

Health Care in Ghana
NUR 429, 2 credits
Study Abroad, Accra, Ghana
Summer 2009

Catalog Course Description: Major health issues and health care system in western and traditional Ghana culture. Health status indicators and determinants; major program and strategies; organization of the health care system; access to and payment for care; role, image and status of health care providers; and the interface between western and traditional Ghana health care.

Course Objectives: Upon completion of this course the student will be able to:

1. Compare/contrast the Ghanaian health care system with that of the US.
2. Analyze the cultural, social, economic, geographic, political, demographic and other variables that influence health and health care delivery in Ghana;
3. Discuss the major programs/strategies used to improve health in acute and community settings;
4. Identify the various health care providers and their role, image and status in the Ghanaian health care system;
5. Describe quality, access and costs/payment for health care services in the Ghanaian health care system.

Prerequisites: none

Co-requisites: none

Course Faculty:

The course will be taught by a series of Ghanaian guest lecturers from the health field, and by MSU faculty.

Lead course faculty: Connie Currier, DrPH, MPH
A224 Life Sciences Building
Email: currier3@msu.edu
Office phone: 432-1162
Cell: 256-2131

Since this is a study abroad program, I will be with you almost every day. You will have my Ghana cell phone number and can always reach me to arrange convenient times to meet.

Instruction:

- a. This is a study abroad course. It will consist of lectures/discussions, field excursions, journal writing, an exam, a group project (community health assessment), and a final paper. Lectures/discussions will focus on conveying a basic understanding of health issues and the broader sociocultural context in Ghana. All assignments and excursions are meant to encourage critical thinking, and develop students' ability to analyze and interpret the implications of these for health, and to develop cultural competence skills.

b. Required texts:

Packer, George. 2001. *The Village of Waiting*. New York: Farrar, Straus and Giroux.

This book can be purchased from www.Amazon.com or any bookstore.

A course pack will be made available prior to departure for Ghana.

Evaluation:

a. Learning Assessments and Grading:

The final grade will be determined as follows:

1) Journal Assignment (20% of your grade)

- Journals graded pass/fail

2) Exam (20% of your grade)

3) Community diagnosis (20% of your grade)

- Written and oral presentation (group assignment), graded based on grading tool provided.

4) Final paper (30% of your grade)

- Final paper, 3-5 pages, graded based on grading tool provided.

5) Participation (10% of your grade)

b. Grading scale.

4.0	94-100% of course points
3.5	89-93
3.0	84-88
2.5	79-83
2.0	75-78
1.5	70-74
1.0	65-69
0.0	below 65

c. Writing Requirements. Written assignments will be graded and according to a Grading tool which will be provided. APA Style is required.

Honors Option: Students interested in pursuing an Honors Option should contact the instructor no later than 2 weeks after the first day of class.

University Policies:

Academic integrity: Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 370. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/honestylinks.html>).

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

Disruptive behavior: Article 2.3.5 of the [Academic Freedom Report](#) (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman's web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

PLEASE NOTE: Attendance at all classes is the expectation. Contact Connie before the scheduled class if you expect to have a chance of having your absence from a class be recorded as an excused absence. Attendance means being present for the entire class. A repeated pattern of absences from parts of, or the entirety of scheduled classes will result in a lowering of your course grade.

College of Nursing Policies: Professional Development Guidelines found in CON Student Handbooks at CON website. Students are responsible for the information found in the CON (BSN, MSU or PhD choose one Student Handbook).

Course Calendar: (SUBJECT TO CHANGE)

