



Discernment in Action

TRANSDISCIPLINARY GENERALISM AS A CRAFT TO ENVISION AND ACT
FOR WHOLE PERSON AND PLANET WELLBEING



Acknowledgement Of Country

We acknowledge that we are on the Country of Gadigal People of the Eora Nation and extend our respects to elders past, present and emerging.

Image Credit: Meena Sritharan – Royal Botanic Gardens

Your Facilitators

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Stories of Encounters

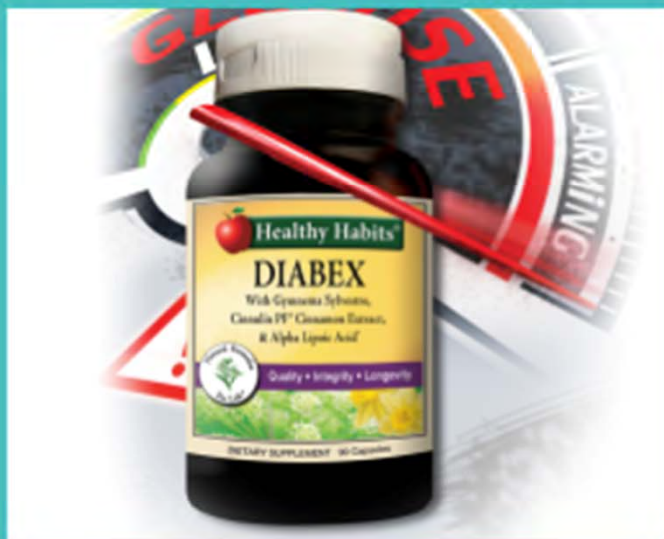
Once upon a time there was...

a boy who struggled to read

a diabetic woman

two researchers bringing themselves to their research and practice

The Science of Whole Person Care



**“To be a great physician
you must understand
the whole story... gather
the history at appropriate
depth”**

CENTOR, R. M. (2007). "TO BE A GREAT PHYSICIAN, YOU MUST UNDERSTAND THE WHOLE STORY." MEDSCAPE GENERAL MEDICINE 9(1):59.





FIGURE 4.1 SOCIAL AND EMOTIONAL WELLBEING FROM AN ABORIGINAL AND TORRES STRAIT ISLANDER'S PERSPECTIVE
GEE, DUDGEON, SCHULTZ, HART, KELLY 2012. ARTIST TRISTAN SHULTZ, RELATIVE CREATIVE

Nine guiding principles the underpin Social Emotional Wellbeing:

1. health is **holistic**
2. the right to **self-determination**
3. the need for **cultural understanding**
4. the impact of history in **trauma and loss**
5. recognition of **human rights**
6. impact of **racism and stigma**
7. recognition of centrality of **kinship**
8. recognition of **cultural diversity**
9. recognition of **Aboriginal strengths**

CREATED BY SHRG AND ADAPTED FROM SWAN AND RAPHAEL (P.57)
IN WORKING TOGETHER ABORIGINAL AND TORRES STRAIT
ISLANDER MENTAL HEALTH (2010)

