

**NYU Accra**  
**NODEP-UA 9982/INDIV-UG 9050**  
**Experiential Learning Seminar**  
**Spring 2020**

**Instructor Information**

- Nicholas Nii A. Okai, PhD.
- NYU Accra Academic Centre, Office room 2
- Instructor office hours: : Tuesdays 9:00am – 5:00pm; and by appointment
- Email

**Course Information**

- NODEP-UA 9982/INDIV-UG 9050
- Internship Seminar & Fieldwork
- Course Description

The facilitation of this class will be very lively and will be in the form of presentations, discussions, and group activities. The class will have two guest lectures during the semester to talk on issues related to the course syllabus. There will also be a field trip to help highlight some of the issues that will be discussed in class.

- Thursdays 8:30am – 10:00am

**Course Overview and Goals**

As the academic component of the internship experience, this seminar helps students reflect critically on their internships as a way to further their individual academic and professional goals. This includes evaluating various aspects of the internship site, such as its mission, approach, policies, and the local, regional and international contexts in which it operates. Students will be challenged to think analytically about their internships and host organizations and to connect their internship experiences to past and present academic work. The first part of the course focuses on workplace skills such as professional etiquette, communication, and networking. The second part focuses on the research and writing of an academic research paper and presentation related to the internship. Students will be graded on the academic work produced in this course.

**Upon Completion of this Course, students will be able to:**

- Complete a structured experiential learning experience with an organization in Ghana.
- Be able to use practical field based experience and theoretical constructs to analyze the Ghanaian and international work place.
- Appreciate the salient features of labor laws and the challenges associated with their application from a comparative perspective.
- Learned contemporary workplace skills such as professional etiquette, communication, and networking.
- Gained self-confidence and adequately prepared to function effectively in any corporate setting.

## Course Requirements

### Class Participation

Students are expected to attend classes and participate actively in discussions and submit all class assignments on time. Students are expected to read all relevant materials for a given lecture in advance, and coupled with their internship experiences, be able to contribute their thoughts, ideas and reflections to class discussions. In order to facilitate the integration of workplace experience and classroom instructions, all students are expected to undertake a structured research project, which will consist of the following: Research Paper Proposal: Each student will submit a 1000-1500 word (3-5 page) proposal at the mid-point of the semester. In this proposal, students will discuss a critical issue they have identified at their internship and how it integrates with current, peer-reviewed literature on the topic; the proposal will include a brief outline of the methods to be employed in researching this issue, and an bibliography of at least 5 peer-reviewed sources not included on course syllabus. **Proposal Due:**

Research Paper: Each student will submit a 3000-4000 word (10-12 page) paper that explores the critical issue identified in their proposal in depth and connects it to relevant scholarly research. A minimum of 10 peer-reviewed sources not included on course syllabus are required.

GLOBAL PUBLIC HEALTH STUDENTS: See below for specific research paper guidelines

**Final Paper Due:**

Presentation: Each student will conduct a 10 minute class presentation of their research. Presentations should include time for Q&A from the audience. **All written work will be completed in 12 point Times New Roman font, double-spaced, with 1-inch margins.**

### Public Health Students Final Paper Guidelines:

The research paper should focus on a public health related question that ties into the internship experience. The research question may be related to a public health issue observed during the EL fieldwork experience or an issue that pertains to the organization's mission, vision or relevant public health topic that is a focus for the organization. For example, students may want to construct a critical question that relates to a statement of need within the organization in the area of:

A. Policy Issue

- B. Area of Unmet Needs
- C. Barriers of access to care
- D. Sustainability of Services
- E. Services to a target population not currently offered

The goal of the final paper is to deepen the student's knowledge and understanding of the public health topic or issue by using real-world experience, interviews and observations from the placement, and an investigation of the current scholarship.

*Specific Tasks:* Based on the agency and activities of the student's placement:

1. Students will identify an issue and develop a critical research question to guide their work.
2. Students will *compile a reading list of 10 sources* from the peer reviewed literature that will allow the student to explore this issue in greater depth and develop an Annotated Biography.
3. Students will construct a semi structured interview guide (set of questions that will help answer your overall research question) and *interview 2-3 key public health personnel* pertinent to their topic.
4. Students will make *observational notes* relevant to their topic (as possible and appropriate) while engaged in their internship.

### **Review the literature—Annotated Biography**

Choose 10 articles/documents that relate to your approved question. They should be within the last 5 years, except for seminal works core to the research question posed. The literature chosen must provide various perspectives on the research question.

For each, provide an AMA formatted citation, a brief description and evaluation of the article as it pertains to your topic. For each citation, this description should be 1- no more than 2 succinct, substantive paragraphs (approximately 100 words)

### **Interviews** (primary data collection)

Keep in mind the individuals to be interviewed should provide you with different insights and perspectives on the critical question you are exploring. Often it is best to choose one person within the organization and a person outside the organization with knowledge of the area of public health you're your critical question is exploring.

Identify and describe the roles of the two or three people you are interviewing, title, responsibilities, your observations and interactions with them. Construct a semi structured interview tool, consisting of 5-6 questions that address your critical question.

