



## **ONLINE INTERNATIONAL CONTINUUM MODEL TRAINING LEVEL I: RESOURCE-ORIENTED MUSIC & IMAGERY LEVEL II: ISSUE-ORIENTED MUSIC & IMAGERY**

### **INTRODUCTION TO THE CONTINUUM MODEL**

TWO METHODS (SUMMER, 2015; BONNY, 2002)

The overarching clinical goal of the Continuum Model is to transcend the emotional limitations that bring the client into therapy but each method employs a different approach to this end. Whereas GIM expands the client's consciousness, MI focuses and deepens it.

- MI is a method with a set of procedures in which the therapist helps the client to focus on a single image that emerges while drawing and listening to one piece of music selected collaboratively by the client and therapist, and repeated in order to deepen the image. MI is akin to an in-depth focus on one significant photograph.
- GIM is a method with a set of procedures in which the therapist guides the client to verbalize images that emerge while listening to a predesigned program of evocative music selected by the therapist. GIM is akin to experiencing the unfolding of a complex film.

THREE LEVELS OF PSYCHOTHERAPY (WOLBERG, 1997)

Continuum Model therapists provide relational safety by practicing the MI and GIM methods at gradually deepening levels of psychotherapy. The levels, ordered from simple to complex, serve as the foundational structure of the Continuum Model and its training program.

- The supportive level focuses the client's attention on internal resources (resource-oriented)
- The re-educative level deals directly with the client's specific symptoms (issue-oriented), and
- The reconstructive level uncovers previously inaccessible solutions that transform the client's limiting emotional patterns (transformation-oriented)

CLIENT-CENTERED APPROACH

The Continuum Model does not simply consist of methods and levels; it uses a client-centered, systematized decision making process. In each session the therapist assesses the client and reflects upon the following choices: Which method will be more effective, MI or GIM? At which level will the method work most effectively: resource, issue, or transformation? Since the client's spontaneous needs determine the direction and design of each session, no client's therapeutic process proceeds in a regimented orderly manner. Methods and levels are flexibly modified and often combined within a single session according to the client's in-the-moment responses; for example, blending Resource-oriented MI and Resource-oriented GIM or linking together Resource-oriented and Issue-oriented MI.

# LEVEL I & II MUSIC & IMAGERY TRAINING

## ENTRY REQUIREMENTS

- For music therapists: graduate degree and entry level credential (i.e., MT-BC, MTA)
- For psychotherapists: graduate degree and mental health professional credential
- All applicants should have a strong personal relationship with music

## TRAINING DESCRIPTION

This training is structured to teach trainees Music & Imagery (MI) methods in Levels I and II, and Guided Imagery and Music (GIM) methods in Level III. Each pedagogical level is free-standing, and is a pre-requisite for the subsequent level of training.

- Level I: A 4-day seminar and a 12-session supervised practicum qualifies the trainee to practice Resource-oriented MI
- Level II: A 5-day seminar and 16-session supervised practicum qualifies the trainee to practice Issue-oriented MI and yields the designation, *Music & Imagery Therapist (MIT)*
- Level III: See full description under the section: EAMI Endorsed Training Programmes of the Bonny method of GIM

The trainings provide the knowledge and skills to apply each method and level clinically; not only how, but also when and why to use each. Each level of training integrates the previous method/level; for example, Level II trainees learn how to flexibly blend Resource and Issue-oriented MI together in response to client needs. The pedagogical units and levels of the training are below.

### LEVEL I: RESOURCE-ORIENTED MUSIC & IMAGERY

- **4-DAY SEMINAR**  
Through teaching, demonstrations, dyad experiential exercises and discussion, trainees gain basic skills for quick assessment; to access resources for inner exploration, select music, and process imagery for individual Resource-oriented MI sessions.
- **4-MONTH PRACTICUM**  
Trainees conduct 12 Resource-oriented MI sessions (6 sessions with two practice clients) with individual and group supervision
- **5-MONTH TOTAL** Seminar + practicum + supervisions + weekly self-experience

### LEVEL II: ISSUE-ORIENTED MUSIC & IMAGERY

- **5-DAY SEMINAR**  
Through teaching, demonstrations, dyad experiential exercises and discussion, trainees gain intermediate skills to assess a client's readiness/resistance for sustained attention to core issues, to identify issues for inner exploration, select music, process imagery, and understand indications and contraindications for individual Issue-oriented MI sessions.
- **5-MONTH PRACTICUM**  
Trainees conduct 16 Resource- & Issue-oriented MI sessions (8 sessions with two practice clients with individual and group supervision
- **6-MONTH TOTAL** Seminar + practicum + supervisions + weekly self-experience

