Fang

• **Becoming a Phenomenological-Oriented Child Psychologist**

Presentation type

Oral

Author

Yu-Fang Su¹

¹Clinical Psychologist, Clinical Psychology Division, Department of Rehabilitation Medicine, Mennonite Christian Hospital

Email: wwwkop000@gmail.com

Phone: +886978323100

Mailing Address: Mennonite Christian Hospital. NO.44, Minquan Rd., Hualien 97060, Taiwan, R. O. C.

Brief Biography

My name is Yu-Fang Su, I am currently working in the Rehabilitation Department of Mennonite Hospital as a newly practicing clinical psychologist in Taiwan. My work primarily involves providing therapy for children aged 0-6 with autism, ADHD, and emotional disorders. My dream is to integrate a phenomenological approach into clinical encounters within the field of child psychology, which is often dominated by functional training, neuropsychological frameworks, and behavioral conditioning.

Abstract

Working as a phenomenological psychologist within Taiwan's hospital system, presents significant challenges. For novice psychologists entering the psychiatric field, the hospital environment is often dominated by the well-established framework of evidence-based psychiatry. The psychological therapy scenes encountered with clients are often required to fit into a diagnostic system to facilitate swift communication across medical departments. Furthermore, the fast-paced nature of medical work emphasizes efficiency and measurable outcomes. In response to these clinical demands, many psychologists opt for standardized and systematic therapeutic



approaches, reinforcing the dominance of behaviorism and cognitive psychology, as their seemingly "clear-cut" treatment objectives align well with hospital protocols.

However, as a psychologist trained in phenomenological psychology, I cannot simply be a concept-driven empirical scientist—one who speculates, explains, or imposes psychological concepts onto a client's narrative. Instead, my focus lies in carefully observing and describing the therapeutic scene, engaging in in-depth discussions with supervisors about those "felt moments" during therapies, and striving to understand them—rather than standing ahead of them, attempting to interpret, guide, or control their everyday experiences.

This study explores a clinical case of a child, demonstrating how, as a novice practitioner, I adopt phenomenological psychology as my foundational perspective. It will focus on the following:

1. How phenomenological methods can deepen the understanding of a child's play within clinical settings.
2. How a novice psychologist develops a phenomenological perspective through supervision.
3. The distinction between "understanding" and "explanation" in therapeutic practice.

This research aims to introduce a more experienced-centered perspective to Taiwan's field of child psychology and integrate phenomenological psychology into therapeutic encounters with children.



Sævi, Tone

• Understanding, and that which just happens

Presentation type

Oral

Author

Professor Dr. phil Tone Sævi, VID Specialized University, Bergen, Norway.

Email: tone.sævi@vid.no

Abstract

The heading is the title that Gadamer himself prepared for his renowned work *Truth and method* (1960), the latter being the publisher's decision. Understanding, in Gadamer's terms, is a deep ontological phenomenon displaying how human beings are in the world; how we as humans encounter the world, ourselves and others. Understanding is the human condition under which we are born, live and die and the condition under which we just must accept what comes next. Understanding as dwelling, spontaneity and contact is contrary to what we think of as method and also presents a different way toward what we experience as truth.

I will try out Gadamer's phenomenon of understanding connected to an example of a concrete pedagogical situation. With this I bring in motion the old Greek understanding of *phronesis* as understanding, and particularly the 'phronetic' qualities of tact, improvisation and dialogue. I start by presenting a pedagogical example where a teacher encounters a class of secondary high students for the first time. Then I ask, 'What happens here?' 'What does the teacher do?' 'How does the encounter continue?' The idea here is to challenge our confusion of what is right and what is true (Heidegger, 1997).

My intention with the presentation is to explore the spontaneous understanding of an educational situation in terms of tactful and dialogical teaching, and to offer an alternative to the strong demands of predictability, preplanning and standardization that is paramount today.

References

Gadamer, H-G. (1960). *Wahrheit und Methode*. J.C.B. Mohr.

Heidegger, M. (1997). *Basic writings. From being and time (1927) to the task of thinking (1964)*. Harper Collins Publishers. [Edited, with general introduction and introductions to each selection by



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



David Farrell Krell]. VII The question concerning technology, 283-317. Bavarian Academy of Fine Arts, November 18, 1953.



Sørensen, Pelle Korsbæk; Roikjær, Stine G.; Andersen, Heidi Lene
Myglegård & Andrés, Emilie Marie

• Enhancing Psychosocial Competencies in Paediatric Nursing: The Value of Lived Experiences in a Complex Intervention

Presentation type

Oral

Presenter

Pelle Korsbæk Sørensen, PhD, Assistant Lecturer, Research and Development, Centre for Nursing Studies, University College Absalon, Denmark, pkso@pha.dk

Co-authors

Stine G. Roikjær PhD, Assistant Lecturer, Research and Development, Centre for Nursing Studies, University College Absalon, Denmark, stgr@pha.dk

Heidi Lene Myglegård Andersen, PhD, Assistant Professor, IRS - Næstved, Slagelse, Ringsted Hospitals (NSR), PROgrez - Research Unit of Physiotherapy and Occupational Therapy, University of Southern Denmark, DK (SDU), helea@regionsjaelland.dk

(PI) Emilie Marie Andrés, Postdoc, Senior lecturer, Research and Development, Centre for Nursing Studies, University College Absalon, Denmark, eman@pha.dk

Abstract

This study is set in three hospital wards dedicated to enhancing paediatric nurses' psychosocial competencies. Strengthening psychosocial nursing skills in a paediatric hospital setting requires an approach that integrates both scientific methodologies and lived experiences. This presentation explores the relevance of using qualitative methodologies to understand the field and shape co-created interventions. Specifically, we discuss how lived experiences of nurses can be combined with a structured scientific approach to complex interventions¹. The study follows a sequential model comprising three phases: (i) Observations to examine spatial and communicative aspects of paediatric nursing to psychosocially vulnerable children; (ii) Qualitative life-world interviews to gain deeper insights into nurses' aspirations, challenges, and professional experiences; and (iii)



Dialogical workshops fostering co-creation of interventions. A hermeneutical approach is employed, allowing for continuous reinterpretation of findings to refine interventions.

The initial observational phase focused on identifying where and how psychosocial nursing to children and young people occurred within hospital settings, as well as whether reflexive team dialogues on complex cases took place. Subsequent interviews provided a deeper understanding of nurses' lived experiences, including their aspirations and challenges in delivering psychosocial paediatric care in an institutional setting. These findings challenged initial preconceptions and were further explored in dialogical workshops with nurses and managers. This interactive knowledge exchange laid the foundation for the next project phase, where co-created interventions are to be implemented within teams and the organization.

This study highlights the value of openness in qualitative research², particularly through a hermeneutical spiral that integrates lived experiences with analytical insights³. We invite discussion on how this approach can strengthen paediatric nursing skills and ensure that co-created interventions are meaningful, sustainable, and responsive to the realities of clinical practice.

References

¹ Skivington K, Matthews L, Simpson S A, Craig P, Baird J, Blazeby J M et al. A new framework for developing and evaluating complex interventions: update of Medical Research Council guidance BMJ 2021

² Thirsk, L. M., & Clark, A. M. (2017). Using Qualitative Research for Complex Interventions: The Contributions of Hermeneutics. *International Journal of Qualitative Methods*, 16(1)

³ Hagedorn-Rasmussen, P., Lund, H., Mac, A., Sørensen, P. K., & Thomsen, R. (2021). Lærende kortlægning: læring mellem forskning og praksis. *Forskning og forandring*, 4(2), 1–22.



Therrien-Binette, Anne-Sophie & Vinit, Florence

• Traumatized Bodies and Adaptive Massage Therapy: A Possible Encounter?