### **Observations**

Based on your critical research question, make note of elements in the organization that can help in answering your question. Make note of the organizational structure of the agency; formal and informal communications between departments, programs, components; operationalization of agency mission, goals and objectives; population or groups served by the agency; work environment/climate; relationship of the agency to the larger public health system.

### **Points for writing the paper**

1. *Statement of Need and Critical Question:* What was observed initially in your fieldwork that led you to the development and exploration of your research question?
2. *Methods:* What research methods (data collection strategies) did you use to address and answer the critical question posed?
  3. What was observed during your fieldwork that are relevant to addressing the critical question?
  4. What information did you obtain from the interviews that is relevant to addressing the critical question?
5. How did the scholarly research (lit review) contribute to your findings?
6. *Results:* Summary or description of findings as it relates to critical question and statement of need integrated with fieldwork experience, observation, research and interviews
7. *Recommendations:* How might the agency utilize your findings or how might the findings lead to improvement relevant to the public health issue or critical question?

Optional

8. Strategies: Develop 2 feasible strategies that can be put into place that respond directly to the critical question.
9. Identify 2 objectives for each strategy that will address the issues.

### Assignments

See course schedule

### Assigned Readings

- James O. Mills. *Labor Laws*. Accra: Centre for Professional Development, 2014. Print.
- K.Ramachandran. *Business Communication*. New Delhi: Macmillan Publishers,2007.Print
- Shweta Garg. *Industrial Psychology*. New Delhi: S. Chand Publishing, 2008. Print.
- Robert, Henry M., Daniel H. Honemann, and Thomas J. Balch. *Robert's Rules of Order Newly revised in Brief*. Philadelphia: DeCapo, 2011. Print.

### Grading of Assignments

The grade for this course will be determined according to the following formula:

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Class Attendance	5
Class Participation	5
Research Proposal	10
Class Assignments	50
Final Research Paper	20
Final Presentation of Research Paper	10

## Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	4.00	94%-100%
<b>A-</b>	3.67	90% – 93%
<b>B+</b>	3.33	87% - 89%
<b>B</b>	3.00	84% - 86%
<b>B-</b>	2.67	80% - 83%
<b>C+</b>	2.33	77% - 79%
<b>C</b>	2.00	74% - 76%
<b>C-</b>	1.67	70% - 73%
<b>D</b>	1.00	65% - 69%
<b>F</b>	.00	65 or lower

## View Grades

All assignments will be graded and handed over in class. However, midterm grades and final grades will be uploaded onto NYU Albert.

## Course Schedule and Assignments

<b>Week/Date</b>	<b>Topic</b>	<b>Activity</b>	<b>Assignment / Due Date</b>
[Week 1, 6 <sup>th</sup> FEB.]	Introduction. Walk through syllabus and expectation mapping.	Discussion	

[Week 2, 13 <sup>th</sup> FEB.]	Ghanaian professional etiquette and the transition from student to professional. AND Introduction to the concept of Decent work	This session will address related themes that will talk about cultural norms, formality, the general dos and don'ts as well as other interesting issues bordering on working at your local internship site. The session will also introduce the International Labor Organization's (ILO) concept of Decent Work.  <b>Reading:</b> <a href="https://www.wikihow.com/Behave-at-Work">https://www.wikihow.com/Behave-at-Work</a>	<b>Assignment 1 Due :</b> Prepare a five-minute presentation (with slides) to introduce the class to your internship site and your responsibilities (2 slides maximum).  Using metaplan cards, indicate 2 expectations for this semester's experiential learning
[Week 3, 20 <sup>th</sup> FEB.]	Emotional Intelligence and the workspace: What an intern should know	This session will explore salient human – centered behavioral traits and their manifestations in work colleague behavior	<b>Assignment 2 Due :</b> Based on your internship experience so far, write a 2-page paper (1.5 spacing) to highlight the challenges and solutions to the NGO problems in Ghana.

**Reading for Assignment 2:**

([https://www.researchgate.net/publication/276325475\\_Enhancing\\_NGO\\_Management\\_in\\_Ghana\\_An\\_Alternative\\_Approach](https://www.researchgate.net/publication/276325475_Enhancing_NGO_Management_in_Ghana_An_Alternative_Approach))

[Week 4, 27 <sup>th</sup> FEB.]	<b>Presentations AND How to be an effective Team Player at the Internship Site/Workplace</b>	Salient aspects of the teamwork concept will be explored with a view to unearthing what it takes to be more productive within multicultural teams  <b>Reading:</b> <a href="https://www.monster.com/career-advice/article/5-ways-to-be-a-good-team-player-hot-jobs">https://www.monster.com/career-advice/article/5-ways-to-be-a-good-team-player-hot-jobs</a>	
------------------------------------	--	---	--

