



FACULTY-LED
STUDY ABROAD

KIIS Tanzania Program, Summer 2027

HCA 459 Global Health Service-Learning Practicum

Instructor: Dr. William Mkanta

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: The practicum is designed to provide community based service-learning opportunity in different types of healthcare facilities, public health settings and population groups. The course supports students in applying their knowledge and skills in the Tanzanian context while collaborating with their local counterparts in hands-on and observation experiences. As a country within the sub-Saharan region of Africa, Tanzania provides a unique and diverse learning environment in public health practices; students are expected to take advantage of this site through the practicum to attain their academic goals while at the same time addressing the needs of the communities involved.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes: Academic Objectives—(a) Develop a better understanding of global public health issues and significance of the sub-Saharan

Africa region, within the areas of public health and healthcare services (b) Develop skills and academic capabilities applicable for use in the field of study (c) Gain new perspective in the field of study. **Cross-Cultural Objectives—**(a) Develop an appreciation for diversity and understanding of differences between the U.S. and Tanzanian cultures in values, beliefs, and need for health services (b) Demonstrate insights learned about self and relationships created as a result of interactions with local individuals and groups.

4. Major Topics covered in the Course:

Public Health Practices
Healthcare Services
Community Health
Vulnerable Populations
Comparative Health Systems

The following table shows a list of agencies and fields of study suitable for serving in the specified communities and institutions.

Agency	Population Served	Field of Study/Activities
WAMATA	HIV/AIDS (adult & children)	Nursing/med; social work; pharm; public health; nutrition; health admin.
Msimbazi Catholic Orphanage Care	Orphans: 0-3 years	Nursing/med; social work; public health; playing and caring for the babies.
University Health Center	University community and administration and organization of healthcare	Nursing/med; social work; pharm; public health; health admin; dental hygiene, physical therapy.
Kurasini National Orphanage Home	Orphans: 6-18 years	Social work; nursing; public health; nutrition; dental hygiene; physical therapy, psychology.
Sinza District Hospital	General Public/Community	Nursing/med; social work; pharm; public health; health admin; nutrition; psychology; ER; surgery; dentistry
Kairuki Memorial Hospital	General Public/Community	Nursing/med; social work; pharm; public health; health admin; nutrition; psychology; ER; surgery; dentistry

5. Required Readings and Materials: There is no text required. Prior to departure, students will be given a list of reading materials that will be used during the class. Readings with content relevant to the context of the practicum experience in Tanzania will be selected.

6. Graded Assignments:

Course Assessment	Undergrad	Grad.	Learning Source
Seminars/Debriefings: Students are required to attend all debriefing sessions and seminars. Assignments should be completed on time. Attendance is mandatory.	10%	15%	Practicum Rotations, Readings, and Observations
Practicum Rotations and Cultural Immersion: Students are required to participate in all rotations planned for their field learning experience. Assessments will be made on how the students engage in hands-on and observation activities and how they take advantage of the new culture/health system in their learning.	25%	30%	Practicum Rotations and all Field-based Experiences
Log-Sheet and Journal Entries: Students will keep log-sheets to record contact hours at each practicum site. Daily collection of information pertaining to student's area of focus should be recorded on a journal. The 24/7 Learning Mode should be adopted where students would use all encounters, formal and informal to gain information and knowledge that enhances their understanding of the health system in Tanzania at its different levels. Electronic log-sheets and journals acceptable. Forms on Section #10.	20%	10%	Active Learning 24/7, Practicum Rotations, Observations, Local and Professional Interactions
Health Systems Impact Papers: Paper 1: The impact of the practicum experience on your learning —on and off site in your discipline and as a person gaining new knowledge and skills. Paper 2: Your impact on a local entity through the practicum experience. Describe how your presence, participation or suggestions made an impact to a person, group or agency. Paper 3: The overall impact of the practicum experience and the program. Discuss the overall experience of the Tanzania program through the practicum and other elements that supported your learning, cultural awareness, personal and professional growth. Include one photo taken during the program with a description of how it highlights your practicum or program experience.	25%	25%	Practicum Rotations, Readings, Site Visits, Seminars, Local and Professional Interactions, Observations
Group Presentations: Groups to be Determined. Presentations on the practicum experience based on the assigned areas of focus. Include (i) SWOT analysis with three factors on each category of the analysis; and (ii) two appropriate photos taken during the program representing the experience/area of focus while on practicum rotations. Presentations are 30 minutes. Areas of focus on Section #11.	20%	20%	Entire Experience
Total:	100%		

Grading Policy: 90+ (A); 80-89 (B); 70-79 (C); 60-69 (D); 0-59 (F). Note KIIS/WKU does not award +/- grades, only full letter grades.

7. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can “hallucinate” (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KUIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

“I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]”

8. Attendance Policy:

KUIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KUIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be

aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eeo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

10. Practicum Forms:

LOG SHEET

Student: _____

Agency: _____

DATE	TIMES	TOTAL HOURS FOR THE DAY	CUMULATIVE HOURS	VERIFIED

Log sheets should be maintained on **PER AGENCY** basis for different weeks of the practicum.

Supervisor Signature: _____ Date: _____

PRACTICUM JOURNAL ENTRY

Student Name: _____

Week #: _____ Dates: From _____ to _____

You must have a journal entry for each day you are on a practicum site. Please include a reflection on your tasks, reactions to what you learned, and how you are evaluating your own performance.

Date	Entries

Journals should be filled and maintained on **PER WEEK** basis with for all agencies involved

11. Areas of Focus in the Health System:

To create effective discussions in practicum seminars and to prepare for presentations, four areas of focus have been identified and will be assigned to practicum students prior to departure. In addition to participating in practicum rotations, students need to be aware of their areas of focus—they should collect information and make observations pertaining to these areas as a way of learning in detail about different aspects of the Tanzanian health

system. In general, students should use their time while (1) engaged with local partners; (2) in practicum rotations; (3) reading; (4) making observations; (5) in informal dialogues, etc., to generate knowledge relevant their areas. In all cases, they should make comparisons between the U.S. and Tanzania in different elements of the health system.

Names	Area of Focus	Leading Questions
Group 1: TBD	Structure, Financing of Health System; Insurance Scheme & Workforce Crisis	What's the health system like in Tanzania? How is it structured? What model of delivery do they have and what are the major issues? Hospital management. How does health insurance plan work? Who are the major donor countries and/or organizations? What's the impact of workforce shortages? What professions are impacted the most? Comparisons with the U.S. system.
Group 2: TBD	HIV/AIDS Management & Orphans Care	Vulnerable populations. What are the major challenges facing HIV/AIDS patients? Providers of HIV care? How is care for orphans organized? Education, health, social life, engagements? Major challenges? Any nutritional issues for these groups? Any psychological issues in these groups? The adoption process in Tanzania.
Group 3: TBD	Improvisation, Creativity & Quality of Care	What are the quality and technological issues? How do providers improvise? What innovations have you observed? How do they perceive/measure quality? Equipment, type, use and disposal. Safety issues?
Group 4: TBD	Access & Cost of Care	Do people have equal access to care? What are the access issues? Are there provisions for specific populations? In what ways is the government attempting to improve access to health care? What are the specific programs? What are the major cost issues? Is cost an issue for all citizens? What are the prices of services, drugs and medical supplies? Price comparisons between the U.S. and Tanzania.