Presentation type

Oral

Authors

Anne-Sophie Therrien-Binette, Ph.D candidate in psychology at University of Quebec in Montreal (UQAM), Canada

Florence Vinit, Ph. D., Department of psychology, University of Quebec in Montreal (UQAM), Canada

Emails : therrien_binette.anne-sophie@courrier.uqam.ca ; vinit.florence@uqam.ca

Background

Anne-Sophie Therrien-Binette is a doctoral candidate in psychology at the University of Quebec in Montreal (UQAM). She holds a bachelor's and a master's degree in philosophy (UQAM, University of Montreal). Her doctoral thesis focuses on women's relationship with their bodies, intimacy and space after experiencing sexual violence. Her interests in psychology include clinical psychopathology, psychoanalysis, and phenomenology.

Abstract

Sexual trauma profoundly impacts multiple dimensions of an individual's functioning and embodied experience. Survivors often develop habitual strategies to numb sensations, dissociate from their bodies, and avoid both internal and external triggers (van der Kolk, 2014; Ataria, 2016). Drawing on feminist phenomenology (Young, 1980; Weiss, 1999) and the phenomenology of embodiment (Merleau-Ponty, 1945), this study considers how trauma disrupts the lived experience of the body, alienating survivors from their own corporeality. Research suggests that body-oriented therapeutic interventions, such as massage therapy, may complement traditional trauma treatments by fostering a renewed relationship with one's body, reducing dissociative symptoms, and enhancing somatic awareness (Field, 1997; Price, 2012).



However, to date, no qualitative study has explored survivors' experiences of receiving such care.

This study presents preliminary findings from a phenomenological analysis of interviews conducted with ten women who participated in an innovative massage therapy protocol designed for trauma survivors. Conducted within a feminist framework, this research examines the embodied imprints of sexual violence and the potential for reclaiming bodily intimacy and social presence. We explore how trauma-informed massage therapy may support survivors by alleviating fears of touch, reducing social mistrust, and fostering emotional expression. Findings highlight the role of a caring, ethical and consent-driven touch in reestablishing a sense of agency and embodiment, offering a possible complementary perspective on therapeutic care for trauma survivors.



Thorsen, Rolf

• When Something Happens Along the Way – On Vulnerability and Preunderstanding in Writing

Presentation type

Oral

Author

Rolf Thorsen

Førsteamanuensis (Associate Professor)

Universitetet i Stavanger/ University of Stavanger

Avdeling for omsorg og etikk/ Department of Caring and Ethics Det
helsevitenskapelige fakultet/ Faculty of Health Sciences

rolf.i.thorsen@uis.no

Abstract

This presentation began as an exploration of loneliness and exclusion. Little did I know that the writing would overtake me and lead me to question my own life. As I wrote about loneliness, my perspective changed. I became increasingly preoccupied with how our personal life experiences come into play and influence us when we write. Our pre-understanding is important—understood here as the experiences we have encountered in life that may affect what we wish to investigate. Our perception of preunderstanding tends to become overly theoretical. Preunderstanding is also embodied and can be difficult to account for in advance. Our body can hide inner scars, bruises, and wounds, as well as hopes and dreams.

Thus, the presentation becomes twofold. It is about our vulnerability and pre-understanding, while the phenomenon of loneliness serves as a recurring example.

The approach is phenomenological and is linked to a Danish tradition of life philosophy. The text is an outer and inner journey through experience, art, literature and poetry.



Thölking, Tessa; Girard, Dominique; Engels, Yvonne; Schoon, Yvonne & Van Wijngaarden, Els J.

• Exploring the lived experience of end-of-life choices of older adults with multimorbidity: a multiperspective and longitudinal phenomenological study

Presentation type

Oral

Presenter

Thessa W. Thölking¹

Thessa.Tholking@radboudumc.nl

Co-authors

Dominique Girard, PhD²

Yvonne Engels, PhD (Professor in Meaningful Healthcare)¹

Yvonne Schoon, MD, PhD (Professor in Geriatrics)³

Els J. van Wijngaarden, PhD¹

¹ Department of Anesthesiology, Pain and Palliative Medicine, Radboud University Medical Center, Geert Grooteplein Zuid 10, Nijmegen, 6525 GA, the Netherlands

² Department of Health Sciences, University of Quebec in Rimouski, 300 allée des Ursulines, Rimouski, G5L 3A1, Canada

³ Department of Geriatrics, Radboud University Medical Center, Geert Grooteplein Zuid 10, Nijmegen, 6525 GA, the Netherlands

Background

Against the backdrop of an increasing prevalence of multimorbidity in old age resulting in an increase of complicated healthcare decision to be made within complex healthcare systems,



we explored how end-of-life healthcare choices are made over time in interactions between older patients (75+) with multimorbidity, their close ones and the different healthcare professionals involved.

Methods

In this longitudinal, multiperspective, phenomenological and ethnographic study we followed nine 'patient journeys' of older adults ≥ 75 y with ≥ 3 chronic conditions whose physicians wouldn't be surprised if they died within the next 12 months. This entailed observing patients' various healthcare appointments ($n=73$) during a six-month period and (serial) interviews ($n=63$) with patients, their close ones ($n=11$) and different healthcare professionals ($n=58$). To manage the large quantity of data, phenomenological analysis was undertaken by composing narratives per patient journey.

Results

Choices were not restricted to singular moments during interactions between patients, close ones, and healthcare professionals but permeated the daily lives of patients and close ones. Outside of healthcare consultations, choice could occupy patients and close ones through doubts, fears, and conversations with each other. Patients mostly experienced their possibilities to make choices in healthcare as limited, be it through experiencing personal ineptitude regarding their choices, perceiving limited options to choose from, or receiving minimal opportunities to choose from healthcare professionals or the healthcare system. There often was tension between patients' and close ones' needs. Healthcare professionals rarely opened conversations about end-of-life topics or hesitated to do so.

Conclusion

End-of-life choices of older adults with multimorbidity need to be understood broadly as dynamic, relational processes that transcend decision-making conversations with healthcare professionals. Therefore, healthcare policy regarding decision-making should account for this by being attentive the elements of choice that are play an important role patients and close ones but tend to be overlooked.



Torsteinson, Helene

• What is the meaning of moral disquiet in human life and professional practice?

Presentation type

Oral

Author

Helene Torsteinson (htor@hvl.no)

Western Norway University of Applied Sciences, Norway

Abstract

In Linn Ullmann's book *A blessed Child* (2008), we get to meet the teenage girl Laura. On her way to the beach she comes across an injured bird.

It flapped its wings but couldn't take off and fly, it just lay there struggling. It wasn't cheeping or twittering or singing or crying. /.../ It tensed, and braced itself, and flapped its wings as hard as it could, and when nothing happened it folded in on itself and waited awhile before trying once more. This happened over and over again. Laura wished she hadn't seen the bird. /.../ She could not just walk on, of course, leave it lying there, flapping its wings, convince herself that she'd be able to forget it as the day wore on. And maybe she would forget for a little while, but something was bound to remind her. It could be absolutely anything: the swans on the sea, a stone at the water's edge, a song on her tape recorder (p. 138-139).

The lived experience of being touched by the other, whether the other is an injured bird or another human being, is a common human experience. Often such experiences come abruptly and leave us disquieted and emptyhanded - without knowing what to say or do in the moment. Such experiences also tend to follow us through constant reminders. The overall question for my presentation is: What is the meaning of moral disquiet in human life and professional practice? The presentation is a (re)reflection on central aspects highlighted in my PhD-dissertation (Torsteinson, 2024). Here, I explore moral disquiet as an existential phenomenon. To nurture the phenomenological exploration, I interviewed 13 third year students in nurse, social work and kindergarten teacher educations. The study draws on van Manen's phenomenological approach, existential philosophy and the Continental pedagogical tradition.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



References

Torsteinson, H. (2024). *Movements (from the self) Towards an Unself. A Phenomenological Exploration of Moral Disquiet in Human Life and Practice*. PhD-dissertation. VID Specialized University.

Ullmann, L. (2008). *A blessed child*. Picador.