[Week 5, 5 <sup>th</sup> MARCH.]	<b>Introduction to Internship based Research</b>	This session will introduce the class to strategies for writing the mandatory research paper and also share examples.  <b>Reading:</b> <a href="https://www.aresearchguide.com/1step.html">https://www.aresearchguide.com/1step.html</a>	<b>Assignment 3</b> <b>Due :</b> Present 3 internship specific research topics.
[Week 6, 12 <sup>th</sup> MARCH.]	<b>Introduction to Internship based Research / Tool 1. Introduction to Public Speaking</b>	This week we shall look at the art of public speaking. Students will get to know the dos and don'ts of public speaking and how best to communicate to a wider audience for impact <b>Reading:</b>	<b>Assignment 4</b> <b>Due:</b> Research Proposal
[WEEK 7 ]		<b>SPRING BREAK</b>	
[Week 8, 26 <sup>th</sup> MARCH.]	<b>Group Exercise Reflective experience sharing</b>	Group based activity aimed at unearthing themed challenges and coping mechanism at the various internship sites.	<b>Assignment 5</b> <b>Due:</b> Present 3 questions for Panel discussion
[Week 9, 2 <sup>th</sup> APRIL.]	<b>Workplace and Internship Perspectives</b>	Panel discussion with local professionals on changing workplace conditions. Panelists will focus on how students can be competitive in the local and the international field	
[Week 10, 9 <sup>st</sup> APRIL]	No CLASS	<b>Independent Research Paper Interviews etc.</b>	
[Week 11, 16 <sup>th</sup> APRIL]		<b>Trip to Kumasi and Tamale</b>	

--	--	--	--

[Week 12, 23 <sup>rd</sup> APRIL]	<b>Professional Networking</b> Class theme: <i>From informational interviews to leveraging social media as a professional. The first and continuing steps for creating your public image and career</i>	Activity: Social media “audit.” In pairs, students will show, discuss and analyze their presence on all social media accessible to potential employers and colleagues. <b>Reading:</b>	<b>Assignment 6</b> Due: Create (or refine) your LinkedIn profile using principles from the class discussions.  <b>Reading:</b> <a href="https://www.socialmediatoday.com/content/how-use-social-media-professional-development">https://www.socialmediatoday.com/content/how-use-social-media-professional-development</a>
[Week 13, 30 <sup>th</sup> APRIL]	No Classes	Follow-up individual meetings with instructor to finalize research project and presentation strategies.	
[Week 14, 7 <sup>th</sup> MAY.]	<b>Presentations of Research by students ( 1<sup>st</sup> Window )</b>	This activity will highlight the research problems, findings and recommendations	
[Week 15, 14 <sup>th</sup> MAY.]	<b>Presentations of Research by students (2<sup>nd</sup> window)</b>	This activity will highlight the research problems, findings and recommendations	
18 <sup>TH</sup> MAY			<b>Final Research Papers Due.</b>

# Course Materials

## Required Textbooks & Materials

- James O. Mills. *Labor Laws*. Accra: Centre for Professional Development,2014. Print.
- K.Ramachandran. *Business Communication*. New Delhi: Macmillan Publishers,2007.Print
- Shweta Garg. *Industrial Psychology*. New Delhi: S. Chand Publishing,2008. Print.
- Robert, Henry M., Daniel H. Honemann, and Thomas J. Balch. *Robert's Rules of Order Newly Revised in Brief*. Philadelphia: DeCapo, 2011. Print.

## Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

# Course Policies

## Attendance and Tardiness

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the center is mandatory, and unexcused absences will affect students' semester grades. Students are responsible for making up any work missed due to absence. Repeated absences will result in harsher penalties, including failure. Absences are only excused if they are due to illness, religious observance or family emergencies.

**Note: If for any other tenable reason you will be unable to attend class, you are FIRST required to contact and inform the NYU Accra Manager of Student Services directly at the Academic Centre or email [mao9@nyu.edu](mailto:mao9@nyu.edu). You are also required to email your professor directly to notify them before the day of the class. You will not be penalized only when this request for Nonattendance has been formally granted and communicated to you.**

## Late Assignment Submission

Students are expected to submit work on date specified. Late submission of work is not permitted and will not earn “grade A”. Late submission will be accepted if it is backed with a formal excuse.

## **Incomplete Grade Policy**

Failure to submit or fulfill any required course component results in failure of the course.

## **Academic Honesty/Plagiarism**

Students must adhere to [NYU's academic integrity policy](#) while studying away at a global site. As that policy states: *“At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others.”*

NYU defines plagiarism as “presenting others’ work without adequate acknowledgement of its source, as though it were one’s own.”

Before submitting assignments, students are expected to reference all sources that you have consulted in preparing them, and to include a full bibliography for every assignment where you make use of outside sources.

Plagiarism, the use of another writer’s words without due acknowledgement, is a serious academic offence for which you will be penalized. The following acts constitute plagiarism:

- Using a phrase, sentence or passage from another person’s work without quotation marks and attribution of the source.
- Paraphrasing words or ideas from another’s work without attribution.
- Reporting as your own research or knowledge any data or facts gathered or reported by another (including another student).
- Submitting in your own name papers or reports completed by another.
- Submitting your own original work (be it oral presentations or written work) toward requirements in more than one class without my prior permission. If there is an overlap of the subject of an assignment with one that the student has produced for another course (either in the current or previous semesters,), he/she is obliged to inform me.

## **Disability Disclosure Statement**

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

**Note: Aspects of this syllabus could change in the course of the semester**

