

270.2

Intercultural Medical Education Exchange Program

The Center for Traditional Medicine, a program of the Center for World Indigenous Studies, initiated in 1997 an on going program of higher education/community partnerships linking students and professionals with members of a Mexican Indian village in an intercultural exchange of training and health care delivery. The Intercultural Medical Education Exchange Program relies on the following principals to guide participants:

Traditional societies are under tremendous externally imposed pressure to change from communities concerned with the well being of individual members to communities where specialized responsibility for such care rests with selected individuals—often individuals from outside the community. Metropolitan societies face similar pressures to organize health care for a limited number of people while the vast number of societal members are left outside the service focus.



Center for World Indigenous Studies

CENTER FOR TRADITIONAL MEDICINE

1001 Cooper Point Road SW Suite 140-214 • Olympia, WA • 98502 • U.S.A.
Tel: 617-643-1918 Toll free call 1-888-286-2947 E-mail: lekorn@wco.com

Leslie Korn, Ph.D., MPH, RPP
Clinical Director

4 November 1998

Mrs. Nancy A. Sims
Manager of Grant Proposals
W.K. Kellogg Foundation
1 Michigan Ave East
Battle Creek, MI 49017-4058

Dear Mrs. Sims:

In 1978 a 24 year old mother of three, Flavia Cruz (pseudonym) came into The Center For Traditional Medicine, a natural health clinic in rural Yelapa, Mexico complaining of symptoms that we diagnosed as high blood pressure. We treated Ms. Cruz with a combination of acupuncture, massage, relaxation methods, nutritional education and medicinal plants. In 1998, Flavia's blood pressure is still regulated, and now as a grandmother of three, Flavia heads up the herbal medicine section of the Clinic. Her responsibilities include the preservation of Yelapa's traditional knowledge base drawing on the teachings of her mother and grandmother. She now joins me and other clinicians teaching students from the United States of America, Mexico and Canada in our education programs.

One of the women who recently participated in our traditional medicine program is Lorella Kuhn (Pseudonym) a registered physical therapist and MA degree candidate in Somatics from San Francisco. Lorella attended our 3 credit, graduate seminar entitled TerraSoma. This seminar explores the relationship between the health of the earth and of the body from the perspective of many cultures. Both Flavia and Lorella had much to learn and share with each other. Equal sharing of knowledge is also a part of intercultural collaborations other faculty, Dr. Rudolph Ryser, (International Relations) Dr. Marjorie Bell Chambers (American History and Womens' Studies) Dr. Bill Chambers (Nuclear Physics) and myself, Dr Leslie Korn (Public health and Traditional Medicine).

In 1999, Lorella Kuhn returns for one month to serve in the clinic and to continue her studies in Traumatology—learning from the Yelapa knowledge base and from our other faculty. She will also work as a teaching assistant—teaching classes for the community and students coming from the U.S. She will also assist Dona Flavia in the herbal pharmacy. The courses she takes give her credit toward her MA degree. She will be joined by two Mexican women from Mexico City where one is finishing her undergraduate degrees in International Relations, and the other is undertaking a mid career respiratory therapist studies with cross cultural healing for her Bachelor of Arts degree.

Situated in a small Mexican Indian fishing village on the Bahia de Banderas, just south of Puerto Vallarta, we are a project of the Center For World Indigenous Studies an independent 501(c) (3) incorporated in Washington State. CWIS is a collaborative effort among North American Indian, and Non Indians and other indigenous peoples worldwide.

In Mexico the Center for Traditional Medicine has been active since 1976 providing traditional medicine (holistic, natural), health education and bolsters preservation of community traditions of health and healing practices as a model of improving health, supporting culture in the face of development and raising the esteem of women who undergird community health. The center has always

supported itself by offering cross cultural educational opportunities to undergraduate and graduate students and professionals from the U.S. Mexico and Canada.