Uilhoorn, Aafke; Schilderman, Hans; van den Berg, Mariecke; Scherer-Rath, Michael & Verhaak, Chris

• Contingency and well-being among transgender and gender diverse (TGD) people: Insights from a participatory pilot study

Presentation type

Oral

Presenter

Aafke Uilhoorn, MA, PhD candidate, Radboud University Nijmegen, the Netherlands

aafke.uilhoorn@ru.nl

Research team

prof. dr. Hans Schilderman (Professor Empirical and practical religious studies), prof. dr. Mariecke van den Berg (Professor Textual, Historical and Systematic studies of Judaism and Christianity, Extraordinary professor Feminism and Christianity, Radboud University), dr. Michael Scherer-Rath (Associate professor Empirical and practical religious studies, Radboud University), dr. Chris Verhaak (Clinical psychologist, Associate professor Psychology on Sex and Gender, Radboudumc)

Abstract

Transgender and gender diverse (TGD) people often face significant challenges in navigating the change in their gender related sense of self. This self-realization is a significant life event (Turban et al., 2023) that is inherently contingent: it constitutes a life event of “something that is neither necessary nor impossible” (Wuchterl, 2011). While research on gender diversity has addressed meaning-making and well-being, the intersection of contingency, narrative identity, and well-being in TGD individuals remains underexplored. Considering that the search for gender identity often intertwines with questions of meaning and spirituality (Beckman & Van den Berg, 2018; Huttunen & Kortelainen, 2020), a deeper understanding of these dimensions is crucial for improving TGD health outcomes.

This interdisciplinary study seeks to answer: How can the search for meaning experienced by TGD individuals be characterized, and how does it influence their well-being? Using Hartog et al.'s (2020) narrative meaning-making model, the research will explore how TGD individuals construct



meaning from their gender diversity and its impact on well-being. The study involves semi-structured interviews with TGD participants of diverse ages, identities, and backgrounds.

The project employs a participatory, collaborative research design, recognizing the value of community involvement throughout the research process. This insider study, conducted by a member of the trans community, ensures that the lived experiences of TGD individuals are prioritized. The research follows feminist ethics, intersectionality, and guidelines for ethical research with transgender communities (Bauer et al., 2019; Bell, 2014; Vincent, 2018). The first phase of the study involves a pilot study with a small group of TGD individuals.

During the presentation, the researcher will discuss the methodological choices, including the value of intersectional feminist ethics, participatory design, and insider perspectives, reflecting on how these approaches enrich the study. Initial findings from the pilot study will also be shared.

References

- Bauer, G., Devor, A., Heinz, m., Marshall, Z., Pullen Sansfaçon, A., & Pyne, J. (2019). CPATH ethical guidelines for research involving transgender people & communities. *Canadian Professional Association for Transgender Health*. <https://cpath.ca/wp-content/uploads/2019/08/CPATH-Ethical-Guidelines-EN.pdf>
- Beckman, M., & van den Berg, M. (2018). Zorg in transitie: Een handreiking voor geestelijke verzorging aan transgender personen. *Tijdschrift Geestelijke Verzorging*, 92, 12-21.
- Bell, L. (2014). Ethics and feminist research. *Feminist research practice: A primer*, 73-106.
- Hartog, I., Scherer-Rath, M., Kruizinga, R., Netjes, J., Henriques, J., Nieuwkerk, P., Sprangers, M., & Van Laarhoven, H. (2020). Narrative meaning making and integration: Toward a better understanding of the way falling ill influences quality of life. *Journal of health psychology*, 25(6), 738-754.
- Huttunen, A., & Kortelainen, T. (2021). Meaning-making on gender: Deeply meaningful information in a significant life change among transgender people. *Journal of the Association for Information Science and Technology*, 72(7), 799-810.
- Turban, J. L., Dolotina, B., Freitag, T. M., King, D., & Keuroghlian, A. S. (2023). Age of Realization and Disclosure of Gender Identity Among Transgender Adults. *Journal of Adolescent Health*, 72(6), 852-859.
- Vincent, B. W. (2018). Studying trans: Recommendations for ethical recruitment and collaboration with transgender participants in academic research. *Psychology & Sexuality*, 9(2), 102-116.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Wuchterl, K. (2019). Religious-philosophical contingency and empirical theology. *Journal of Empirical Theology*, 32(2), 169-187.



Van Manen, Michael

• On the Method of Touch in Phenomenological Research

Presentation type

Oral

Author

Michael van Manen

Affiliations: John Dossetor Health Ethics Center, Department of Pediatrics, University of Alberta, Canada ; Children and Adolescent Department, Zealand University Hospital, Region Zealand & Faculty of Health, Institute of Regional Health, University of Southern Denmark, SDU, Denmark

Correspondence to: Michael van Manen, John Dossetor Health Ethics Centre, 5-16 University Terrace, University of Alberta, Edmonton, Alberta, Canada, T6G 2T4, michaelv@ualberta.ca, 780-446-9964

Abstract

What is at stake when we try to grasp something? If we aspire to seize or otherwise appropriate it within the grip of our apprehension? Could it be that at the hand of understanding what is obtained is contorted, disturbed, or otherwise affected? Perhaps our gesture needs to be one not of grasping but instead one that is open to touch?

Touch, after all, is the most intimate of the senses. Through it we find contact, feel, caress, affect, pressure, and convergence. And as has been written, touch is a double gesture whereby in touching we may be touched. We may also recognize that touch may occur in its physical absence to reveal a sensuality beyond what we feel for. We may experience touch through our eyes, ears, and nose even. In this way, we may consider touch as a sensibility, a sensuality of sense, and for phenomenological research a method even. What are the implications of foregrounding touch as the method of phenomenological research? What happens if our aim is not to grasp but to be open to touch? If textuality is oriented to this convergence of feeling rather than defining meaning precisely?

In this methodological paper, I will explore moments of methodical touch, and how we may specifically understand touch as a method for hermeneutic phenomenological research that



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



conditions writerly reflection. Indeed, touch is all the more important to recognize when we live under the threat of populism, the leveling of diversity, and the disregard of difference.



Van Woerkum-Rooker, Tessa; Slors, Marc; Rikkert, Marcel Olde; van Wijngaarden, Els; Dings, Roy & Scherer-Rath, Michael

• The ‘sense of self in persons with a dementia syndrome’ project

Presentation type

Oral

Presenter

Tessa van Woerkum-Rooker, MA, PhD candidate, Radboud University Nijmegen.

Tessa.vanwoerkum-rooker@ru.nl

Research team

prof. dr. Marc Slors, professor Philosophy of Mind and Language, Radboud University.

prof. dr. Marcel Olde Rikkert, professor Clinical Geriatrics, Radboudumc.

dr. Els van Wijngaarden, assistant professor Contemporary Meanings of Ageing and Dying, Radboudumc.

dr. Roy Dings, postdoc Philosophy of Mind and Language, Radboud University.

dr. Michael Scherer-Rath, associate professor Empirical and Practical Religious Studies, Radboud University.

Abstract

Living with Alzheimer’s dementia is often perceived as a process of slowly losing one’s self. This idea, however, is based on a narrow understanding of self - one that follows from a prevailing focus on reflective self-aspects as constitutive of the self. The self can also be understood in a multidimensional way, encompassing both reflective and pre-reflective aspects. In this talk, I will explain how this multidimensional view of self provides a promising point of departure for empirical research on the self of persons with Alzheimer’s dementia in all its facets.

In the first theoretical article of this interdisciplinary research project, the results from the various fields of research involved in research on the self in dementia were integrated. This led to a fourfold clustered approach of self (Van Woerkum-Rooker, forthcoming). The preliminary understanding of



the self in Alzheimer's dementia that this clustered approach offers, stressed the importance of using holistic and ecologically valid research methods in researching topics related to the lived experience of people with Alzheimer's dementia.

The qualitative, empirical part of the project therefore adopts the approach of reflective lifeworld research. By following multiple individuals during several visits, it aims to uncover the essence of what it means to experience the phenomenon of the impact of Alzheimer's dementia on one's self.

After outlining the theoretical foundation of this project, the empirical component will be discussed in detail. I will focus on my experiences of conducting reflective lifeworld research with persons with Alzheimer's dementia. In this, I will invite you to think along with the challenges and opportunities phenomenological research with people with cognitive impairment poses. Ultimately, this research intends to offer valuable insights into a relatively under-explored area: the changes in the multidimensional self of individuals with Alzheimer's dementia, as understood from their own perspective.