WK	DATE	TOPIC	READINGS	ASSIGNMENT
4	Wed. June 10	<p>9 am Connie Currier Introduction to the Course</p> <p>*****</p> <p>11 am Dr. Kodjo Senah, Medical Sociologist, Shopping for Health Care in Ghana: The interface of traditional and orthodox medicine</p> <p>*****</p> <p>12:30-2 pm LUNCH</p> <p>*****</p> <p>2 pm Ms. Faustina Oware-Gyekye, School of Nursing, role, image</p>	<p>WEEK 4 -- JUNE 10 – 13, 2009</p> <p>READ-</p> <ul style="list-style-type: none"> • Course Syllabus!!! • Map of Ghana: http://www.mapsofworld.com/ghana/maps/ghana-map.jpg • Ghana Ministry of Health. November 2001. Country Portrait. In <i>Partnerships for Health: Bridging the Inequalities Gap. The Second Health Sector Five-Year Programme of Work: 2002-2006</i> (Annex). Government of the Republic of Ghana, Accra, Ghana. • US vs. Ghana vital statistics comparison (C. Currier, 2009) • UNICEF. (n.d.) <i>At a glance: Ghana</i>. Retrieved April 21, 2009, from http://www.unicef.org/infobycountry/ghana_statistics.html?q=printme • Handout – how does culture affect/interact with health? (C. Currier) • NUR 429 Health Care in Ghana Powerpoint <p>*****</p> <p>READ -</p> <ul style="list-style-type: none"> • Senah, Kodjo, A., Adusei, Joseph Kofi, and Akor, Samuel A. August 2001. <i>A Baseline Study into Traditional Medicine Practice in Ghana</i>. (Executive Summary only) • Tabi, M.M., Powell, M. & Hodnicki, D. (2006). Use of traditional healers and modern medicine in Ghana. <i>International Nursing Review</i>, 53, 52-58. • Gray, N. (2001). Witches, oracles, and colonial law: Evolving anti-witchcraft practices in Ghana, 1927-1932. <i>The International Journal of African Historical Studies</i>, 34 (2). 339-363. <p>*****</p> <p>LUNCH</p> <p>*****</p> <ul style="list-style-type: none"> • Roles, status and images of health care providers, Ms. Faustina Oware-Gyekye 	<ul style="list-style-type: none"> • Assignment for week 4: In addition to daily class readings, read Chapters 1-3 of <i>The Village of Waiting</i>, by George Packer • 2 directed journal entries (DJE) and 2 personal entries (PJE) to be completed by Saturday, June 13th

WK	DATE	TOPIC	READINGS	ASSIGNMENT
		<p>and status of health providers in Ghana</p> <p>*****</p> <p>3:30 pm Dr. Phyllis Antwi, public health physician, School of Public Health, Ghana's response to the HIV/AIDS epidemic</p>	<p>*****</p> <p>READ-</p> <ul style="list-style-type: none"> UNAIDS. (July 2008). <i>Uniting the World Against AIDS – Ghana: Country Situation</i>. Retrieved April 21, 2009, from http://data.unaids.org/pub/FactSheet/2008/sa08_gha_en.pdf IRIN PlusNews. (2007). <i>Ghana: Increase in HIV/AIDS treatment and care centers</i>. Retrieved May 28, 2007, from: www.plusnews.org/PrintReport.aspx?ReportId=62609 Ghana Ministry of Health. (2001, December). <i>HIV/AIDS in Ghana: Background, Projections, Impacts, Interventions, and Policy</i>. National AIDS/STI Control Programme Disease Control Unit, Ministry of Health: Accra, Ghana. (selected pages). Mill, Judy E. (2001, August). I'm not a "Basabasa" woman. <i>Clinical Nursing Research</i> 10(3), 254-274. Mill, J.E. & Anarfi, J.K. (2002) HIV risk environment for Ghanaian women: Challenges to prevention. <i>Social Science Medicine</i>, 54(3), 325-337. 	
	Thurs. June 11	<p>9 am. Visit to Centre for Plant Medicine, Mampong</p> <p>*****</p> <p>11 am District Hospital Mampong Visit to District Health Management Team</p> <p>*****</p> <p>1 pm Lunch Aburi Gardens</p>	<p>*****</p> <ul style="list-style-type: none"> Excerpt from: <i>Centre for Scientific Research into Plant Medicine Celebrates its Silver Jubilee 1975-2000</i>. <p>*****</p> <p>***Class discussion/debriefing***</p>	
	Friday June 12	<p>AM Leave for Kumasi</p> <p>Visit Bonwire, Kente village</p> <p>Evening stay at Gracious Living Guest</p>	<p>REVIEW – (NOT REQUIRED) FOR VISIT TO BONWIRE – Kumasi</p> <ul style="list-style-type: none"> Cloth and Culture: Ways of Looking at Cloth. Retrieved May 26, 2005, from http://www.du.edu/duma/africloth/study.html. Strip-Weaving Traditions: The Asante. 	

