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Teaching Health Professions Students to See More than a Single Epistemology: Widening the Gaze Using Marshall's Two-Eyed Seeing Framework
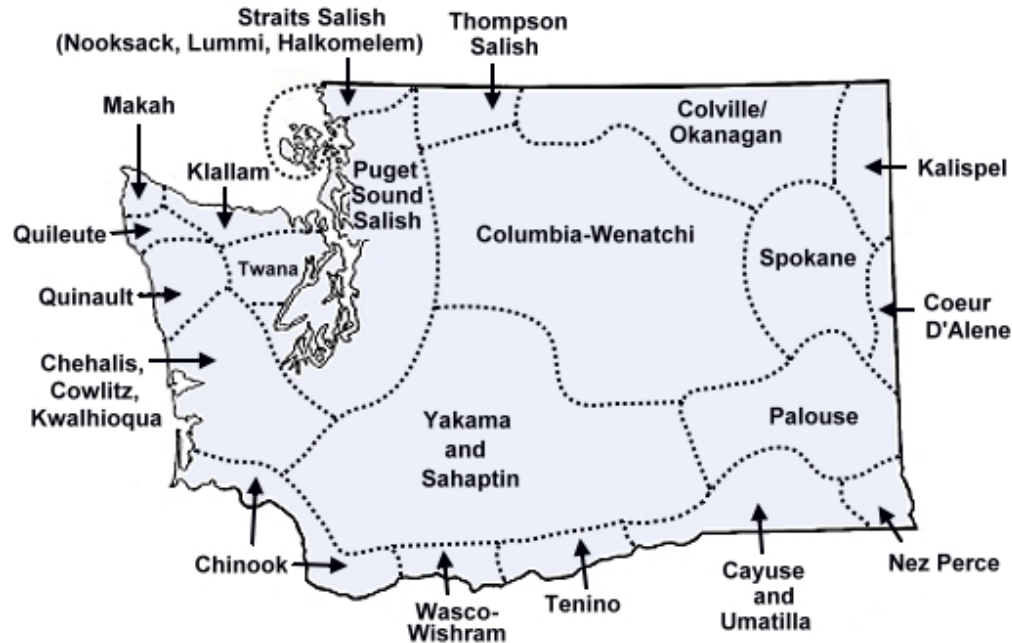
Comparative International Education Society Virtual Conference

April 2021

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Land Acknowledgment

Seattle: Home of the Dkh'Dwu'Absh (Duwamish)

Straits Salish (Nooksack, Lummi, Halkomelem)
Thompson Salish
Makah
Klallam
Colville/Okanagan
Kalispel
Quileute
Puget Sound Salish
Columbia-Wenatchi
Spokane
Quinault
Twana
Coeur D'Alene
Chehalis, Cowlitz, Kwalhioqua
Yakama and Sahaptin
Palouse
Chinook
Wasco-Wishram
Tenino
Cayuse and Umatilla
Nez Perce

Action: Pay Real Rent to the Duwamish. See: www.realrentduwamish.org

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Purposes

1. Theorize a method for widening the gaze in health professions education, using Marshall's framework of Two-Eyed Seeing;

2. Enumerate the philosophical and pedagogical implications of adopting this view in health professions education, and;

3. Outline the organizational implications for this framework.

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The Problem

- Tacit preparation of "experts" and "expert mentality"

- Reproduction of neocolonial, powered relationships

- Danger of a single epistemology (akin to "danger of a single story," popularized by Chimamanda Ngozi Adichie)

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RESEARCH BASIS

Research Basis – Background

"Isabel" – Tupigachi – Aug 2017
Clasificación de Nuestro Producto – Es para sacar una buena semilla para la siembra del próximo año y para nuestro alimento
[Classification of Our Product – It is to remove the good seed for planting next year and for our food]

- How is *sumak kawsay/buen vivir* integral to development?

- How has *SK/BV* changed over the past two decades and how does it look today?

- How do community development processes embody the ideals of *SK/BV*?

- Which services and programs allow communities to reach *SK/BV* and which need improvements to do so?