Vinit, Florence

• Lived experience and supervision in psychology: what role does lived body play in supporting practitioners?

Presentation type

Oral

Author

Florence Vinit, Ph.D., Professor, Department of Psychology, University of Quebec in Montreal, Canada.

vinit.florence@uqam.ca

Background

In psychological supervision, understanding the lived experience of both practitioners and clients presents a complex challenge. Beyond verbal analysis, this process requires attention to bodily sensations, emotions, and pre-reflective phenomena, which are central to the therapeutic relationship. The role of the lived body in supervision is not so much addressed, particularly during student's early internships, despite its significance in understanding the therapist's personal and professional growth. Within the supervision space, the body serves as a resonance site, where tensions, unspoken dynamics, and transference processes emerge.

Aim of the Study

At the intersection of phenomenology, hermeneutics, and clinical practice, this presentation explores key questions:

- How can bodily awareness deepen self-understanding in supervision?
- What insights can phenomenological and hermeneutic traditions offer to rethink the learning process in supervision and give voice to felt sense of supervisor and supervisee.

Methods/Design

The study will adopt some narratives of real moment of supervision in humanistic psychology, that will highlight how bodily sensations, implicit knowledge, and intersubjective dynamics shape the process. This methodology prioritizes first-person narratives and reflective inquiry to explore



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



the pre-reflective dimensions of supervision, shedding light on how therapists engage with their embodied presence in learning.

Conclusion

In a world increasingly demanding standardized protocols, this presentation invites to an exploration of lived experience in supervision. By integrating perspectives from clinical psychology and phenomenologico interpretative's approaches, the conference seeks to restore the importance of lived body and experience in the learning and development of psychologists.

References

Butté C., Colbert T., 2023. *Embodied approaches to supervision. The listening body*, Routledge.

Gendlin, E., 1962. *Experiencing and the creation of meaning. A philosophical and psychological approach to the subjective*. The Free Press of Glencoe, New York.



Wang, Fengzhi

• Phenomenological lived experiences on English Language Perception

Presentation type

Oral

Author

Fengzhi WANG

Department of Primary Education, Hebei Normal University, China

Email address: onlynikita@163.com

Abstract

The success or failure of English learning largely depends on the acquisition of English language perception. Mainstream research on the acquisition of English language perception focuses on how "language" and "perception" are connected. Grounded in phenomenology, this study suspends various dualistic causal explanations in mainstream research, returns to the lived experiences of English language perception itself, and uses the analytical method of phenomenological reduction to examine the experience of English language perception as a whole. It delineates the emergence process of English language perception in four stages and seven themes, and discovers that the essence of acquiring English language perception is the acquisition of embodied habits. Based on this, suggestions for English teaching in primary and secondary schools are put forward, providing a new possible approach and theoretical logic for deeply reflecting on the theory and practice of English teaching in primary and secondary schools in China.



Wąsik, Elżbieta Magdalena

• Grasping (Inter)Subjective Experience: Between Affect and Evaluation

Presentation type

Oral

Author

Elżbieta Magdalena Wąsik

Adam Mickiewicz University in Poznań, Poland

elawasik@amu.edu.pl

Abstract

The research topic of this paper constitutes these aspects of the multi-level complexity of lived human experience, which are featured by temporal cause-and-effect organization in the variability of its orders. The background for considering a direct, first-person cognitive engagement of a human self will be the assumptions about the subjectivity of its perceptions and emotions, mental predilections and inclinations, and intentions and objectives that shape its specific inner worlds. The role of senses in becoming aware of objects and understanding their nature will be stressed by maintaining, inter alia, that all biological/living systems are autopoietic entities constituted by dynamic self-organization, living beings as cognitive systems form a whole with their environments, and as (self-)conscious beings and language speakers, human individuals have distinctive abilities to integrate information that they gain from multiple sources and to develop representations of themselves and their world. The main argument will be posed to the impacts of both affect and categorization-based subjective evaluation on the perception and thoughts of the individual. Expected results, will be drawn from the explorations of (1) conscious acts of intentional processing of sensory phenomena into respective meanings that are reflected in an individual's attitudes, feelings, and emotions expressible in words (verbal statements), (2) the individual's power to affect and being affected and their propensity to go beyond the rules and norms in the use of signs and symbols in shaping their values, and (3) social (intersubjective) meanings that facilitate exceeding subjectivity. Seeking explanations of how the mutual involvement of affect and valuation contribute to grasping experience by individuals, the paper will postulate further studies on the experiential theory of learning, the phenomenology of cognition/cognitive phenomenology,



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



the phenomenology of language, the phenomenology of communication, and the most, from the postmodern philosophy of affectation as well as axiology as the philosophy of values.



Wąsik, Zdzisław

• Lived Transtextual & Transmedial Knowledge about the World in Multimodal Appearances: Extending the Epistemological Scope of the Phenomenology of Practice

Presentation type

Oral

Author

Zdzisław Wąsik

WSB Merito University in Wrocław &

Research Federation of WSB–DSW Merito, Poland

zdzis.wasik@gmail.com

Abstract

The paper's subject matter bridges the scopes of semiotic epistemology and phenomenology of praxis with transmedia studies. Its aim concentrates on the questions about the limits of research of how practitioners of human experience-related disciplines grasp and interpret the significance of textual manifestations of knowledge in terms of lifeworld existentials while utilizing words of language and symbols of culture in communication. The results of inquiries should constitute a framework of a textualist experiential epistemology of practice serving as a conceptual-methodological tool for future areas of science. These areas may include the lived experiences of humans in the art of creation, transformation, or interpretations of narratives in various forms of their manifestations, engaging their textual, medial, or modal appearance and documentation. To realize its aim and results, the paper will present the following thematic spheres of general and specific research: (1) Textual knowledge about the world experienced through words & symbols (Introducing a textualist experiential epistemology of practice; From the embodied lived-through world to life-world existentials; Expanding essential themes of lived experiences in the phenomenology of practice); (2) Inter- and/or trans-media cartography of recording and broadcasting (Definitional scopes of intra-, inter-, and trans-levels of reasoning; Transtextuality types or transmedia intertextuality); (3) Multimodal ways and means of mapping and transferring knowledge (Discursive rhetorics of knowledge transmission through multiple texts; Meaning-making systems and modes of communication as responses to social needs). In appreciating the



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



textual view of knowledge, as a formative constituent of the personal stock of knowledge, the paper will distinguish its three meanings, relevant to practitioners of phenomenology. The first refers to textual knowledge contained in multimodal records at various media portals, the second to the participation in the production and interpretation of texts, and the third to connections between knowledge and practice in the personal formation of a knowing self.



Winther, Helle & Larsen, Michael Højlund

• MOVING LEADERSHIP. Phenomenologically inspired experience descriptions and a research based meditative movement practice for professionals

Presentation type

Oral

Authors

Helle Winther. Associate Professor PhD in Dance and Movement Psychology at Department of Nutrition, Exercise and Sports, University of Copenhagen, Denmark. hwinther@nexs.ku.dk

Michael Højlund Larsen. Programme Manager, M.Sc., M.Ed. Zealand Academy of Technologies and Business. Denmark.MIHO@zealand.dk

This presentation offers a brief overview of a study examining embodied training in the development of practical wisdom along with its key findings. Afterward, conference participants are invited to engage in a research-based meditative movement practice for professionals.

Background

Globally, there is growing interest in incorporating arts-based learning into higher education and professional development. Research indicates that professional communication and leadership can be enhanced through dance and music, increasing awareness of the sensual and emotional body (Biehl, 2017; Winther & Højlund Larsen, 2022; 2025).

Aim

This presentation is based on years of practice-based, phenomenologically inspired research on *The Language of the Body in Professional Practice*, including the projects *Dancing Nurses* and *Moving Leaders* (Winther, et al.2015; Winther & Højlund Larsen, 2022; 2025). We will primarily focus on a recent collaborative research study that explores how experienced leaders, participating in a three-month training program, developed their leadership through embodied training in practical wisdom. The program included creative dance practices, sharing leadership stories and individual training at workplaces.



