



SYLLABUS

GHANA SERVICE LEARNING EXPERIENCE

Instructor: Ms. Rose Walls

Language of Instruction: English

Contact Hours Service-Learning Placement: up to 224

Contact Hours – Class meetings: 15

Total Hours of Student Engagement (THSE) in all course activities*: Maximum of 239

ACCRA, GHANA

COURSE DESCRIPTION

Students will be placed in internship/service learning assignments at various nongovernmental organizations (NGOs), healthcare providers, research institutes, and other local agencies, referred to as 'attachments' in Ghana, that are designed to complement the global health and development emphasis of the program, as well as to meet the individual interest of each student. The actual placement of each student will be based on his/her unique academic background, training, skills, and personal interests, all of which should be identified in the Resumes and Personal Statements of Interests submitted by each student. The types of attachments available to students are numerous and include areas as diverse as health; environment; family planning; women's empowerment; new information and communication technologies; agriculture; education; literacy; culture and arts; tourism; politics; economics and business; mass media, and others. Internship duties and responsibilities vary depending on the specific needs of the organization. However, they can include writing, researching, job shadowing, interviewing, advising, teaching, community organizing, mentoring, training, fundraising, photographing, and a variety of other alternatives. This course will also include a number of site visits, weekend field excursions, and day-long community service projects that will serve to enhance the *service* and *learning* emphases of the course. Students will also be given information about ethics, safety and professionalism in the context of their service learning/internship placement.

COURSE OBJECTIVES

The objective of this course is to help students develop skills in critical thinking and problem solving within the context of the challenges facing a NGOs, healthcare service providers, research institutes, and other local agencies charged with the responsibility of addressing the various needs of the Ghanaian population. Its primary focus is to assist student interns in 'learning how best to learn' from their experiences as service learners in the Republic of Ghana.

INSTRUCTIONAL METHODOLOGY

The course, based on classroom discussion of general and specific internship/service learning issues and experiences, will meet for one hour, one day per week. Along with the classroom discussions, students will be participating in their internships for a minimum of 20 hours per week. During the 15 week semester, students must spend a minimum of 360 academic hours at their internship. Students may also choose to devote additional time to their internship in order to enhance the service learning aspect of their experience. Students will be required to keep a journal of their experiences.

METHOD OF EVALUATION (GRADING)

Students will be graded on their completion of the minimum 360 academic hours of their service-learning/internship (50%); consistent class attendance (10%); full participation in the weekly classroom discussions (5%); handing in weekly journal entries based on their internship experience (5%); evaluation of their work performance by their internship supervisor (5%); and the completion of a final paper which synthesizes their journal entries, weekly classroom discussions, and their overall internship experience (25%).

COURSE OUTLINE

Week 1	Stages of Cultural Adjustment, The ABC's of Culture & Taking Care of Self Ethics and Service Learning: Handling an Ethical Dilemma at Work and Sharing of Internships (5 min Presentations about the agency and what you do)
Week 2	Coping Strategies for Cultural Adjustment Problem Solving Game & Group Processing Chapter 10 of class text
Week 3	Class Text – Chapter 1-5, Discuss Ghana's geography, Political History, Economic Experience, Religion & Customs
Week 4	Film: Debt Relief
Week 5	Class Text – Chapter 6-9, Discuss Institutions & Transitions in Life, Values & Rules of Behavior, Amusements & Festivals & Places of Interest
Week 7	MID-TERM BREAK
Week 8	Visit or guest, US Peace Corps
Week 9	Key Issues Impacting Children in Ghana
Week 10	A Situational Analysis of Women in Ghana
Week 11	Access to Ghana's Social Services (Health, Education, etc.)

- Week 12 Sharing Day: 5- 7 min presentations on
A Fascinating Aspect of Ghanaian Culture or
A Problem at my Internship, which we process
- Week 13 Analyzing Water & Sanitation Issues in Accra
- Week 14 Discussion of the article DISCOVERY by LiAnn Sumner (to be distributed)
- Week 15 Course Overview- Journals due
Share one entry which highlights an important Lesson learned

COURSE READINGS

- A. Danquah, Ghana's Cultural Heritage in Retrospect. (Accra: Super Trade, 2008)
- J. Kodua and Y. Chachah, Ghana: Understanding the People and Their Culture, (Accra: WPS, 1999).
- J. Eyler, Creating your Reflection Map. New Directions for Higher Education. John Wiley & Sons, 2001.
- M. Kumekpor, Community Mobilization, (Accra: CSPS, 2002).
- R.C. Swanson, The Quality Improvement Handbook, (London: St Lucie Press, 2001)

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported

harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).