Service Learnership and Seminar
AFRS-3000 (3 credits)

Kenya: Tropical Health Dynamics

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description
The total duration of the Service Learnership is three weeks. It consists of time at a learnership site, seminar discussions, and reflection sessions, weekly journals, a final oral presentation, and a final paper. The program will start with an orientation for students over the scope and layout of the program. The program delivers the following three topics: social determinants of health, basic research methods, and health systems in western Kenya.

Students will have the opportunity to deepen theoretical and practical knowledge of tropical health complemented by immersive experiential learning around the three modules. The program will deliver seminars, plan weekly discussions/readings, expect students to submit individual/group assignments and weekly reflection journals. Students will gain an in-depth understanding, analytical clarity, and cross-cultural sensitivity as they develop self-confidence and an understanding of tropical health. In addition, students have an opportunity to do a learnership or conduct a mini independent research project with tropical health experts and supervisors to apply theory and practice.

Students complete a learnership or independent research project with an oral presentation at the end and submit a final paper in which they process their tropical health learning experience. Given SIT’s existing strengths in experiential education, the learnership will prioritize collaborative learning and engagement/relationships with host communities.

Learning Outcomes
By the end of the learnership and seminar students should be able to:

- Evaluate determinants of tropical health and health problems of populations in western Kenya;
• Review of sustainable improvements of health systems, taking into account diverse cultural settings, social and ethical responsibilities;
• Describe experiences in information collection in the tropics, basic data analysis and appraise data relevant to the improvement of health and healthcare in western Kenya; and
• Demonstrate writing and communication skills required for dissemination of findings that improve health systems and healthcare in the region.

Language and Methods of Instruction
The J-term is structured with a combination of lectures and discussions on tropical health topics, seat at the learnership/research host site, discussion time weekly reflection journals, readings, individual/group assignments, final presentation (oral), and final report. Oral presentations by students at the end of semester and submission of final learnership reports using provided rubrics. By design, the initial seminars will be precursors to learnership placements on preparatory sessions on the broader social, historical and political context of Kenya, expectations and ethics. The Learnership is conducted in English, is taught by the SIT’s Academic Director or Learnership Coordinator assigned by SIT.

Course Schedule

Module I: Introduction, Positionality and Learnership Ethics Course
This module occurs over one week prior to the actual learnership placement. Students will prepare for the learnership by introducing them to the broader social, cultural and political context of Kenya. Students also discuss the ethics of the learnership, workplace norms in Kenya and expectations of the learnership, including the final paper.

Seminar content will include:
1. Introduction – country context/history crash course/lectures/NGOs
2. Positionality and Learnership Ethics/Awareness
   a. Stereotypes and preconceptions about Kenya/Africa
   b. Students’ lens – how have you been taught to understand foreign places?
   c. What are my motivations?
3. Introduction to work and service culture in Kenya; differences from the US
4. Introduction to Learnership – visit and develop understanding of context and position in field/country
5. Goals and objectives of the learnership

Once learnership placements are confirmed, the students, together with the academic director will review objectives for the learnership and discuss expectations, learning agreements, timeframes and other logistics, structural components of the final learnership paper, content, layout, and general guidelines.

Assigned Reading
• Miner, Horace “Body Ritual Among the Nacirema”. American Anthropologist, 1956, 58(3), 503-507
• Vinston Burton, Roger Winsor Society, Culture, and the Kenyan Family. Pp. 5-33. 1993
• Kenya’s major daily newspapers: The Daily Nation and The Standard.

Module II: The Learnership Experience: Review and Reflection
This module occurs over the three weeks, concurrent with the learnership placement. Students will keep a learnership journal responding to the questions/issues listed below. Journaling should be done daily, keeping in mind the learning objectives. Weekly learnership journal on their learning experiences should be submitted at the sessions indicated below.

Cultural observations: How is the work and service environment different from what you are used to? What are you learning about working collaboratively in this culture? How do you find yourself reacting to and adjusting to cultural practices that are different from what you are accustomed to? How does it feel to be a foreigner in this environment?