Methods

Given the importance of the leaders' voices, we worked with collaborative, arts-based practitioner research, also inspired by van Manen's *Phenomenology of Practice* (Winther, 2015; van Manen, 2016). The leaders wrote rich phenomenologically inspired experience descriptions that may open up to inner speech, offering an impression of their lived and transformative movement processes and the development of their practical wisdom.

Findings

The project resulted in developing *The Five Leadership Asanas*, a research-based meditative movement practice for professionals. This practice is grounded in five essential themes that emerge from the leaders' deeply subjective stories and is influenced by movement psychology and philosophy.

Further discussion

The movement practice and insights from this study may have international relevance for a wide range of professional practices, where sensual communication, embodied leadership, and the development of practical wisdom are relevant.

References

- Biehl, B. 2017. *Dance and Organization Integrating Dance Theory and Methods into the Study of Management*: London. Routledge.
- van Manen, M. (2016). *Phenomenology of Practice. Meaning-Giving Methods in Phenomenological Research and Writing*. London and New York. Routledge.
- Winther, H., Grøntved, S. N., Graversen, E. K., & Ilkjær, I. 2015. *The dancing nurses and the language of the body: Training somatic awareness, bodily communication, and embodied professional competence in nurse education*. *Journal of Holistic Nursing*, 33(3), 182-192.
- Winther, H., Larsen M.H. (2022): *Moving Leaders: What insights do experienced leaders develop by training the language of the body through a combination of dance and phenomenological-inspired leadership stories?* *Organizational Aesthetics* 11(1): 159-179.
- Winther, H. & Larsen M.H. (2025): *Development of leadership through embodied training of practical wisdom. –A philosophical and movement psychological approach*. *In review*.



Wojnar, Danuta; Lopez-Rodriguez, Erlinda; Martinez, Jennifer & Rendon, Jennifer

• The Experiences of Patients on Long-Term Oxygen Therapy Residing in Medically Underserved Areas

Presentation type

Oral

Authors

Danuta Wojnar, PhD, RN, FAAN, Erlinda Lopez-Rodriguez, DrPH, MBA, Jennifer Martinez, DNP, CPN, Jennifer Rendon, DNP, AG-ACNP-BC. University of the Incarnate Word School of Nursing and Health Professions, San Antonio, TX, USA.

Background

Oxygen is essential to life. For those with chronic pulmonary conditions, there is a daily struggle to maintain oxygen requirements. Each year over 1.5 million of Americans require long-term supplemental oxygen (LTOT) for survival. The management of patients on LTOT is complex and multifaceted. Recently, a competitive bidding system was introduced by the U.S. Centers for Medicare and Medicaid (CMS) aimed to provide choices to individuals on LTOT. Little is known about the lived experiences of patients on LTOT, especially those residing in the medically underserved areas.

Purpose

To give voice to the patients requiring LTOT and residing in the medically underserved areas of U.S. The specific aims are (1) to explore the study participants' experiences with LTOT at home; (2) to explore the participants' experiences with healthcare; (3) to explore the participants' experiences with the CMS bidding program.

Methods

IRB approval to conduct the study was obtained. Data collection is in progress. A sample of 20 participants 18 years of age or older, on LTOT, living in medically underserved areas and able to speak English and/or Spanish is recruited to (1) participate in 60-90 minutes in-person or recorded video call interviews and (2) complete a self-administered demographic survey. The interviews are transcribed verbatim, and a constant comparative method is used to analyze the interview



transcripts. Descriptive phenomenological approach was selected to guide the investigation because it emphasizes discovering knowledge about the phenomena that are not well understood, from the perspective of people who live through them and, in contrast to other phenomenological approaches, it seeks to unravel universal truths about the phenomenon under study. Bracketing is used to set aside investigators' prior knowledge and biases. Investigators complete self-reflective diaries after each interview and consult with experts on phenomenology to ensure accuracy of interpretation.

Findings

Data collection and analysis are in progress.

Implications for Practice

The goal of this study is to give voice to individuals on LTOT with the goal of recommending comprehensive care practices that recognize patient lived experiences and their potentially unique care needs.



Wong, Shyh-Heng

• 'Body' in-between Space and Time When 'Care' Happens: Intercorporeality and Empathy, from the the cases suffering from Ataxia

Presentation type

Oral

Author

Shyh-Heng Wong

Associate Professor, Department of Counseling and Psychology, University of Taipei, Taiwan
PhD. Counseling and Psychology, University of Edinburgh, United Kingdom

Abstract

Ataxia is a common symptom of neurodegenerative diseases, including multiple sclerosis, cerebellar atrophy, and rare metabolic disorders such as metachromatic leukodystrophy. As these conditions progress, patients experience a desynchronization between bodily and linguistic abilities, making it challenging for caregivers to maintain quality care throughout the degenerative process.

In this study, several patients exhibiting ataxic symptoms and their family members engaged in an in-depth collaboration with the research team. Data were collected through prolonged observation and ongoing interviews. Using the phenomenological reduction method, this research provides deeper insight into the challenges of caregiving: as patients gradually lose their ability to communicate and control their bodies, caregivers must rely on shared past experiences, using their memories of the patient's previous bodily expressions to engage with their present physical state.

Caregivers navigate interactions that integrate language, facial expressions, and physical contact, forming caregiving actions in which emotions resonate and align in everyday life. This study highlights the concept of intercorporeality in caregiving, arguing that the embodied experiences constructed through the caregiving process are both temporal and spatial. Moreover, these experiences serve as the ethical foundation for profound empathy.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Keywords

Intercorporeality, Phenomenological Reduction, Ataxia, Care



Wu, Ya-Chi

• Phenomological reading of attention training group

Presentation type

Oral

Author

Ms. YA-CHI Wu

Clinical Psychologist, Clinical Psychology Division, Mental Health, Mennonite Christian Hospital (Taiwan)

Email: chi199584@gmail.com

Abstract

In psychiatric diagnosis, attention deficit usually refers to symptoms in children, such as difficulty focusing, trouble organizing tasks, avoidance of mentally demanding activities, forgetfulness, or frequent distractions. As a clinical psychologist, the majority of feedback that I get from educators and parents is that children have trouble concentrating and adapting to school, or lack motivation for homework without supervision. It reveals that attention issues may arise not only from the child but also from a disconnect with the school environment. Some children might be unfamiliar with educational systems or feel disconnected from exam culture, making it harder to adapt. Thus, "attention deficit" is shaped by social contexts rather than being an inherent problem.

Traditional attention training uses a cognitive-behavioral approach, teaching self-reminder techniques to reduce distractions. However, as a psychologist trained in phenomenology, I focus on how children experience attention within a training group. Do they concentrate better because they learn new techniques, or does the group create a different way of being, allowing them to connect with the world through new approaches? And can these experiences extend to school and daily life?

This study explores a clinical case of a child in an attention training group through a phenomenological lens. It rethinks the intrinsic value of "attention training" by examining the child's experiences and how these experiences influence their behavioral performance. Beyond describing child-environment interactions, this research not only offers an experiential perspective on attention training and child development but also fosters a deeper connection between research and clinical practice in Taiwan.