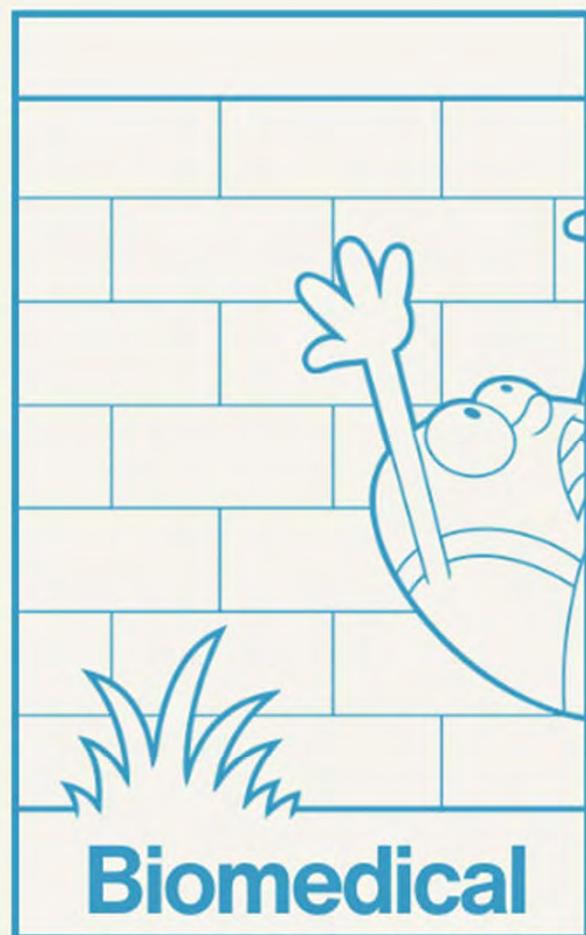


“There is an **urgent need to shift the paradigm** of Aboriginal health service delivery away from the current state of programs and specialists dealing with specific conditions, **to a holistic approach that looks at the health of the whole person, family, and the community.**

The **‘body parts’ approach** has been a complete failure in Aboriginal health. There is no use treating the heart or the ears alone, when the whole person is in danger of breaking down... this means **a new way of thinking”**

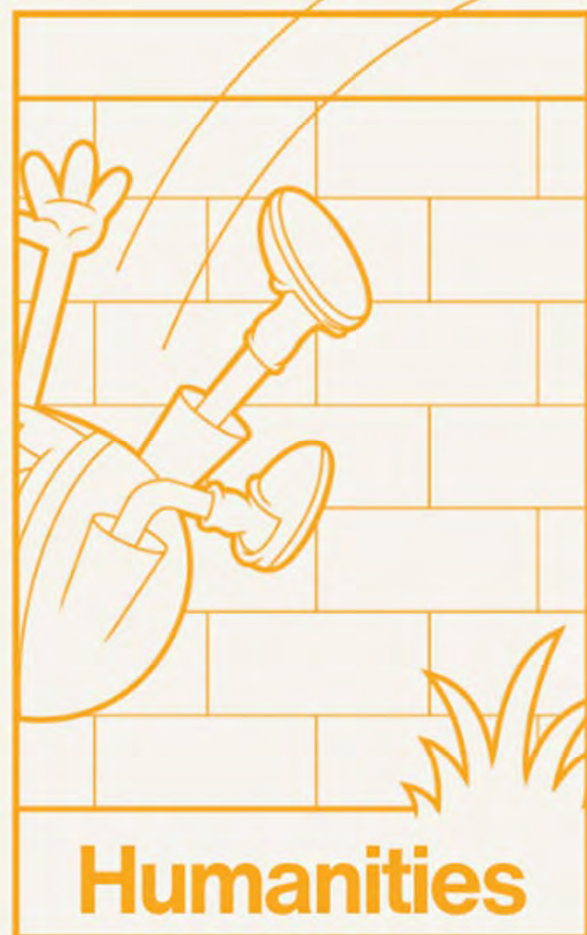


SENSING AND BUILDING PATIENT SAFETY



Johanna Lynch 2019 www.integrateplace.com.au

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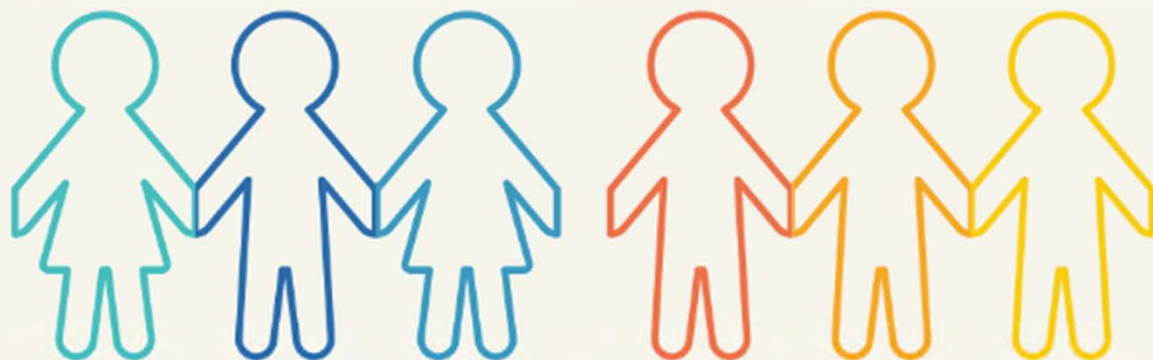
**Humpty
Dumpty
artificially
divided up**