The problem:

Health and healing occurs within a cultural context. Health care training and education is increasingly specialized in the United States, Mexico and Canada. Even Natural health care such as the burgeoning disciplines of Naturopathy, and Holistic health or Integrative medicine (while treating the whole person) are often based in reductionistic science and devoid of a cultural context. Rapid development in the third and fourth worlds brings with it stress, the introduction of chronic and acute illnesses and "lifestyle" disease which are due to the rapid changes and loss of traditional ways of life. Likewise, health students and professionals are often disconnected from their own roots—their own cultural context. This form of "social dissociation" inhibits the optimal capacity for people want to be true healers, not just technicians.

Higher education-community partnerships link students and professionals for training and care delivery with village members who both receive and offer knowledge and wisdom. This intercultural exchange meets the needs of each individual and forges a community based on reduction of xenophobia, enhanced self knowing and self esteem and respect for another's culture knowledge and wisdom. On a practical level it brings income and develops skills to an indigenous population threatened with the loss of their traditional land and natural resource-base and prepares them for the changes brought by pending development. These linkages bridge the gap between traditional values and the values of development and supports empowerment.

We provide health care and learning opportunities for people in the village by people in the village and visiting clinicians and educators as well as provide professional development and graduate level education (seminars, internships certificate and MA programs in Traditional Medicine, Women's Health and Fourth World (Indigenous Studies) to Indian and non Indian students from around the world. People exchange roles as both learners and teachers—thus cross cultural exchange, education, collaboration and community is both process and content oriented.

In a effort to link our training programs and internships to universities, in 1997-8 our parent organization, the Center for World Indigenous Studies entered into collaborations with several colleges and universities. We have established working relationships with Lesley College Graduate School in Cambridge, Massachusetts; Antioch Graduate School, Ohio; Prescott College, Arizona. Our agreement is that the university or college awards credit for a degree or it serves as the administrative partner in the degree granting process. We are working with the National College of Naturopathic Medicine in Portland, Oregon to develop a residency program for 5th year students. Discussions are underway that will establish a link between the Center for World Indigenous Studies and the Prince Edward Island University in Canada. Through this collaboration, we will be additionally linked to northern Atlantic universities and colleges in Iceland, the Faroe Islands and the Island of Man.

Dr. Jaime Sepulveda, the Director of The National Institute Of Public Health in Mexico has offered collaborative support and Dr. Julio Granados, M.D. of the Institute for Immunology and Rheumatology serves as our Medical supervisor.

In 1999 we will enroll our first 2 year certificate and BA/MA candidates.

In 1999 we will submit a proposal to Greenwich University for the Ph.D program

Our current project objectives are threefold

strengthen our teaching institute by forming public health and higher education partnerships that link faculty and students of higher education in the US Canada and Mexico.

And linking these intellectual resources to this community's needs.
Link the intellectual resources of the community to the needs of higher education students and professionals for multi cultural knowledge and appreciation of indigenous cultures in action

As new models of treatment and education are now flowering the in the Unites States, we recognize the growing needs of U.S /Trained health educators and clinicians to speak the multiple languages of culture and healing by expanding their knowledge of modalities. From the community perspective we provide basic holistic health care that undergirds the needs of both groups through a process of cultural exchange,that educattes treats and supports spiritual and self care customs. Indian people in the village need the same as our MA and Ph.D/MD students: new knowledge and tools and the opportunity to grow in roles as educators and healers in the changing environment of the village brought by development. The context and support to maintain traditions that serve people well, to incorporate new methods and thus be in control of change, rather than at th effects of it. Knowledge exchange or knowledge trade places shared value on the knowledge from all perspectives.

The experience is one of immersion in which didactic methods are balanced with experiential exercises structured to enhance and integrate the physical mental emotional and spiritual selves
In order to effectively go the next step we are asking for funding.

To link and provide support to mexican students who will serve their country
endowment for shcolarshps to link american indian students and teachers and mexican indian students and teachers

For anything!!!! Like tortillas

We need a budget to attach to this letter of intent
the letter is supposed to be 2 pages with budget