HIV/AIDS: Global Service-Learning in Ghana

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Course Description
This 3 credit (2 credits for undergraduates) global service-learning course will introduce undergraduate and graduate students to HIV/AIDS education and prevention while engaging in experiential learning in Ghana during Winter Break. The course will include three class meetings at NYU. The focus of the first two classes prior to travel will include the process of critical reflection in service learning, an understanding of the social issues related to the HIV/AIDS pandemic (poverty; substance abuse; orphans and vulnerable children; knowledge and beliefs toward HIV/AIDS infection and transmission; strategies employed for HIV/AIDS advocacy). The faculty will facilitate the in-class discussions of readings aimed at developing a knowledge base of HIV/AIDS and prevalence, risk factors, and education models in Ghana, and a greater sense of civic responsibility. The last class will synthesize and summarize our global experiences, with reflection on ways to further student commitment to future service.

The service provided will be based on the needs of the communities as assessed by ProWorld. Students must apply and be accepted into the NYU Alternative Breaks Program through the NYU Center for Student Activities, Leadership and Service in order to enroll and participate in this course. The faculty will facilitate the in-class discussions, while two teaching assistants (Alternative Break Site Leaders) will facilitate the out of class learning experiences and trainings, also coordinating the in-country schedule for the participants. The teaching assistants will also facilitate 3 of the 4 in-class reflection exercises as well as the reflection activities while abroad. Students must apply and be accepted into the NYU Alternative Breaks Program through the NYU Center for Student Activities, Leadership and Service in order to enroll and participate in this course.

Assignments/Grading:
In addition to active participation in the discussion seminars, field visits, and service project, students will participate in daily reflection activities, maintain a reflection journal, and write a 6-8 page final paper.

Service participation: Not graded but mandatory component to complete course
Class Participation/Attendance: 15%
Daily Journal: 15%
Reading Response Paper: 15%
Reflection Paper: 20%
Final Paper: 35%

There is no curve in this course. Every student and instructor is expected to fully comply by the Silver School of Social Work general policy guidelines on incomplete grades, academic honesty, and
plagiarism. It is the student’s responsibility to become familiar with these policies. All students are expected to pursue and meet the highest standards of academic excellence and integrity.

Class Participation:
Class participation is an important element of our course and can take several forms: making informed comments, asking or responding to a question posed by faculty or your classmates, and generally showing that you have thought about a topic or a case. Class participation also includes active participation in the reflection activities and in any agency visits while abroad.

Written Assignments:
Journals: Students are asked to keep a reflective journal of class discussions and daily service work while in the community. This will include your personal reflections and reactions. This journal will be submitted for review twice throughout the course.

Papers: You will need to write three papers over the course of the semester. Each paper will focus on an assigned topic that asks students to react to and reflect on key issues encountered during service.

Reading Response Paper (15%, 3-4 pages).
Everyone will write one response paper based on the readings for the first class session.

Reflection Paper (20%, 4-5 pages)
Following the service trip, you will be asked to write a reflection paper in which you will reflect upon one or two aspects of the trip that you found interesting, confusing, provocative, or in some way compelling. This is due by January XX.

Final Paper (35%, 6-8 pages)
In this final paper you will examine HIV/AIDS prevention efforts in GHANA. This paper should take a comparative approach to New York City HIV/AIDS prevention through a literature review, and should cover an issue discussed in class and what you experienced in Ghana. Please include aspects of your service experience in the paper. This is due by February XX.

REQUIRED READINGS

**COURSE OUTLINE**

**Class 1: Critical Reflection: Personal Growth, Civic Engagement, and Academic Enhancement**
December TBA 1:30 PM to 3:30 PM in the Silver School of Social Work Parlor, 1 Washington Square North (corner of University)

**Required Reading:**


**Recommended:**


**Class 2: Social Issues Related To HIV/AIDS In Ghana: Issues, Controversies, And Treatment** – December TBA 1:30 PM to 3:30 PM in the Silver School of Social Work Parlor, 1 Washington Square North (corner of University)

**Required Reading:**


Kpodo, D. Virginity Clubs blame women for HIV. Public Agenda (Ghana newspaper).

Osei.  Sex Education in Ghanaian Society: The skeleton in the cupboard.


Vanderpuye, K. & Amegatcher, J.  Participatory HV Intervention with Ghanaian Youth.  *In the Children of Africa confront AIDS.*


**Class 3: Orientation and preparation for our HIV/AIDS Prevention and Education service learning in Ghana.**

ProWorld Ghana will provide an acclimation to area and general discussion of cultural do’s and don’ts, possible site visits and Symphony International, an NGO we will be working with while in Cape Coast.

**Class 4: Reflection on HIV/AIDS Education Service Learning in Ghana: Future Consideration of Social Change and Civic Responsibility.** Date and time TBA

Student led discussions of reactions to service learning, HIV education and prevention in Ghana including reactions to the variety of settings, people, and culture observed.

**Required Reading:**