Can we transcend barriers between knowledge cultures for the sake of whole person care

Gifts of biomedical knowledge

- Precise
- Predictive
- Linear causation
- Exploratory
- Explanatory
- Generalisable



Gifts of social science knowledge

- Relational
- Contextual
- Meaningful
- Experiential
- Sensory
- Personal



Whole Person Knowledge Map

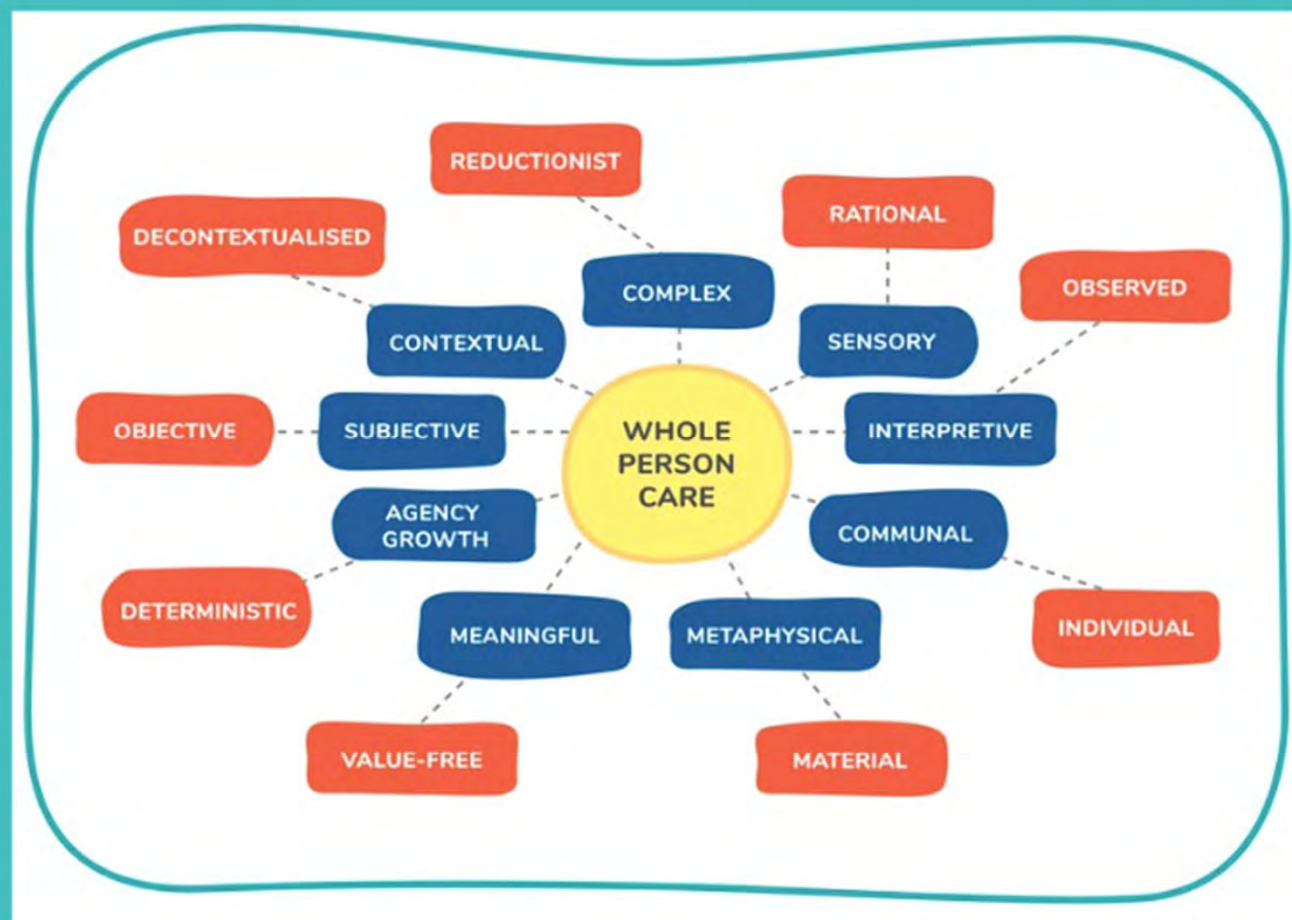


IMAGE CREDIT: LYNCH, J.M. A WHOLE PERSON APPROACH TO WELLBEING:
BUILDING SENSE OF SAFETY (2021) ROUTLEDGE