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Research Basis – Implications

Shrinking Scale of Development
- Place matters; hyper-locality is critical
- Alignment w/ Indigenous knowledges & practices

Expanding Conceptions of Well-Being
- Broader "conceptions" needed; resist biomedical-only definitions grounded in dominant epistemologies
- Account for human-community & human-environment WB

Resisting the Single Epistemology
- Acknowledge, elevate, honor diverse knowledge systems and practices that stem from them
- Alignment with decolonizing curricula movements

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- **Alignment with decolonizing curricula movements**

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César Castillo Catucuago – Tupigachi – Aug 2017
Curandera – La curandera da una buena atención en tratamiento de lesiones y otras enfermedades y es valorizada como indígena.
[The Healer – The healer gives good attention to the treatment of lesions and other illnesses and is valued as indigenous.]

"Anita" – Tupigachi – Aug 2017
Persona Humilde de mi Barrio – En esta foto es la representación de una adulta mayor preparando el maíz para llevar a moler y obtener la harina.
[Humble Person from My Neighborhood – In this photo is the representation of an older adult preparing corn to take to grind and obtain the flour.]

"WIDENING THE GAZE" USING MARSHALL'S TWO-EYED SEEING FRAMEWORK

Theoretical Background → Paradigm Shifting

Counter epistemic violence by nurturing an "epistemology of seeing" in which one questions "the validity of a form of knowledge whose point of ignorance is colonialism."

Sources: Pratt, Louie, Hanson, & Ottmann, 2018, p. 1; (above) Santos, 2014, p. 156

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Two-Eyed Seeing Framework

"Learning to see from one eye with the strengths of (or best in) Indigenous knowledges and ways of knowing, and learning to see from the other eye with the strengths of (or best in) Western knowledges and ways of knowing"

Source: Marshall, Marshall, & Bartlett (2018, p. 46)

Mi'kmaw elder, Albert Marshall

Two-Eyed Seeing, continued

Cheryl Bartlett, Professor Emerita, Cape Breton Univ

Two Trees Holding Hands

Murdena Marshall, Mi'kmaw Elder

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Integrative Sciences at Cape Breton* University (CBU)

- IS academic program started in 1999

- Impetus from Mi'kmaw elders, wanted university innovation

- Almost no Mi'kmaw students in CBU's science programs at time

- Failure of mainstream science education to acknowledge Indigenous knowledges

- Graduated 27 Mi'kmaw students

Cape Breton Island is called Unama'ki by its ancestral Mi'kmaq Aboriginal Peoples

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Four Key *Integrative Aspects* of Integrative Sciences

1. Awareness of 'me' and 'you' and our knowledges

2. Understand common ground among practitioners of different knowledges

3. Understand and respect differences

4. Recognize and act upon need to co-learn

Sources: Hatcher, Bartlett, Marshall, & Marshall (2009); Bartlett, Marshall, Marshall, & Iwama (2015)

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Philosophical Approaches of Integrative Sciences, with Implications for Health Professions Education

Image Title: Integrative Science Vision

Image Source: integrativescience.ca/Media

Philosophical Approaches & Implications

Approach	Implications
Transcultural	**Different cultures; respectful collaboration; co-create new knowledges**
Transdisciplinary	Transcend disciplinary paradigms; participatory learning and research
Integrative	Recognize ontologies, epistemologies, axiologies, and methodologies of worldviews
Inclusive of Spirituality	Critical to Indigenous knowing, languages, notions of human–community–environment well-being

Source: Bartlett, Marshall, Marshall, & Iwama (2015)