## CONTINUUM MODEL: HISTORICAL BACKGROUND

### CLINICAL TIMELINE

1970	Guided Imagery and Music (GIM) (Bonny, 2002)
1980	Individual & Group Supportive MI (Summer, 1981)
1983	Individual & Group Re-educative and Reconstructive MI (Summer, 1988, 2019)
1999	Continuum of practice established (Summer, 1999)
2018, 2021	Continuum Model International Symposia on theory, research, & clinical practice
2022	Continuum Model-informed Psilocybin-assisted Therapy

### TRAINING TIMELINE

1973	1 <sup>st</sup> model – Institute for Consciousness & Music (Helen Bonny)
1989	2 <sup>nd</sup> model – Bonny Foundation (Bonny/Summer/Goldberg) 3 <sup>rd</sup> model at
2005	Anna Maria College, USA; Ewha Womans U., Korea (Summer & Chong, 2006)
2009	Beijing Music Wellness Center, Beijing, China (Summer/Su)
2014	Institute for Music & Consciousness, USA (Summer, 2014, 2015)

### PUBLICATION TIMELINE

- Bonny, H. (2002). *Music and consciousness: The evolution of Guided imagery and Music*. L. Summer, (Ed.). Barcelona Publishers
- Summer, L. (1981). Guided imagery and music with the elderly. *Music Therapy: Journal of the American Association for Music Therapy*, 1, 39-42. <https://doi.org/10.1093/mt/1.1.1>
- Summer, L. (1988). *Guided imagery and music in the institutional setting*. MMB Music.
- Summer, L. (1999, Nov). *Introduction to Guided Imagery and Music*. [Paper presentation]. World Congress of Music Therapy Conference, Washington, D.C.
- Summer, L., & Chong, H.J. (2006). Music and imagery techniques with an emphasis on the Bonny method of guided imagery and music. In H.J. Chong (Ed.), *Music therapy: Techniques, methods, and models*. (Korean language). Seoul, Korea: Hakjisa Publishing
- Summer, L. (2014). Case vignettes demonstrating experiential learning in GIM seminars. In K. Bruscia (Ed.), *Self-experiences in music therapy education, training, and supervision* (pp 659-684). Barcelona Publishers
- Summer, L. (2015). The journey of GIM training from self-exploration to a continuum of clinical practice. In D. Grocke & T. Moe (Eds.), *Guided Imagery & Music and music imagery methods for individual and group therapy* (pp 339- 348). Jessica Kingsley Publishers
- Summer, L. (2019). Group music and imagery therapy: An emergent music therapy. In K. Bruscia & D. Grocke (Eds.), *Guided imagery and music: The Bonny method and beyond* (2<sup>nd</sup> Edition) (pp 953-979). Barcelona Publishers
- Wolberg, L.R. (1997). *The technique of psychotherapy*, 3rd edition. Grune & Stratton

## ADDITIONAL RELEVANT PUBLICATIONS

- Meadows, A., Burns, D., & Perkins, S. (2015). Measuring supportive music and imagery interventions: The development of the music therapy self-rating scale. *Journal of Music Therapy*, 52(3), p. 353-375 DOI: 10.1093/jmt/thv010
- Montgomery, E. (2012). An interview with Lisa Summer: Discussing GIM and its adaptations. *Voices, International Music Therapy Journal*, 12(2). <https://normt.uib.no/index.php/voices/issue/current>.
- Scott-Moncrieff, S., Beck, B.D., & Montgomery, E. (2015). North-American conference highlights the treatment of trauma utilizing Guided Imagery and Music. *Music & Medicine*, 7(4), 72 – 75. <https://mmd.iammonline.com/index.php/musmed/article/view/436/292>
- Story, M. & Beck, B.D. (2017). Guided imagery and music with female military veterans: An intervention development study. *The Arts in Psychotherapy*, 55, p. 93-102. <https://doi.org/10.1016/j.aip.2017.05.003>
- Summer, L. (1994). Considering classical music for use in psychiatric music therapy. *Music Therapy Perspectives*, 12, p. 130-133. DOI: 10.1093/mtp/12.2.130
- Summer, L. (1995). The pure music transference in Guided Imagery and Music (GIM). In K. Bruscia (Ed.), *The dynamics of music psychotherapy*. Barcelona Publishers
- Summer, L. (1995). Melding musical and psychological processes. *Journal of the Association for Music & Imagery*, 4, 37-48
- Summer, L. (2009). *Client perspectives on the music in Guided Imagery and Music* (Doctoral dissertation). Aalborg University. Retrieved from <http://www.mt-phd.aau.dk/phd-theses/>
- Summer, L. (2011). Music therapy and depression: Uncovering resources in music and imagery. In T. Meadows (Ed.), *Developments in music therapy practice: Case study perspectives*. Barcelona Publishers.
- Summer, L. (2012) Case examples of levels of Guided Imagery and Music therapy: The evolution of a continuum. In K. Bruscia (Ed.), *Case examples of Guided Imagery and Music*. (E-book) (pp 378-418). Barcelona Publishers
- Summer, L. & Kenny, C. (Eds.) (2010). Special commemorative issue on the life and work of Helen Bonny. *Voices: An International Online Music Therapy Journal*, 10(3) <https://normt.uib.no/index.php/voices/issue/view/31/showToc>