“Medical thinking needs to be changed, not by bridging the gap between human subjectivity and materiality, but by realising that these two were never separate.”



Transdisciplinary Philosophy

Multiple realities

Knowledge is in flux
(emergent, iterative)

Inclusive logic (Either/Or AND
Both/And)

Tolerating and
accommodating
uncertainty, paradox and
conflicting values.

Pragmatic Transdisciplinarity

Shared language

Shared map

Collaborative relationships

Dialogue across disciplinary
boundaries

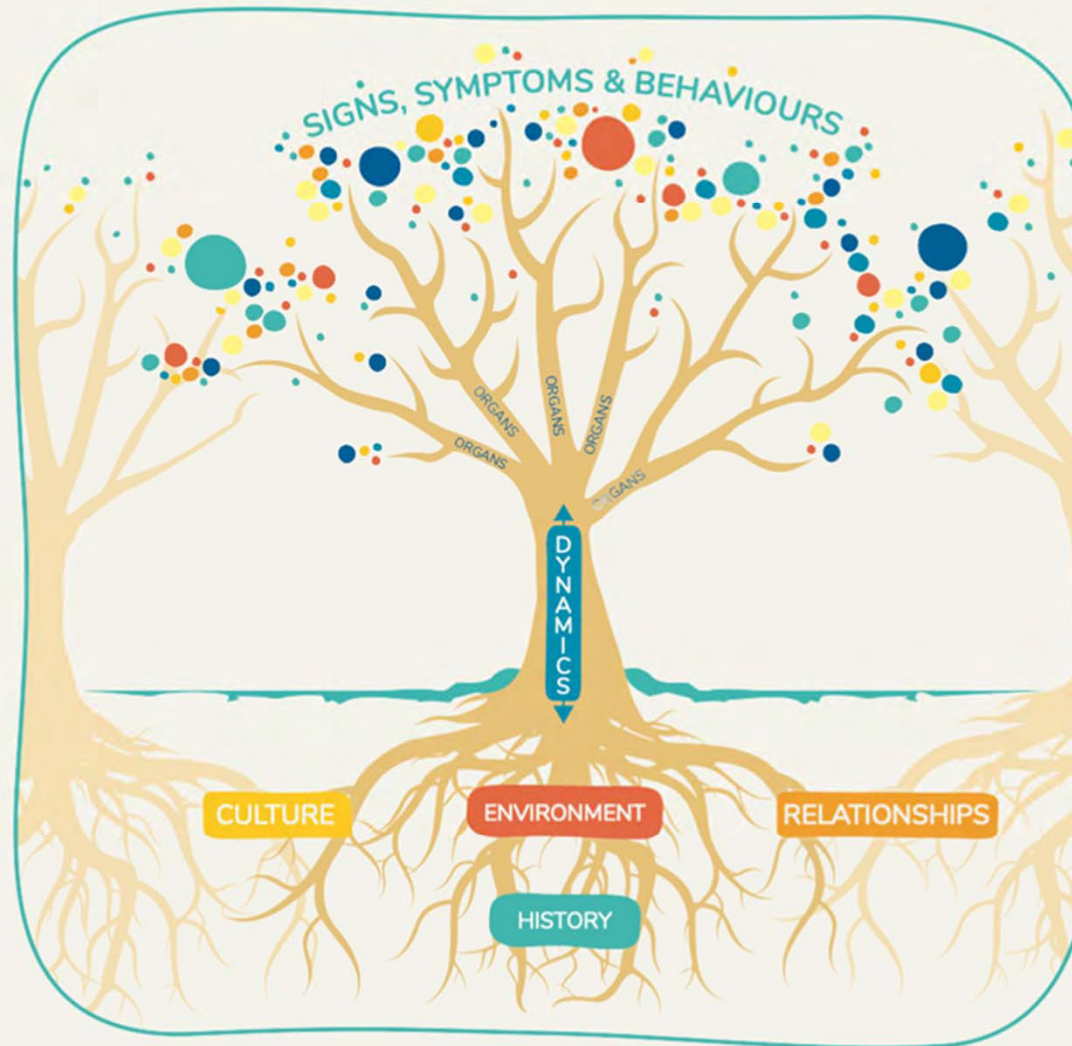
(broad, integrative, limits reductionism)