WK	DATE	TOPIC	READINGS	ASSIGNMENT
		House	<p>Ashanti Strip Weaving. Retrieved May 26, 2005, from http://www.du.edu/duma/africloth/strip.a shanti.html.</p> <ul style="list-style-type: none"> • Republic of Ghana – Kente. Retrieved May 26, 2005, from http://www.ghana.com/repouublic/kente/. 	
	Sat. June 13	<p>AM Kejetia Market</p> <p>Visit Kurofuforum brass making village</p> <p>PM Lake Bosumtwi and boat ride</p> <p>Evening stay at Gracious Living</p>		
5	Sun. June 14	<p>AM Visit Ntonso – Adinkra village</p> <p>Return to Accra</p>	<p>WEEK 5 -- JUNE 14 – 20, 2009</p> <p>REVIEW – (NOT REQUIRED) - FOR VISIT TO NTONSO – Kumasi</p> <ul style="list-style-type: none"> • Introduction to Asante Adinkra Cloth. Retrieved May 26, 2005, from http://adireafricantextiles.com/adinkraintr oduction.htm. • Adinkra History. Retrieved May 26, 2005, from http://home.arcor.de/ghana- world/adrink_e.htm. 	<ul style="list-style-type: none"> • Read Chapters 4-7 of <i>The Village of Waiting</i>, by George Packer • 2 directed journal entries (DJE) and 2 personal entries (PJE) to be completed by Friday, June 19th
	Mon. June 15	<p>11-12:30 pm Dr. Rosemary Richardson, public health physician, activities to enhance safe motherhood and child survival in Ghana</p> <p>*****</p> <p>12:30-2 pm LUNCH</p> <p>*****</p> <p>2 pm Dr. Edith Tetteh, Health determinants, health care system, health care financing, health programs in Ghana (2-3 hrs)</p>	<ul style="list-style-type: none"> • Bawah, A.A. (2008, October 16). <i>Maternal and child health in Ghana: Progress, challenges and prospects</i>. InDepth Network. Presented at the maiden Annual Health Forum of Civil Society Organizations in Health, October 16, 2008, Alisa Hotel, Accra. <p>*****</p> <p>LUNCH</p> <p>*****</p> <ul style="list-style-type: none"> • <u>The Second Health Sector 5 Year Programme of Work 2002-2006</u>. Ministry of Health, Government of Ghana January 2002, pages 1-13. • <u>Health Insurance in Ghana: Financial Access to Health Care, What You Must</u> 	

WK	DATE	TOPIC	READINGS	ASSIGNMENT
			<p><u>Know</u>. Ministry of Health, The Director Policy Planning, Monitoring & Evaluation.</p> <ul style="list-style-type: none"> Ghana: National Health Insurance Scheme Launched. IRINNEWS.ORG. Retrieved July 13, 2004, from: http://www.irinnews.org/print.asp?ReportID=40136. 	
	Tues. Jun 16	<p>9 am Dr. Brigid Sackey, historian from Institute of African Studies, Religion and health care utilization in Ghana</p> <p>*****</p> <p>11:30 am visit Planned Parenthood Association of Ghana Young and Wise Program</p> <p>*****</p> <p>1:30 pm visit Osu Children's Home (orphanage)</p> <p>3:30 pm on - free</p>	<ul style="list-style-type: none"> Sackey, Brigid, M. (2006). Women in Religion and Health. In <i>New Directions in Gender and Religion: The Changing Status of Women in African Independent Churches</i>, (pp. 109-138). New York: Lexington Books. <p>*****</p> <ul style="list-style-type: none"> Planned Parenthood Association of Ghana: 40 years of excellence in sexual and reproductive health provision. Retrieved April 21, 2009, from http://www.ppag-gh.org/documents/40threport.pdf <p>*****</p>	
	Wed. June 17		OFF	
	Thurs. June 18		OFF	
	Friday June 19	<p>8 am leave for Akosombo</p> <p>Stop at Nungua to see coffins</p> <p>Visit Akosombo Dam</p> <p>Lunch at Volta Hotel</p> <p>Afternoon stop at Cedi Beads Industry in Odumase-Krobo</p>	<p>REVIEW (NOT REQUIRED) - FOR VISIT TO COFFIN MAKER – Tema</p> <ul style="list-style-type: none"> Buckley, Stephen. December 22, 1997. In Africa, Funerals Use Rituals of Joy to Ease Sorrow. <u>Washington Post</u>. A Coffin for All Events. Retrieved May 26, 2005, from http://mitglied.lycos.de/ghanaarts/seite6_e.htm? <p>FOR VISIT TO CEDI BEADS – Ada</p> <ul style="list-style-type: none"> Glass from the Gold Coast. Retrieved May 26, 2005, from http://www.abatours.com/ghana2.htm. 	<ul style="list-style-type: none"> Finish <i>The Village of Waiting</i> Complete final journal entry – all journal entries due in airport