You, Shu Yu

• The emotion suffering experience and the transforming experience of the ambiguous loss for middle-aged daughters who take care of Dementia mothers

Presentation type

Oral

Author

Shu Yu You

University of Taipei

Department of psychology and counseling

+88623113040*4948

No.1, Ai-Guo West Road, Taipei, Taiwan (100234)

E-mail: youshuyu100@gmail.com

Abstract

The study aims at revealing the experiential structure of middle-aged daughters who suffer from the emotions of ambiguous loss when taking care of their Dementia mothers and aims at revealing the experiential structure of transforming experience of taking care of their mothers. The study analyze the research data using a phenomenological study. The study invite 5 middle-aged daughters caregivers whose mothers suffer Dementia in early, middle, late stages. And the study invite 2 counselors to do psychodramatic counseling. Every subject receive 12 psychodramatic counseling, once a week. The study collect counseling verbatim in psychodramatic counseling. The study focus on understanding the suffering emotions transformation experience of ambiguous loss when middle-aged daughters take care their mothers. The researcher interview with the caregivers and write the experience- describing of the caregiver according to the interviewing verbatim. Phenomenological analysis (Lee & Lai, 2009) was applied to the descriptions of experience and Phenomenological analysis (Lee, 2004) was applies to analysis the verbatim using dialogue analysis. Through this study, the suffering emotions experience transformation of daughters caregivers were clarified. The findings of the study are: (1) in psychodramatic counseling, counselors helped to explore the story and relationship of internal roles of middle-aged daughters caregivers . (2) in psychodramatic counseling, counselors helped middle-aged daughters



caregivers to describe and experience the loss and the care stress. (3) counselor used psychodramatic techniques to help caregivers to face and experience the loss and the care stress , help caregivers to experience the loss and dialogue with the stress and the loss . (4) Caregivers regain their strength and go with the loss and the stress. Through this study, the suffering emotions experience transformation of daughters caregivers were clarified.

Keywords

hermeneutic phenomenology, middle-aged daughters, care giver of Dementia mother, emotion suffering experience, transforming experience of the ambiguous loss



Ørskov, Birthe

• Lived experiences after receiving a dementia diagnosis - a phenomenological study

Presentation type

Oral

Author

Birthe Ørskov

Ass.Prof.

VID Specialized University

Faculty of Health Sciences

Campus Bergen, Norway

Mob: +45 30253330

Birthe.Orskov@vid.no

Background

Dementia is a life-changing diagnosis, that can disrupt a person's self-understanding and everyday life. However, there is limited research, on how people experience and adapt in the early period following their diagnosis. Understanding these experiences is crucial for developing supportive interventions and improving quality of life.

Aim

The study explores how persons recently been diagnosed with dementia experience and interpret the changes that occur in a changed life situation. It examines how they describe receiving the diagnosis, what thoughts and emotions it evokes, and their wishes for the future.

Method

A qualitative study with a phenomenological approach. Semi-structured interviews with persons in the early phase of dementia (within the first year post-diagnosis) to obtain an in-depth description of their lived experiences. The interview transcripts were analyzed and interpreted with reflexivity, following Max van Manen's hermeneutic-phenomenological analysis method.



Results

Receiving a dementia diagnosis is described as a significant turning point in life, leading to feelings of alienation, insecurity and uncertainty about the future. Central themes were identified: Loss of independence and threatened identity; emotional and existential struggles; relational dependencies and the importance of social support; desires to maintain hope and normality – achieved through routines, personal values, faith or meaningful activities.

Although the participants experienced loss and worry, many also developed strategies to maintain meaning, hope and engagement in life.

Conclusion

This study provides insight into how people experience changes in their self-understanding, everyday life and relationships following a dementia diagnosis. The findings contribute to a deeper understanding of existential, relational and ethical aspects of living with early-stage dementia. They highlight the need for person-centred and holistic support that addresses both practical needs, emotional and existential concerns. Acknowledging these perspectives can help relatives and healthcare professionals to provide support when meaning and coherence are sought to maintain identity and dignity.

Keywords

Phenomenology, dementia, newly diagnosed, subjective lived experience



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK

ABSALON
PROFESSIONS-
HØJSKOLEN
ABSALON

Symposium





Thölking, Tessa; Antonides, Marte Fleur; Van Wijngaarden, Els & Girard, Dominique

• Bridging multiperspective and longitudinal research with a phenomenological approach: a novel analytical framework

Presentation type

Symposium

Presenters

Thessa Thölking, Marte Fleur Antonides, and Els van Wijngaarden - Department of Anesthesiology, Pain and Palliative Medicine, Radboud University Medical Center, Nijmegen, The Netherlands.

martefleur.antonides@radboudumc.nl; els.vanwijngaarden@radboudumc.nl;

thessa.tholking@radboudumc.nl

Co-authors

Dominique Girard - Department of Health Sciences, University of Quebec in Rimouski, Rimouski, Canada.

Background

In human science research, we aim to capture complex human phenomena. Predominantly used methodologies, such as cross-sectional interview studies, offer valuable insights into these phenomena. However, phenomena can change over time and are experienced by people from different perspectives, and these designs are limited in exploring these aspects. To capture phenomena in their breadth and depth, longitudinal and multiperspective approaches offer possibilities. However, a suitable analytical method for such a design that fits our phenomenological epistemological underpinnings is lacking. Therefore, drawing on insights of existing analytical methods, in this symposium we will introduce our innovative analytical framework to bridge multiperspective and longitudinal data analysis with a sound phenomenological methodology.

Session 1: Research Methodology

In this session, we will share the epistemological underpinnings of our methodology. Drawing on thinkers such as Gadamer, Dahlberg and Slatman, we will argue the phenomenological



methodology is not restricted to an essentialistic understanding of the lived experience, but that the methodology offers opportunities to understand experiences as they are embedded in their broader (social) context. We will explicate the epistemological underpinnings of phenomenology and show how the methodology is suited to capture the complexity, richness and nuance of the relational and temporal nature of human experiences.

We will also illustrate how we draw inspiration from ethnography, where methods such as observation, shadowing, and long-term engagement with participants are already common practice alongside interviews, to enable us to capture the lived experience in its breadth. These ethnographic data collection methods enable researchers to move beyond narrated, retrospective experiences alone and witness the lived experience as it unravels over time within the context in which it is embedded.

Session 2: Analytical Framework

The analytical challenge of a phenomenological, multiperspective and longitudinal research design is to reduce the large amounts of data that is gathered, while preserving its richness and nuance. Central to our novel analytical framework is the creation of a narrative for each individual participant, followed by a collective narrative that integrates all perspectives within a group, revealing their dynamics. This allows the researchers to vividly describe the phenomenon's richness and temporal dimension and offer insight into how individuals make sense of their relationships within their socio-cultural context. A narrative can provide a compelling form of "felt knowing", capturing the emotional and embodied aspects of experience in a resonating narrative.

Session 3: Practical Applications

This session demonstrates how our analytical framework has been implemented in our own phenomenological, multiperspective and longitudinal research. By means of sharing examples from our own research projects, we will show how narratives can combine different data sources (e.g. interviews, observations, patient files) and significantly reduce the amount of data while capturing the complexity of the experiences. Also we will provide practical tools for the adoption of our framework.

Expected contributions

Attendees will gain insight into the epistemological underpinnings of our analytical framework, and will understand the necessity of this framework. Subsequently, we will provide an in-depth understanding of the framework and demonstrate its application, enabling participants to use it in their own research.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Conclusion

By presenting this method as a cohesive whole, we aim to inspire and encourage other researchers to adopt this method in their own research and to foster innovation in the analysis of complex phenomena.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK

**AB
SALON**
PROFESSIONS-
HØJSKOLEN
ABSALON



Abstracts: Poster presentations



Alm, Anne & Beck, Malene

• Accompanying the Inevitable: Lived Experiences of Nurses in Home-Based Pediatric Palliative Care

Presentation type

Poster

Presenter

Anne Alm, Clinical Nurse Specialist, Department of Cancer Treatment, Copenhagen University Hospital, Capital Region of Denmark.

Co-author

Malene Beck, Associate Professor, Children and Adolescent Department, Zealand University Hospital, Region Zealand & Faculty of Health, Institute of Regional Health, University of Southern Denmark, SDU, Denmark. Email: Maleb@regionsjaelland.dk

Abstract

Pediatric palliative care invites nurses into an intimate and profound space. This is one where life and death intertwine, and where presence often carries more weight than action. But what does it mean to accompany a child and their family towards death? What is shared in this existential companionship, and how do nurses navigate the fragile threshold between presence and absence?

While existing research explores the medical and ethical dimensions of pediatric palliative care, the lived experience of nurses providing home-based care remains underexamined. To follow a family toward the death of their child is not merely a clinical task but a sensitive daily attunement towards the child, and the family's needs. The nurse is both witness and participants, sensing the unspoken and responding to suffering in ways that extend beyond words.