Integrating many voices for
real world solutions

(inclusive, pragmatic)

GENERALISM

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Lynch (2021) Is multimorbidity iatrogenic. Australian Association of Academic Primary Care Conference

In Practice – Learning & Governance

Navigating complexity – Understanding non-linear impacts

Holding plurality – Sharing power over decisions

Personal reflexivity – Justice and connection

Epistemological flexibility – Adaptive decision-making

Transformative learning - Systems transformation

Craft of Generalism

Clinical pragmatism

- *Plural* sources of information
- *Participatory* forming of knowledge within relationship
- *Pragmatic* goals for how the knowledge will be used
- *Provisional* (or humble) approach to certainty.



Johanna Lynch et al. (2021). The Craft of Generalism: clinical skills and attitudes for whole person care. Journal of evaluation in clinical practice. And Lynch, J. M. (2021). A Whole Person Approach to Wellbeing: Building Sense of Safety. London, Routledge

Craft of Generalism

Whole person
scope

Relational
process

Healing
purpose

Integrative Wisdom

TRANSDISCIPLINARY GENERALISM

| | |
|-------------------------------|-----------------------------|
| BROAD SCOPE | INTEGRATIVE Purpose |
| | INCLUSIVE Scope |
| RELATIONAL PROCESS | COLLABORATIVE Understanding |
| | PARTICIPATORY CO-Creation |
| COMPLEX KNOWLEDGE MANAGEMENT | COMPLEX Problems |
| | COHERENT Integration |
| HUMBLE ATTITUDE TO KNOWING | EMERGENT Attitude |
| | REFLEXIVE Position |
| TRANSLATIVE REAL-WORLD IMPACT | PRAGMATIC Focus |
| | OUTCOME Orientation |

Lynch, J.M., et al., Transdisciplinary Generalism: naming the epistemology and philosophy of the generalist. Journal of evaluation in clinical practice, 2020. in press.



Transdisciplinary attitudes

Attitude of humility
towards the
"immensity of knowledge"
and
"inwardly felt need for the
other's point of view"

Augsburg, T. (2014). Becoming
transdisciplinary: The emergence of the
transdisciplinary individual. *World Futures*,
70(3-4), 233-247. (p.240)