WK	DATE	TOPIC	READINGS	ASSIGNMENT
	Sat. June 20	9 am Go to market to buy food - leave for Danfa - Visit faith healer's church and meet herbalist - At Danfa tour clinic, village, pond - Begin interviews		<ul style="list-style-type: none"> Nutritional assessment
6	Sun. June 21	Visit Chief, Bonesetters and Okomfo Otutu in Konkonuru Lunch Pm meet traditional birth attendant	WEEK 6 -- JUNE 21 – 24, 2009	<ul style="list-style-type: none"> Community health assessment
	Mon. June 22	Interviews Mr. Boahene gives lecture on buruli ulcer		
	Tues. June 23	AM farewell to Nii Afutu and others Return to Accra PM students work on presentations		
	Wed. June 24	9 am students give final presentations final lecture with Dr. Tetteh Course evals and wrap-up		Community health assessment presentations
	Thurs. June 25	OFF		Final papers due July 17th by 5 pm

NUR 429 Health Care in Ghana

Journal Assignment

Objectives: These journal entries will serve a number of purposes –

- to give you the opportunity to purposefully reflect on and integrate your thoughts and experiences here in Ghana
- to keep a record for you to look back on in the future
- to give you insight into intercultural communications/relationships and the effect they have on your values and beliefs
- to develop journaling techniques and provide a journaling format that you might use in the future.

Procedure: Each week you will write journal assignments. You will write four entries the first and second weeks, and 2 entries the third week. Each entry should be ½ to 1 page long, hand written, single-spaced on a separate sheet of paper. Please do not give me your entry in your personal journal. I do not want to prevent you from continuing to write in your personal journals. Journal entries will be handed in on Saturday morning, June 7th (4 entries) Friday June 13th (4 entries) and at the airport upon departure (2 entries).

- You will have 5 directed journal entries (DJE) and 5 personal journal entries (PJE). DJEs are topics I will choose for you, and PJE are topics that you have the option to decide for yourself what to write about. For each PJE - those entries for which you choose your own topic - I would like you to identify *one* event/incident that occurred during the week – one thing that struck you, maybe positively or negatively, maybe it was just unusual or out of the ordinary – but one person, place, thing, event, activity etc., that you feel is worth writing about/reflecting on. A PJE is **not** a narrative or description of “what I did yesterday while in Osu.”

For a PJE:

- **First every journal entry must have a title – this is very important! It gives your entry a focus/theme!**
- Record the event/activity that occurred – describe it, and then,
- Reflect on it – both from an intellectual point of view and from a “feelings” perspective – how did you react to the situation? What cultural biases do you identify in yourself as an American in an international setting? What cultural stereotypes do you hold? What did it make you think about? How did it challenge your values? Your current thinking?
- Declare in short phrases or sentences ideas you encountered during this time that confirmed your previous understandings or generated new ones. Recall specific feelings about ideas, individuals, or events. Be honest and specific, even if your thoughts are somewhat negative. Select items that impact you personally.
- And finally, explain what, if anything, you did you learn from the event/experience/situation? What did you think about it and how you feel about it? What do you conclude? What did it make you think about? Did it change your view/change your mind about what you thought previously? If so, why? How? Did it raise new questions for you? If so, what are they?

DJE are more like an academic essay where I want you to think critically about a particular issue. Your essay should be thoughtful and structured and not be a free flow, “off the top of your head” kind of journal entry.

Grading: The journal is for your personal use and is not directly graded. It represents 20% of your grade on a pass/fail basis.

