



SYLLABUS

GHANA SERVICE LEARNING EXPERIENCE

Instructors: Elsie Gaisie-Ahiabu and Albert Walls

Language of Instruction: English

UO Credits: 4-6

Contact Hours - Class Meetings: 6

Total Hours of Student Engagement (THSE) in all course activities: 120 - 180

ACCRA, GHANA

COURSE DESCRIPTION

Students will be placed in internship/service learning assignments at various non-governmental 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 6-week period, students must spend a minimum of 120 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 120 academic hours of their service-learning/internship (50%); consistent class attendance and participation (10%); and the completion of a final paper which synthesizes weekly classroom discussions, and their overall internship experience (40%).

COURSE OUTLINE

Week 1 (AW/EG) Get Acquainted
 Course Overview
 Getting Started
 Ethics
 Goals
 Hours
 Confidentiality
 Supervision Structure
 When you have a problem...
 Key History and Demographics of Ghana
 Health Sector: Special Concerns

Assignment: Handbook Chapters 1, 2 and 6; Health Placement Articles

Week 2 (AW) Adjusting and Supervision
 Sharing of Goal Sheets
 Cultural Values and Adjustment Strategies
 The ABC's of Culture
 Utilizing Supervision

Assignment: Handbook Chapters 3 and 7

Week 3 (AW) Further Integration into the Ghanaian Workplace
 Common Stressors and Problems
 Utilizing Supervision
 Potential Solutions to Problems

Assignment: Handbook Chapters 9 and 10

Week 4 (EG) Diversity

Culturally Competent Work Practice
Knowing Yourself in Relation to Diversity

Assignment: Handbook Chapter 8

Week 5 (EG) Integrating Class and Field Work Within a New Global Analysis
 Critical Analysis
 Student Presentations (class to field / USA to Ghana)

Assignment: Handbook Chapter 11 and Oral Presentation

Week 6 (AW/EG) Termination
 Lessons Learned
 Tasks
 Planning Ends
 Utilizing skills for the future

Assignment: Handbook Chapter 12

REQUIRED TEXT

Walls & Walls (2014), The Service Learning and Internship Handbook for Foreign Students and Volunteers in Ghana

SUGGESTED 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)