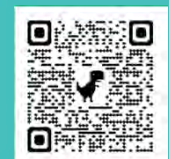
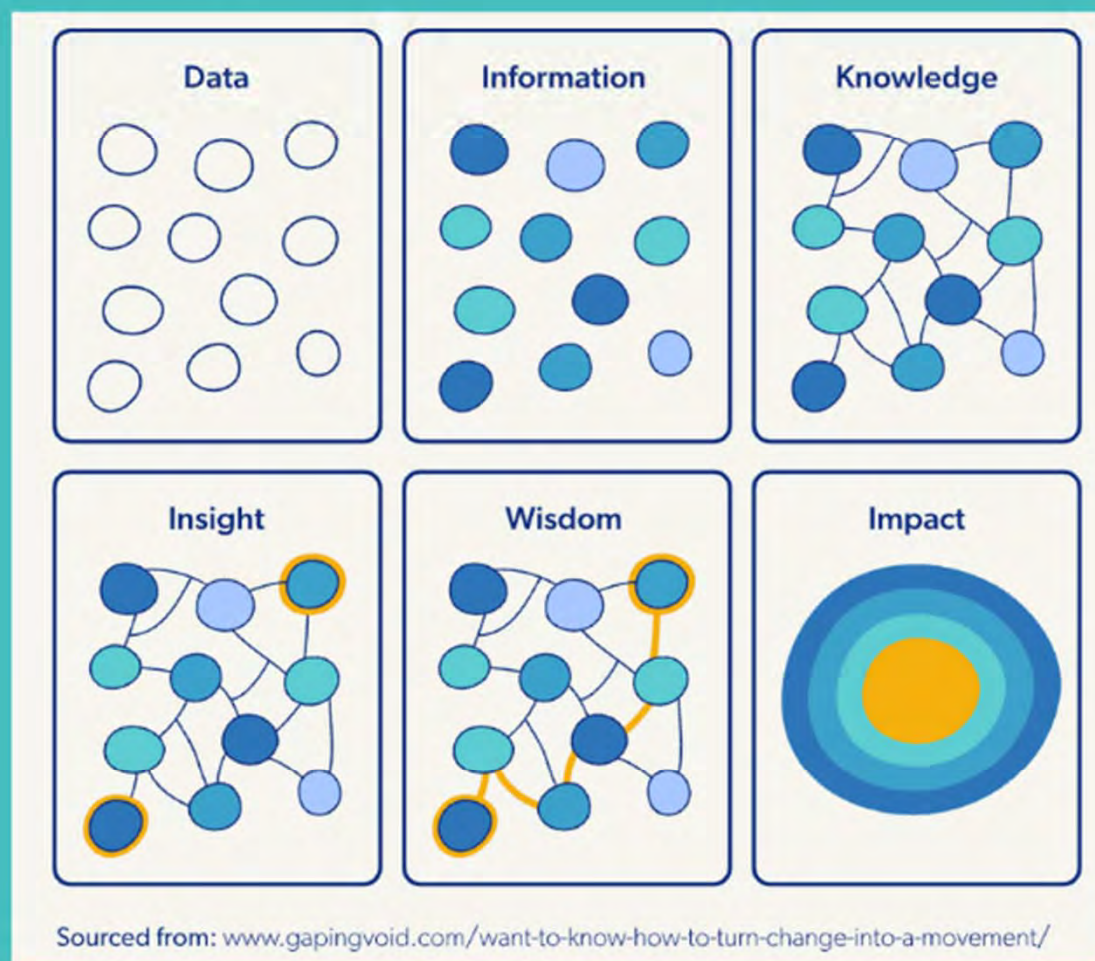


IMAGE FROM SENSE OF SAFETY FOR PRACTITIONERS FOUNDATION COURSE
AUTHOR: DR JOHANNA LYNCH. POWERED BY BETTER HEALTH COMPANY







The River of Integration

(Source: Dan Siegel
"Mindsight" 2010)

An integrated flow is:

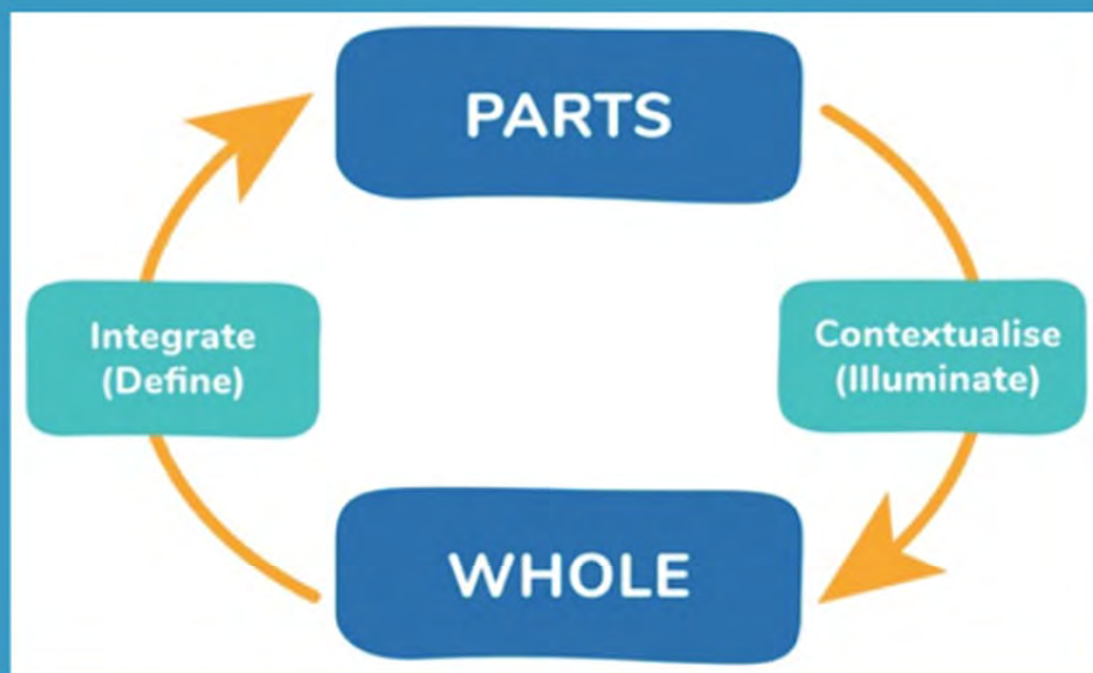
- Flexible
- Adaptive
- Coherent
- Energised
- Stable

The banks of the river are **Rigidity** and **Chaos**



Generalist hermeneutic circle:

SEEING A GRAIN OF SAND AS WELL AS THE HORIZON...



From Lynch (2021) A whole person approach to wellbeing: Building Sense of Safety. Routledge.
Adapted from Ajjawi and Higgs (2007). "Using hermeneutic phenomenology to investigate how experienced practitioners learn to communicate clinical reasoning."
The Qualitative Report 12(4): 612-638.

BUILDING SENSE OF SAFETY

DR JOHANNA LYNCH

Nouns Chair of disorder Anxiety
Flowers Depression
Book ADHD



Verbs become invisible
Verbs of wellbeing

To bloom
To flow
To sense safety



The Generalist Approach

Ways of being | Readiness for the generalist way

Open stance (receptive to diverse perspectives and co-created knowledge) | Humility | Connection via key relationships

Ways of knowing | Training for the generalist way

Broad knowledge (of self, others, systems, the natural world and their interconnectedness) | Grounding (in specific knowledge and experience)

Ways of perceiving | Seeing the world in ways that foster integration

Scanning and prioritizing, then focusing on the highest priority | Focusing on the particulars while keeping the whole in view

Ways of thinking and doing | Prioritised, joined-up action

Engaging with the most important parts in context | Doing multiple low-level tasks to enable higher-level integrative action over time | Connecting Integrating Iterating (between breadth/depth, subjective/objective, parts/whole, action/reflection)

“While they treat the body as something that is **alive**, they persist in ignoring the body as something that is **lived.**”

KIELHOFNER, G. (1995). A MEDITATION ON THE USE OF HANDS. SCANDINAVIAN JOURNAL OF OCCUPATIONAL THERAPY, 2(3-4), 153-166. (P.36)



Drawing Diverse Knowledges Together

Group Discussion:

- Share some of your areas of knowledge (personal and professional)
- Discuss together an idea for a shared project idea that could meaningfully incorporate all different knowledges.

What's going on in this picture?