A few suggestions for your personal entries: (from Journaling Guidelines, Regent University):

- Jot notes to yourself about new ideas as you encounter them. Writing reinforces and captures learning. Write what, when, and how you choose. Collect these thoughts and feelings into your journal in non-disruptive ways. Write with a personal point of view (I, me, my). To avoid boredom or discouragement setting in capture the art of writing in short phrases. You can write in your journal any time – just indicate to me which entries are the ones you want me to consider for grading.
- A journal becomes a personal map of self-discovery. It offers tools for reflection that assign meaning to the events in your life. Journaling engages you in a conversation with yourself about issues. These enhance your ability to process life experiences in a supportive, positive manner.
- Negative comments in your journal about individuals have the potential to hurt people. It might be more appropriate to record things you affirm. Journals are not therapy. They can make excellent legacies, however.

References:

Maple Woods Online Writing Center,
<http://www.kcmetro.cc.mo.us/maplewoods/writeplace/Journaling.html>, Accessed 5/20/05.

Journaling Guidelines, Regent University School of Leadership Studies,
<http://www.regent.edu/acad/sls/academics/phd/phdjournaling.html>, Accessed 5/20/05.

**HEALTH CARE IN GHANA, NUR 429
FINAL PAPER ASSIGNMENT**

Final paper, 3-5 pages, typed, double-spaced, due July 15th by 5 pm.
Submit as an email attachment to currier3@msu.edu

Based on all that you've learned, seen and experienced since you've been in Ghana, write a 3-5 page paper analyzing how the Ghanaian cosmology (view of the world) that both Dr. Kodjo Senah and Dr. Brigid Sackey presented to you, influences/shapes Ghanaians' health beliefs and practices.

- 1) Define/describe the Ghanaian cosmology/view of the world/explanatory model of health
- 2) Explain how the Ghanaian cosmology/view of the world/explanatory model of health affects Ghanaian's health beliefs and practices.
- 3) Other requirements:
 - Give ***at least 2 specific examples*** from your personal observations, the readings, lectures or field visits to support your
 - Use at least two references from your readings or lectures in your paper
 - Your paper should be in APA format

Michigan State University College of Nursing
Grading Rubric NUR 429 Final paper

Criterion	4 Accomplished	3 Proficient	2 Developing	1 Novice	Score
Definition and interpretation of concepts: Clear explanation of model/Ghanaian view of world (5 pts)	All relevant concepts correctly defined and interpreted	Most relevant concepts correctly defined and interpreted	Most concepts defined or interpreted incorrectly	No concept definition or interpretation evident	
Depth and focus Uses personal observations, readings, and information from lectures and field visits readings to: - provides at least 2 clear examples (2.5 pts each)	Presentation demonstrates appropriate depth and focus	Presentation demonstrates appropriate focus, could be in more depth	Presentation displays some attempt to focus	Not at all focused and/or very superficial	
References Uses at least 2 references from readings (2.5 pts each)	All references are relevant, current, and support conclusions	Most references are relevant, current, and support conclusions	Some references are either relevant, current, or support conclusions	Most references are irrelevant, outdated, or inappropriate	
Structure of content (5 pts)	Clear introduction, smooth transitions between topics, and thoughtful conclusion	Introduction, transitions, and conclusions present, could be clearer or smoother	Evident which topics are being discussed, but no introduction, conclusion, or transitions	Unclear which topics are being discussed and when; transitions non-existent	
Analysis of how cosmology influences/shapes Ghanaians' health beliefs and practices. (10 points)	Identifies and critically analyzes problem in terms of major issues/concepts; Demonstrates considerable depth and focus in analysis; Analysis is well organized, clear, accurate, and relevant.	Identifies and critically analyzes the problem in terms of most major issues/concepts; Demonstrates some depth and focus in analysis; Analysis shows organization, some clarity and accuracy, and is mostly relevant.	Identifies and critically analyzes the case, with a focus on one major issue/concept; Minimal depth and occasional loss of focus in analysis; Analysis has minimal organization, clarity and relevance, some inaccuracy.	No evidence of critical analysis of case or identification of major issues/concepts; Superficial depth and lack of focus in analysis; Analysis is disorganized, unclear, inaccurate, or irrelevant.	

Name _____
 accomplishment
 Total score _____

Multiply the points possible for each criterion by the level of
 to get the possible score, e.g., definition of concepts correctly defined
 multiplied by 5 pts. + depth and focus x 5 pts + references x 5 pts + analysis x
 10 pts = 40 pts