Through a hermeneutic-phenomenological inquiry based on interviews with nurses across Denmark, this study examines how their experiences are influenced by different forms of knowledge. More than technical expertise, their work requires an embodied sensitivity; a way of knowing that cannot be fully articulated yet is central to providing care. In the encounter with dying children and their families, nurses describe how their role becomes one of 'walking alongside' in an existential companionship, where presence matters more than intervention. They speak of how the



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



essence of their work is found not in doing but in being, and how their attunement to suffering allows them to recognize what is needed without words.

These insights resonate with Carper's (1978) framework of nursing knowledge, particularly the significance of aesthetic knowledge—the intuitive, perceptual, and relational understanding that enables nurses to respond with sensitivity to the unique needs of each family. This study raises critical questions: How is such knowledge cultivated? Can it be taught, or does it emerge only through experience? And how can nurses be supported in sustaining their presence within this existentially demanding field?



Bagger, Bettan; Christensen, Jon; Hägi-Pedersen, Mai-Britt; Andersen, Heidi Myglegård & Høgsgaard, Ditte

• Bringing Experience into Play: Including Lived Experiences in an Action Research Process for the Development of a Stratification Tool for Patients with Complex Multimorbidity

Presentation type

Poster

Authors

Bettan Bagger¹, Jon Christensen^{2,3,4,5}, Mai-Britt Hägi-Pedersen^{6,7}, Heidi Myglegård Andersen^{2,4}, Ditte Høgsgaard^{2,3,4,6,7}

¹University of College Absalon, Center for Nursing, Naestved, Denmark, beb@pha.dk, ²Medicinsk Afdeling, Slagelse Sygehus, Region Sjælland, ³Forsknings-og Implementeringsenheden PROgrez, Afdeling for Fysioterapi og Ergoterapi, Næstved-Slagelse-Ringsted Sygehuse, ⁴Videns-og Forskningscenter for Multisygdom og Kronisk Sygdom, Slagelse Sygehus, ⁵Afdeling for Sundhedstjenesteforskning, Københavns Universitet, København, ⁶Institut for Regional Sundhedstjenesteforskning, Syddansk Universitet, Odense, ⁷Det Nære Sundhedsvæsen/eHospitalet, Region Sjælland

Background

Patients with complex multimorbidity often have multifaceted needs that can be difficult to identify using standardised clinical tools alone. An increased focus on co-creation and the inclusion of lived experiences can enhance the relevance and practical applicability of health-related instruments.

Aim

To develop a stratification tool for identifying patients with complex multimorbidity by integrating lived experiences from patients, relatives, and healthcare professionals through an action research-based approach.

Method

The project was based on iterative cycles of action research, involving the active participation of healthcare professionals and representatives of patients and relatives. Data were collected through



workshops, shared reflections and qualitative interviews and were analyzed in close collaboration with the participants. Lived experiences thus formed the foundation for the content and structure of the tool.

Results

Six themes were found to reflect the complexity of multimorbidity: (1) hospitalizations and frequent outpatient visit (2) incapacity to return to home following discharge, (3) cognitive challenges and psychiatric diagnoses, (4) social vulnerability, (5) complex treatment and care needs, and (6) explicit concerns from patient and/or relatives.

Conclusion

Participants' experiences provided critical insights into vulnerability, everyday challenges, and coordination requirements. Thus, the co-creative process of incorporating lived experiences led to the development of a stratification tool that better reflects the complexity of patients' life situations and needs. However, the project highlighted significant methodological and ethical challenges related to incorporating lived experiences, such as issues of representation and power dynamics.

Topics for further discussion

How can action research contribute in terms of capturing lived experiences?



[Delisle, François & Drouin, Marc-Simon](#)

• The impact of personal difficulties in the professional development of psychotherapists

Presentation type

Poster

Authors

François Delisle

Marc-Simon Drouin

Abstract

In this research we were mainly interested in the resilience of psychotherapists and how they were managing the repercussions of their current personal difficulties on their practice and their professional development. We tried to better understand what allows psychotherapists to manage their current personal difficulties, and to prevent them from interfering with their practice. In this regard we attempted to meet two research objectives: (1) Describe the impacts of psychotherapists' current personal difficulties on their therapeutic practice. (2) Describe the elements that are helping psychotherapists in the management of the negative impacts of these difficulties on their practice.

To attend to these research objectives, we met 10 Quebec psychotherapists who were experiencing personal difficulties and who agreed to respond to a semi-structured interview. The verbatims of these interviews were then analyzed according to the principles of thematic analysis.

Our results highlight some important points. First, we note that experiences of current personal difficulties among psychotherapists can have both positive and negative impacts on their practice of psychotherapy, and more particularly on their openness and emotional availability towards their clients. Secondly, we can see the importance of preventive elements, present before the occurrence of the difficulty, and reactive elements, put in place following the occurrence of the difficulty, of the resilience of psychotherapists. Thirdly, we also observe the importance of engaging in both contact and withdrawal from the difficulties experienced to have a better-balanced resilience.



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



Our analyzes support the importance of personal, professional and relational elements, present and past, which contribute to the personal resilience of the psychotherapist. In regard to these results, we also suggest that the resilience of the psychotherapist be considered as a complex and living process rather than a fixed state.



Eliasson, Ane; Arnfred, Sidse; Berring, Lene Lauge & Roikjær, Stine
Gundtoft

• Embodied Narratives of Movement: A Phenomenological Exploration of Physical Activity Through Photovoice

Presentation type

Poster

Presenter

First author: Ane Eliasson, research assistant, Research Unit in Psychiatry West, Region Zealand, aeli@regionsjaelland.dk.

Co-authors

Co-author: Sidse Arnfred, Medical doctor and Professor, University of Copenhagen, Head of Research, Psychiatry, Region Zealand.

Co-author: Lene Lauge Berring, Research leader, Psychiatric Research Unit, Region Zealand. Professor Department of Regional Health Research, University of Southern Denmark, Docent University College Absalon.

Last author: Stine Gundtoft Roikjær, Ph.D., Adjunct at University College Absalon

Background

People with severe mental illness (SMI) engage in less physical activity (PA) and face increased risks of cardiovascular disease and diabetes, contributing to reduced life expectancy. While PA offers significant health benefits, much of the existing research prioritizes biomedical factors, often neglecting the personal, lived experiences of individuals with SMI. This narrow focus overlooks the unique barriers, motivators, and daily challenges they face, limiting the effectiveness and relevance of interventions designed to support their well-being.

Aim

To explore the lived experiences of people with SMI in relation to PA.



Method

Grounded in a body-phenomenological theoretical framework, we used photovoice to capture lived-experiences of PA when ‘being in the world’ with SMI. Photographs served as catalysts for dialog about embodied, emotional, and sensory understandings of PA. Participants were given the prompt “portray your understanding of physical activity” and took photos representing their experiences. These photos formed the basis of in-depth interviews exploring the subjective and embodied aspects of PA. Using reflective thematic analysis, we employed a co-creative, dynamic approach, emphasizing how interpretation evolves through interaction with participants’ narratives and photographs.

Findings

The findings showed how participants’ interactions with people, animals, and nature significantly shape their perceived access to PA. These connections fostered an overarching theme of *Meaningful Movement*, revealing that PA is experienced as a phenomenon that integrates emotional well-being, embodied engagement, and social belonging. A photovoice exhibition showcased our findings.

Conclusion

By foregrounding the phenomenological essence of participants’ experiences, captured through photographs and reflective dialogues, photovoice revealed the bodily, emotional, and sensory dimensions of PA among people with SMI. Ultimately, the findings advocate for more inclusive and creative practices in mental health settings, encouraging deeper respect for the embodied knowledge of individuals with SMI and reinforcing their fundamental right to meaningful and accessible PA.