The Theory of Practice: Digging Deeper:
What theoretical underpinning influence or appear to influence the work of your learnership organization? What factors hinder or support the organization’s efforts to contribute to positive health outcomes in Kenya? How has the experience at your learnership challenged or affirmed your thoughts about and commitment to public health more broadly and in tropical settings such as Kenya.

Assigned Reading:

Learning Goals, Skills and Experience
What has supported or hindered achievement of your learning and service goals? Are you learning something important you did not anticipate and would like to add to your learning goals at this time? What insights into this field have you gained through your learnership?
What skills are most valuable for this work and how have you improved these skills? How do you see this experience preparing you for future opportunities?

Gender, Class and Public Health Outcomes
What insights have you obtained regarding the influence of gender and class on health outcomes? How do gender norms vary by class and residence and how do these in turn affect access to health care in Kenya?

- Farmer P. Pathologies of Power: Health, Human Rights, and the New War on the Poor (California Series in Public Anthropology)

Module III: Processing and Maximizing the Learnership Experience
This module focuses on ways of processing and articulating the learnership as well as equipping students with practical tips and strategies for making the most of the service experience personally, academically, and professionally.

Talking About the Learnership Experience
This session allows students to reflect, in a safe and supportive context, on the learnership experience and process the learning that occurred. The learnership may have been a different experience than expected, may challenge the student’s expectations of working in a diverse and challenging environment, and may change the student’s perspective of life projects or professional goals. The module discusses ways of acknowledging both the successes and failures of learnerships, of completing tasks, handing over projects to and sharing insights with colleagues on the job, and setting realistic goals for the future.

Additional seminar content will include:
1. Processing the End of the Learnership Experience
2. Closure with Colleagues and Supervisors
3. Articulating the Experience and Setting Plans for the Future

This final portion occurs in the final days of the program, as students plan their next steps, academically and professionally. Students discuss fears and strategies for building on this experience in other work settings, opportunities for professional growth, and how to make optimal use of the learnership experience.

4. How to Include Your Learnership on Your Résumé
5. Next Steps

Ethics
The learnership experience must reflect SIT’s ethics policy and commitment to the values of reciprocity. The learner should also abide by the policy and regulations of the host institution including dress, punctuality, and employee behavior. Violations of SIT’s code of conduct or employee conduct at the host institution will result in an immediate termination of the learnership and can lead to further disciplinary sanctions by SIT.

Evaluation and Grading Criteria
At the end of the learning and service period, students are expected to present their work. Assessment of both written work and the oral presentation is based on quality, academic rigor, and adherence to the highest ethical standards.
Description of Assignments

Overall Learnership Performance
Learnership performance review take place on a weekly. Students are expected to share their personal experience while in service and reflect on the professional learning process. In addition, the learnership supervisor/advisor, or the AD will submit an evaluation that assesses the student’s learnership experience, overall professional achievements, and self-growth.

Assignments
Assignments will entail the following: Submission of weekly reflection journals that include narration of learning experiences at learnership site and reflection sessions. It also includes the student’s professional achievements within the host organization. Individual and group assignments will be expected to be submitted for review and grading.

Oral Learnership Presentation
In the presentation, you should provide a succinct and clear description of the learnership experience, a brief history of the organization where you interned (online or onsite), and the work undertaken in the context of tropical health. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery. An oral presentation rubric will be provided for students’ reference.

Final Learnership Paper
Students are expected to submit a final paper at the end of their learnership experience. The paper should also have an introduction which summarizes the service work and history of the organization, detailed description of the learning and service work accomplished, and strong and innovative aspects of the organization. The paper should be well written, well organized, and aesthetically pleasing. A learnership final paper rubric will be provided for student’s reference.

Assessment of the Learnership

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<tr>
<td>Overall Learnership Performance</td>
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<td>Assignments</td>
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<td>Oral Learnership Presentation</td>
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<td>Final Learnership Paper</td>
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Grading Scale

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<td>90-93%</td>
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<td>87-89%</td>
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Expectations and Policies

- Show up prepared, on time, and appropriately dressed for your learnership. Comply with organization rules.
- Have learning/work service journals and assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Address your questions with the learnership site or SIT program office. Engage yourself in everyday life of the organization and initiate interaction.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (those of your learnership supervisor and colleagues, classmates, lecturers, local constituents engaged with onsite visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.