



Repetition as Productive Difference: Living Logic Models in Arts Therapies Evaluation

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This presentation shows findings from two studies (publications under peer review) offering methodological innovations to healthcare evaluation. The central argument is that linear models of change fail to capture the recursive, emergent processes fundamental to creative meaning-making and wellbeing. Drawing on Deleuze's (1994) philosophy of difference and repetition, where each iteration generates new singularities and intensities rather than mere replication, this work examines epistemological tensions between standardised evaluation frameworks and the contextually-situated, iterative nature of arts-based therapeutic practice.

The conference theme operates at multiple methodological and theoretical levels here. Living logic models require repeated cycles of evaluation-revision that generate new participant theories of wellbeing change as contexts evolve. This represents a return to ecological understanding (Havsteen-Franklin et al., 2025), treating context as constitutive of therapeutic processes rather than confounding variable.

Drawing on complexity theory and participatory evaluation frameworks, I present two studies: 1) a living logic model, co-produced with creative arts practitioners and people with lived experience, mapping change processes as dynamic and iterative rather than linear, explicitly including feedback loops, dark logic, and emergent outcomes; 2) a psychometrically validated wellbeing scale, co-designed with young people in community arts contexts to produce six outcome dimensions aligned with their lived experience (Havsteen-Franklin et al., 2025).

Rather than reducing arts therapies to sequential interventions, this presentation argues for what arts therapies offer healthcare evaluation: pluriversal modelling of relational ontologies and recognition that creativity is a dimension of young people's wellbeing experiences. This has implications for evaluating complex, contextually sensitive, relational, and creative interventions across arts therapies and creative practices.



Dominik Havsteen-Franklin is a British professor and art psychotherapist and researcher at Brunel University London, and working in the CNWL NHS Foundation Trust, specialising in arts therapies and creative practices in communities and mental health. His work focuses on developing ecologically valid research methodologies that honour the complexity of creative therapeutic processes. He has led multiple research projects investigating and developing arts-based interventions in community and clinical settings, with particular attention to evaluation frameworks that allow for pluriversal situated and emergent knowledge production within participatory approaches.

Recent Publications

Havsteen-Franklin, D., Asenjo Palma, C., Dima, M., Hansen, M., Merdin Uygur, E., Tore Yargin, G., ... & Meliou, E. (2025). **Wellbeing in the wild: co-creating context-sensitive wellbeing dimensions with a community of young artists.** *Arts & Health*, 1-24.

Gingrich, O., Havsteen-Franklin, D., Grant, C., Renaud, A., & Hignell-Tully, D. (2024) **Participatory presence—Social connectedness through collaborative art practices,** *International Journal of Performance Arts and Digital Media*, 20(2), pp. 296-320.

Havsteen-Franklin, D., de Knoop, J., Agtarap, T., Hackett, S., & Haeyen, S. (2023). **Evaluation of an arts therapies approach to team development for non-acute healthcare teams in low control and high-pressure environments.** *The Arts in Psychotherapy*, 83, 102003.