## INSTITUTE FACULTY



**LISA SUMMER, PhD, LMHC, MT-BC, FAMI, EAMI accredited BMGIM Therapist & Trainer** Lisa is the developer of the Continuum Model of GIM and Founder/Director of the Institute for Music and Consciousness. She leads international and online trainings and is currently applying the Continuum Model in a psilocybin-assisted therapy research study at Dana Farber Cancer Institute with hospice patients. She lives in Massachusetts where she serves as Professor/ Director of Music Therapy at Anna Maria College.

**HYUN JU CHONG, PhD, MT-BC, KCMT, FAMI** Hyun Ju is the Chair of the Music Therapy Department at Ewha Womans University in Seoul Korea. She has incorporated Music and Imagery in the music therapy graduate course work, and she has worked with Lisa to train and supervise music therapists and other health related therapists in the Continuum Model for the past 10 years. She has advised many theses and dissertations researching music's indigenous effect on the human mind, consciousness, and imagery; and facilitated national projects on Music & Imagery and emotion regulation.



**SALLY MCKNIGHT HARRISON, MM, MA, MT-BC, LMHC, FAMI** Sally's private practice in Weston, Massachusetts utilizes the Continuum Model of GIM as developed by her mentor, Dr. Lisa Summer. She has taught graduate courses at Lesley University, Cambridge, MA for over 13 years and has extensive clinical experience treating adults living with dementia and mental illness.

**KYOUNG SUK KIM, PhD, KCMT, FAMI** Kyoung Suk is currently the invited professor at Ewha Womans University in Seoul Korea and Suwon University in Suwon-si. She has worked with Lisa, training and supervising in the Continuum Model of GIM program in Korea. She has participated in various projects using music for psychotherapy; her research interest is the qualitative study of music experiences and the therapeutic process in adults and adolescents.



**CAROL MERLE-FISHMAN, MA, CIPTS, LCAT, LMHC, FAMI** Carol's private practice in New York incorporates the Continuum Model with adults, including women with Perinatal Mood and Anxiety Disorders. She is a Certified International Integrative Psychotherapy trainer & supervisor, President of the International Integrative Psychotherapy Association, faculty of the Institute for Integrative Psychotherapy in Vancouver and co-author of *The Music Within You*.

**ERIN MONTGOMERY, MEd, MTA, TITC-CT, RCT** Erin's private practice in Halifax, NS, Canada focuses on clients with complex trauma and dissociative responses. Her clinical approach integrates the Continuum Model with her specialty as a Clinical Traumatologist and additional training in EMDR, AEDP, EST, clinical hypnosis, ACT, and CBT. She has presented nationally and internationally on Music and Imagery for complex trauma and dissociative disorders.



**CHRISTINE ROUTHIER, MA, LMHC, MT-BC, RCT, FAMI.** Christine's private practice, *Sound Living Therapy Services* in Gloucester, MA integrates the Continuum Model with her trainings in Somatic Experiencing, Internal Family Systems (IFS), and Brainspotting. She is Senior Lecturer and Clinical Supervisor at Lesley University and President-Elect of the Association for Music and Imagery.

**SUZANNAH SCOTT-MONCRIEFF, MA, MT-BC, FAMI, HCPC REGISTERED MUSIC THERAPIST** Suzannah's telehealth private practice in the U.S. (NY) and the U.K., is grounded in the Continuum Model of GIM and informed by her advanced training in analytical music therapy, integrative trauma studies, and accelerated experiential dynamic psychotherapy (AEDP). She has lectured about the Continuum Model all over the world, most recently focusing on un-colonising practices and facing the climate crisis. She is faculty at Queen Margaret University in Edinburgh, Scotland.



**LIN SU, MA, MT, FAMI** Lin is the Founder/Director of MYHX Center in Beijing which is devoted to the development of clinical practice, training, and research in the Continuum Model of GIM in China. She acts as an assistant when Lisa conducts seminars and ongoing trainings in Beijing. She has conducted many public lectures to increase awareness about music as a resource for self-care among health professionals and the general public. Her clinical practice in the Continuum Model focuses on clients with affective disorder, post-traumatic stress disorder and personality disorder.

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