- No right or wrong
- Raise hand to speak
- One speaker at a time
- One or two points at a time
- We want to hear from everyone



Assumptions

- We can carry deep assumptions about ontology and epistemology
 - These can influence our research and practice choices
 - Illuminate and obscure elements of what we are seeing and hearing – brings certain things into focus.
- Revealing these assumptions and their role in our thinking
 - Collaborative learning
 - Listening to diverse perspectives
 - Mentalisation-based Therapy (rebalancing dualisms for mental wellbeing)
- Practising reflexivity
 - Openness to wonder, possibility, uncertainty - “permanent inquisitiveness” Augsburg
 - Maintaining plurality
 - Disrupting patterns of mental processing
 - Resisting certainty, closure, expertosis – and “acknowledge pain of abandoning one’s intellectual comfort zone” (Augsburg p.240)

Artwork Credit: Penny Byrne, 2009



The Hidden Third

- Reality and knowledge in flux
- Gracious or wholehearted disruption
- Art, metaphor, storytelling
- Inductive foraging – getting lost in the forest, creating space for emergence

Instant Archetypes

- Sit alongside your other group members with the table in front of you.
- Choose a challenging or complex issue you have some shared interest in.
- Ponder the issue as you mix the cards.
- Spread the cards face down.
- Turn the cards over one at a time - Use the meaning guide and the visual symbolism to guide discussion



First Card: how this fit with the past or origins of the issue?

Second Card: use this as a lens to draw the story into the present.

Third Card: explore the future of the issue – how might it continue or end?

First Card: how this fit with the past or origins of the issue?

Second Card: use this as a lens to draw the story into the present.

Third Card: explore the future of the issue – how might it continue or



IX THE WHISTLEBLOWER

The Whistleblower understands that knowledge is the domain of power. The Whistleblower pays a severe price for redistributing the former against the wishes of the latter – exiled to the edgelands, where they might better be hunted down. **The Whistleblower is an enemy to their native State, and so may find their enemy's enemies to be friends...if only temporarily.** But are the secrets they tell the truth – whole and nothing but? For The Whistleblower soon learns that a secret loses its value when it is shared.

- ↑ Circumspection, Prudence, Marginality
- ↓ Canary, Squander, Subversion

XIX THE VISIONARY

The Visionary hasn't just seen the light – The Visionary is the light – or so The Visionary believes. And it is The Visionary who believes hard enough can infect others with their belief. Afterall, who among us is not drawn to the light; the warmth of confidence; the brightness of certainty? The Visionary has a solution, but remember, Visionaries have different problems to the rest of us – that's why they see things we don't. **The Visionary shines brightly, blinding those who look up to them – but they cast long shadows too.** What is illuminated, and what is concealed by the dark?

- ↑ Illumination, Penetrate, Far-sighted
- ↓ Shadowy recess, Obscure, Illusion

VII THE DRONE

The Drone is extension, infrastructure, drastic action-at-a-distance, the projection of force. The Drone can go where we cannot, see and hear what we cannot; it may fly like a raptor or trot beside us like a faithful packhorse. **The Drone magnifies capability and mobility.** The Drone may be used to save lives and fix things, but it may also be used to do the exact opposite; it all depends who's sat in the control room. The Drone is neither good nor evil, it is neutral.

- ↑ Strategic sight, Scrutiny, Perspective
- ↓ Destruction, Mercenary, War



The Generalist Journey

What is coming with you on your research or practice journey?

Carriage 1: Expertise, Disciplinary, 'Scientific' Knowledge, Objective, Linear,

Carriage 2: 'Non-scientific', Experiential Knowledge

Luggage Car: Assumptions, Emotions, Identity

Becoming Discerning

“Simplifying reality to simplify your work is irresponsible.”

McGregor, S. L. (2004). *The nature of transdisciplinary research and practice* (p. 7)

“In transdisciplinary approach, knowledge is not compartmentalised; it is understood as a **vast web of relationships** that are interconnected and that **open to between, across and beyond** disciplines in order to find **practical solutions to complex issues** of our time.”

Nicolescu (2010)

“The concept of action researchers and their partners “living” complexity is an important one because the learning and understanding processes that lead to transformation are not complete without experience of, and feedback from, application.”

Rogers et al (2013). *Fostering complexity thinking in action research for change in social-ecological systems*.

GENERALISM

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**How has this session
helped you to appreciate
your generalist expertise?**



Thank you

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Thank you

