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EARNING THE RIGHT: A MODEL FOR TRANSCULTURAL PRACTICE

10/17/96

POD CONFERENCE/SNOWBIRD

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Background:

The estrangement between humanities and sciences has produced a dilemma for professional training programs, the faculty who teach in them, and the students who are educated by them. Understanding liberal arts studies and professional training as complimentary endeavors is a goal left to the neophyte doctor, nurse, physical therapist, educator, or other trainee who is entering their field. How to integrate curriculum without injuring existing training programs that have proven effective in turning out *technically* competent professionals is one of the most challenging issues in higher education today (Marsh, 1988).

"Earning the Right", a model supported by a video and facilitator's guide developed by the presenter, will be discussed in this session. The model was developed for faculty and graduate students in medical, teacher-education, and human-service based programs. The session focuses on the Lakota Culture to demonstrate how tools of inquiry in liberal arts emerge as tools of cultural awareness in professional training. The fundamental model upon which the "Earning the Right" Video and Guide was developed offers a specific framework to bring together elements of philosophy, history, cultural anthropology, humanities, and psycholinguistics within a process of self-reflection to enhance professional wisdom. The philosophical imperative, i.e. "Earning the Right", engenders professional goals of self-reflection, culture-specific knowledge, and skill in observation and communication. The model asserts that faculty and students "earn the right" to serve a variety of clients by making these goals more conscious through critical discussion and reflective practice.

Session Goals:

1. To generate reflection on professional training curriculum and its relationship to study in the liberal arts.
2. To give an overview of a cultural awareness model that uses methodology from history, anthropology, and psycho-social linguistics.
3. To generate discussion on how this cultural awareness model can be used with a specific culture by focusing on the Lakota Culture of South Dakota as an example.

Presentation methods:

After advanced organizers are presented, parts of a video developed by the presenter will be shown. The video combines prompts for viewer reflection and a videographic case study of the individual perspectives of Lakota people, their history and contemporary lives. In small groups, participants will use Nominal Group Technique to focus on session objectives. Predominant themes of group data will be identified for the whole group.

Marsh, Peter (1988) Contesting the Boundaries of Liberal and Professional Education: The Syracuse Experiment, NY, NY: Syracuse University Press.