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Nota di contenuto	CONTENTS; FOREWORD by NEL NODDINGS; ACKNOWLEDGMENTS; INTRODUCTION by JAMES WALLACE AND CELESTE M. BRODY; PART I. CHALLENGES TO PROFESSIONAL EDUCATION; 1. The Role of Liberal Arts in Professional Education by DOUGLAS F. MORGAN; 2. Interdisciplinary Studies and the Possibilities of Community by CELESTE M. BRODY; 3. Collaborative Learning: Fostering Dialogue Across the Professions by CELESTE M. BRODY; PART II. THEMATIC RESPONSES TO ETHICAL AND SOCIAL ISSUES IN PROFESSIONAL EDUCATION 4. Story and Voice in the Education of Professionals by CELESTE BRODY AND CAROL WITHERELL WITH KEN DONALD AND RUTH LUNDBLAD5. Reflection And Adult Development: A Pedagogical Process by ROBERT R. KLEIN; 6. Digging, Daring, and Discovering: Sifting the Soil of Professional Life through Journal Writing by JOANNE E. COOPER; 7. Self-interest and its Relation to an Ethic of Care by TERRENCE R. WHALEY; 8. Liberation, Multiculturalism, and Professional Education by ZAHER WAHAB; 9. Citizens and the Conduct of Ecological Science: A Response to the ""Tragedy of the Commons"" by CHARLES R. AULT, JR. 10. The Internationalization of Professional Education by JACK CORBETT PART III. REFLECTIONS ON A GRADUATE CORE PROGRAM; 11. The

Feminine in Public Service Professions: Implications for Graduate Instruction by MARY HENNING-STOUT; 12. Gender and Professional/Liberal Knowledge: Men's Perspectives by JAMES WALLACE; 13. Learning about Organizational Cultures and Professional Competence by GORDON LINDBLOOM; 14. The Evolution of a Graduate School: The Effects of Developing a Liberal Arts Core by CAROLYN L. BULLARD; AFTERWORD: THE SEARCH FOR PERSONAL AND PROFESSIONAL MEANING by KEN KEMPNER; REFERENCES; CONTRIBUTORS; INDEX

Sommario/riassunto

This book reflects and extends the great debates that schools, colleges, and universities are having in response to the profound moral conflicts and personal questions facing professionals today: What should we teach our students? What values should we communicate and nurture? What should be the role of the traditional liberal arts in professional education? How should schools and colleges respond to the demands of women and minorities for a more inclusive curriculum? The authors explore ongoing theoretical and practical considerations of graduate professional education through the ethical and social issues facing professionals in public service. Administrators, teachers, counselors, nurses, or lawyers are recognizing that they face similar questions about their personal and professional lives: Is it possible to sustain a set of fully human values as a practicing professional? As a member of a public organization, how does one deal with dilemmas involving conflicting priorities and ambiguous goals? The authors responses to these questions are presented as themes, describing connections between curriculum and pedagogy. They have designed an approach to ethical and social questions respectful of the contributions of adult learners and the need to provide diverse perspectives. Celeste M. Brody is Assistant Professor of Education and Core Coordinator. James Wallace is Professor of Education at Lewis and Clark College.