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Pedagogical Approaches of Integrative Sciences, with Implications for Health Professions Education
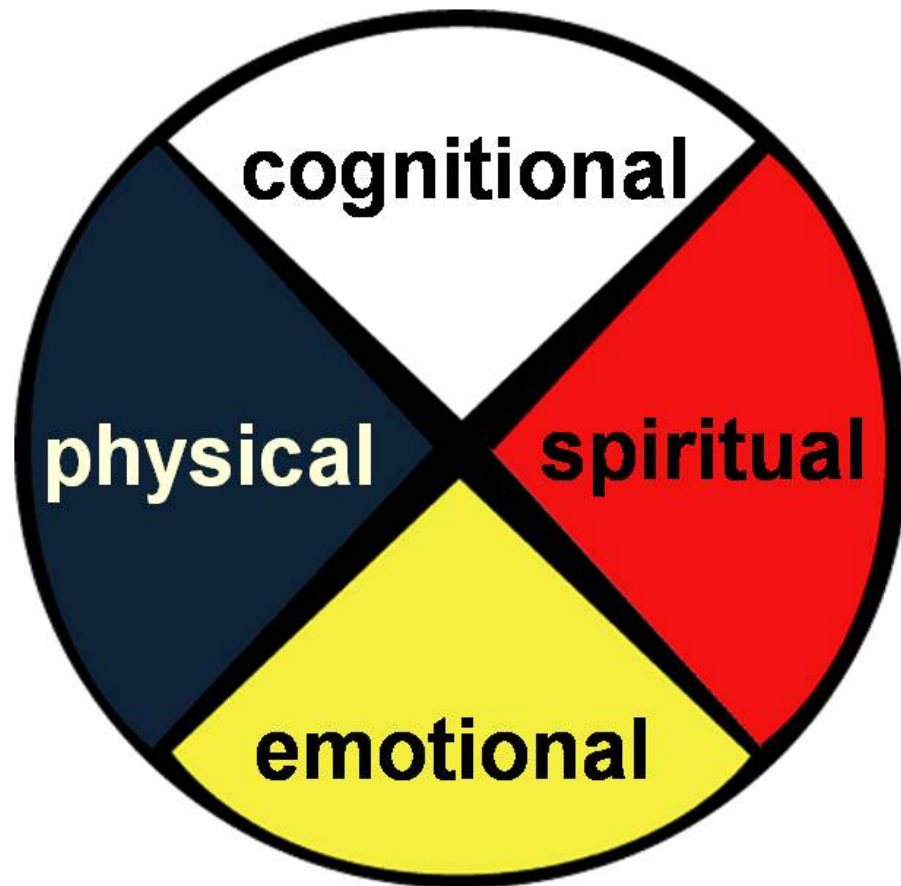

Image Title: Four Aspects of Being Human

Image Source: integrativescience.ca/Media

Pedagogical Approaches & Implications

Approach	Implications
Co-Learning	**Cultural actions, values, knowledges examined as objects; similarities, differences, and interactions between "me" and "you"**
Use of Visuals to Convey Meaning	Help convey the "weaving back and forth" of knowledges
Storytelling: Dynamic and Pattern-Based	Stories emerge from different cultural assembly and transmission of information; whose knowledge is privileged
We All Employ "Pattern Smarts"	Cognitive neuroscience and "sacred ecology of the mind" (Haudenosaunee/Mohawk tradition). Pattern recognition & analysis → pattern breaking

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But, how?!

Applications to
**Health
Professions
Education**

Image Title: Interconnectiveness

Image Source: integrativescience.ca/Media

Possible Applications of Integrative Sciences Principles to Health Professions Education

Integrative Principles	Possible Applications
Self- and other-awareness	Guided & unstructured reflective practices/writing; mindfulness; self- & community-care; caucuses
Awareness of diversity of epistemologies	Increase student facility: ontology, epistemology, etc.; expand history & philosophy courses to Indigenous, other worldviews
Understanding of and comfort with similarities and differences	Ability to sit w/ discomfort; model communication skills; cultural humility development
Commit to and act upon co-learning journey	Interprofessional education; community-engaged learning; longer-term or multi-course learning periods; dedicated faculty

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Possible Applications of Integrative Sciences Pedagogies to Health Professions Education

Pedagogical Approaches	Possible Applications
Co-Learning	Interprofessional collaborations; internships; Freirean relationships; learning from community members/leaders; student-to-student teaching & learning
Use of Visuals to Convey Meaning	Arts-based methods; Theater of the Oppressed; concept and body mapping; art & play therapies
Storytelling	Illness/wellness narratives; autoethnography; family/network analyses; oral traditions
Pattern Smarts	Embodied knowing & learning; problem-based learning; group learning; concept mapping

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ORGANIZATIONAL IMPLICATIONS
FOUNDATIONAL AND CURRICULAR

Foundational Organizational Implications

- **Respectful academic–community partnerships; advisory councils**

- Acknowledgment of Indigenous communities and lack of representation in academy

- Long-term investment in process over preconceived outcome(s)

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Curricular Organizational Implications

- **"Curricular weaving" implies cross-collaboration**

- Comfort with integrating spiritualities

- Expanding conceptions of well-being beyond biomedical, which remain focus of national licensure exams

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Thank you.
I welcome questions or comments.

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