Hosono, Tomoko & Sugimoto, Takahisa

• Phenomenological Description of the Life of a Person with Diabetes Through Her Relationship with Food During Long-term Displacement: From her narratives 12 years after Fukushima nuclear power plant accident

Presentation type

Poster

Authors

Tomoko HOSONO, Japanese Red Cross College of Nursing, t-hosono@redcross.ac.jp

Takahisa SUGIMOTO, Hosei University, takahisa.sugimoto.77@hosei.ac.jp

Abstract

In the Soma and Minamisoma areas of Fukushima Prefecture, which were hit by the triple disaster of earthquake, tsunami, and nuclear power plant accident in the Great East Japan Earthquake, the risk of developing diabetes increased after the disaster.

This study aims to phenomenologically describe the lived experiences of people living with diabetes after the triple disaster.

Five persons with diabetes (PwD) living in the areas were interviewed 12-years after the disaster. This presentation described a paradigm case of PwD that illustrated ontologically through food during long-term displacement because of possible exposure to radiation.

In the evacuation area, the blood glucose levels and weight of this participant deteriorated rapidly due to a change in her rhythm of life and diet, which made her determined to self-manage her condition. She came to terms with people around her although they used to be mutually helping each other and achieved weight loss through thorough self-management. She needed to maintain a healthy body in order to fulfill her role as a caregiver for her family, and the weight loss helped her regain self-confidence. The four years of displacement gave her a “feeling of being in limbo,” though it had many conveniences. She also felt a lack of access to the tasty food of her hometown.

The evacuee with diabetes chose to self-manage within the communal nature of her evacuated community, and she lost the accustomed taste of food that provided stability in her life.

Hosono contributed to all stages of the research, and Sugimoto contributed to data collection and analysis.



Huang, Elenda Y.J.

• Exploring the “Worldliness” of Chinese-European Chan Practitioners in the Light of Husserl’s Transcendental Phenomenology

Presentation type

Poster

Author

Elenda Y.J. Huang

(黃儀娟 D112104@dila.edu.tw)

PhD. Student

Buddhism and Social Practice Track at Dept. of Buddhist Studies Dharma Drum Institute of Liberal Arts, Taiwan

Abstract

Drawing upon the differentiation between Husserl’s transcendental phenomenology and phenomenological psychology, Wei-Lun Lee argues that “*consciousness is not merely transcendental but also intertwined with worldliness*” (Lee, 2022). Lee elucidates that this “worldliness” is discernible in dual manifestations. Firstly, the life-world presents itself as perceived through the natural attitude. Secondly, an obscured facet operates as “world-constitution,” encompassing transcendental attributes. However, accessing this dimension necessitates transcendental reflection, specifically through epoché. In this sense, a “phenomenological phenomenon” denotes the revelation and simultaneous concealment of the essence of things (Lee, 2004). Despite its veiled nature, the concealed essence significantly given to lived experiences.

Regarding ethnic Chinese Chan practitioners residing in Europe, how does their engagement with Chinese Chan—deeply entrenched in their native cultural heritage—intersect with their lived reality in a European society? Chinese Chan practice itself can function as a means of transcendental contemplation, particularly through the utilization of “Liù Miào Mén and Xiǎo Zhǐguān” (六妙門與小止觀, śamatha- vipaśyanā). How are these Chan practices woven into their contemplation in a transcendental manner? More specifically, how does this sense of “worldliness” being revealed through the “world-constitution” of their multicultural existence



alongside Chinese Chan practice, as in particular comprehended within Husserl's transcendental framework?

This study explores these inquiries within repeated participation in 30- to 49-day immersive Chan retreats, drawing on successive comprehensive interviews with two individuals of Chinese practitioners residing in France and the UK. Employing a descriptive methodology rooted in "*eidetic intuition*" (本質直觀), the study seeks to unveil how their Chinese Chan practice has been given to their European lives and how its manifestation in a manner of transcendental aspects in their life-world.

Keywords

Liù Miào Mén (六妙門), Xiǎo Zhǐguān (小止觀), transcendental phenomenology, world-constitution, Chinese-European Chan practitioners



Okui, Nahoko & Okui, Haruka

• Listening to the child's voice: Frameworks and workshops in several social facilities in Japan

Presentation type

Poster

Authors

Nahoko OKUI

Osaka Shoin Women's University

takahashinahoko0904@gmail.com

Haruka OKUI

Doshisha University

harukaokui11@gmail.com

Abstract

As efforts to listen to children's voices have progressed globally in recent years in accordance with the Convention on the Rights of the Child, explorations are advancing into how parents and surrounding adults can encourage young children to verbalize their thoughts and feelings. This presentation aims to introduce the approaches to help children express their voices by drawing on practices at various facilities for child welfare in Japan: (1) a children's home for those who cannot live with their parents, (2) an after-school daycare for children with disabilities, and (3) an after-school childcare for children whose working parents are not home during the day. Intensive interviews were conducted with staff members at the first facility, and in addition to these interviews, workshops were conducted for the children to express their voices at the second and third facilities. The interviews indicated that one cannot listen to children's voices immediately but must commit to setting rules for their daily lives, so that they can accumulate the experience to hear the children's opinions. The workshops demonstrated that there are several levels of children's expression of their voices, such as expressing them privately using toys and puppets, speaking in the context of intimate relationships with friends and adults, and speaking to multiple audiences in public spaces. The results suggested that to listen to children's voices, the adult team should ensure that channels of communication are in place at multiple levels in children's daily



42nd INTERNATIONAL HUMAN
SCIENCE RESEARCH CONFERENCE
AUGUST 11th-15th
ROSKILDE, DENMARK



lives, which not only protect their private and intimate relationships but also provide a form of openness to the public, among others.



Sollied, Sylvie Anna & Sandvoll, Anne Marie

• The Balancing Act – a phenomenological study of nurses` experiences with humanizing care for patients in forensic wards

Presentation type

Poster

Presenters

Sylvie Anna Sollied and Anne Marie Sandvoll

E-mail: sylvie.anna.sollied@uit.no; Anne.Marie.sandvoll@hvl.no

Institution: UiT - the Arctic University of Norway and Western Norway University of Applied Sciences

Background

The research field is forensic wards for patients with serious mental illnesses, hospitalized without time limit in units with the highest level of care in the Norwegian mental health services. Presence and awareness resembling the activity in intensive care units challenge nurses by the registration and interpretation of risk assessments while taking care of individual patient's needs for confidence, dignity and care in a calming atmosphere.

Aim

To explore nurses' experiences with caring for patients in forensic wards.

Methods

A phenomenological approach was applied to explore and gain insight into how proximity to the patients' lives and life stories affect the nurses` daily life interaction with the patients, through in-depth interviews with 8 informants. The data were interpreted and analyzed using the method developed by Lindseth and Nordberg (2022).

Results

Findings show that the nurses in the study believe in implementing foresight and caring aspects in everyday life situations through working close in interprofessional teams, creating safety and



building respectful relationships to patients. The team collaboration concerning patients` lived experiences and the nurses own lived lives, help the nurses reflect upon and foresee what may trigger embodied vulnerability in social interaction and what strengthen patients` self – esteem and receptivity to therapy.

Conclusion

Nurses are through their 24/7 – presence in everyday life situations inside – and outside the wards, in position to invite patients to reconstruct life sufferings – and experiences in interaction with other people. Nurses and environmental staff's impact on patients diagnosing and healing process through involvement and shared experiences should be given more attention in research. To the best of our knowledge, few previous studies have examined in depth nurses` experiences with humanizing care in high security forensic wards.



Stemerding, Robin & Smit, Annika

• Making sense of living in action-research: a dialogue in watercolouring

Presentation type

Poster

Authors

Robin Stemerding MHOB: *Art based researcher and art therapist* at Forensic Psychiatric Clinic Mesdag (Groningen) Netherlands

Prof dr Annika Smit: Professor *Resilience of the police* at University of Humanistic Studies (Utrecht) and scientific chair Netherlands Police Academy

Abstract

As two action researchers in existential phenomenology we dive into the deep waters of our senses. Collaborating in an empirical resilience study on the lived experiences of police officers and patients in a forensic clinic in the Netherlands, we simultaneously conduct research on our own lived experiences as researchers. In water colour paintings we depict our dialogue in a pre-cognitive phase of resilience research that comes into verbal being. We will present both the paintings in dialogue and the verbal translation process of making sense of our senses.