

GHANA Social Work Continuing Education Program
DEC 2019 ITINERARY
 Grand Valley State University
 School of Social Work

Dec. 13, 2019– Dec. 22, 2019

US Embassy in Accra: 233-030-274-1000
 Padnos International Center: 616-331-3898

DATE	ACTIVITY	FACILITATION GOALS AND OBJECTIVES
November 2, 2019	Pre Departure Meeting 9:00 AM – 1:00 PM	<p>Social Work Practice Knowledge, Skills, Cognitive and Affective Processes</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To review the goals of the program (3-4:00 PM) 2. To become acquainted with the program director and other participants (4-5:00 PM) 3. To discuss travel plans, housing, money exchange and general customs (5-6:00 PM) 4. To review the list of readings as they relate to program activities (6-7:00 PM)
	Pre Departure Reading	<p>Readings</p> <p>Ocran, J. (2019). Exposing the protected: Ghana’s Disability laws and the rights of disabled people. <i>Disability & Society</i>. doi:10.1080/09687599.2018.1556491</p> <p>United Nations Convention on the Rights of People with Disabilities 2007</p> <p>https://www.iassw-aiets.org/2018/04/18/global-social-work-statement-of-ethical-principles-iassw/</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Understand ethical principles of the International Association of Social Workers 2. Gain knowledge of Ghana’s Person’s with Disability Act of 2006 3. Become familiar with Ghana’s Social Work Code of Ethics as related to Ghana’s Person’s with Disabilities’ Act of 2006 4. Infuse knowledge of the Universal Declaration of Human Rights with the principles of the International Association of Social Workers 5. Discuss NASW Code of Ethics and Ghana’s Social Work Code of Ethics with social workers at Echoing Hills (2:00 -3:00)

<p>Fri Dec. 13 Day 1</p>	<p>Krobo Odumasi/Cedi Beads Aburi Botanical Garden</p>	<p>Engage Diversity and Differences in Practice</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Observe a time honored process of economic independence in the making of beads using glass, clay and bones (9:00 -10:00 AM) 2. To practice the bead making process (10:00 – 11:00 AM) <p>Objectives</p> <p>Pain Management</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To gain knowledge on alternative methods of pain management through touring Aburi Botanical Gardens (3:00-4:00 PM) 2. Become knowledgeable about medical herbs in Aburi Botanical Garden through facilitated discussion by the tour guide (4:00-5:00)
<p>Sat Dec. 14 Day 2</p>	<p>W. E. B. Du Bois Centre for Pan Africanism Kwame Nkrumah Memorial Park and Mausoleum Artist Alliance Gallery Arts and Crafts Market</p>	<p>Advance Human Rights and Social, Economic and Environmental Justice</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Gain knowledge of the purpose of Pan Africanism 2. Gain knowledge of the political structure of Ghana during colonialism 3. Gain knowledge of polices introduced by Ghana’s first post-colonial president 4. Gain knowledge of the political opposition and overthrow of the first post-colonial president 5. Observe quality African art 6. Embrace the process of bartering for products at an open air arts and crafts market place
<p>Sun Dec. 15 Day 3</p>	<p>Visit either a Church, Mosque/Faith Institution Meet tailors and hair dressers</p>	<p>Engage Diversity and Difference in Practice</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To gain knowledge of traditional religious practices (8:00 AM – 9:00 AM) 2. To expose the self to a cultural religious or spiritual experience (9:30 AM– 10:30 AM) 3. To demonstrate openness in hearing others share their experience (10:30 AM– 11:30 AM) 4. To gain understanding of the evolution of modern day religious practices (11:30 AM-12:30 PM) <p>Objectives</p> <ol style="list-style-type: none"> 1. Become familiar with traditional African clothing

		<p>(4:00-5:00 PM)</p> <ol style="list-style-type: none"> 2. Become familiar with the custom of hair braiding in the African
<p>Mon Dec. 16 Day 4</p>	<p>Visit Mayera District Clinic Meet GA West Representatives Meet Queen Mother</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Organize medical supplies that were collected for the Mayera District Clinic (9:00 - 10:00 AM) 2. Gain knowledge on the history and purpose of the clinic and its relationship to Grand Rapids, MI Sister City program (10:00-11:00 AM) 3. Meet and gain knowledge of GA West, Ghana Parliament Members and their relationship to the clinic and to Grand Rapids Sister City Program (11:00 to Noon) 4. Tour the clinic and meet staff of Mayera District Clinic (1:00-2:00 PM) 5. Present supplies and assist in stocking the clinic with the collected supplies (2:00 -3:00 PM) 6. Engage with the Queen Mother who accompanies members of Parliament 7. Gain information on the Queen mother's community
<p>Tues Dec. 17 Day 5</p>	<p>Echoing Hills</p>	<p>Demonstrate Ethical and Professional Behavior</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Behaviorally operationalize ethical principles of the International Association of Social Workers (9:00-10:00 AM) 2. Discuss Ghana's Person's with Disability Act of 2006 with facility's administration (10:00-11:00 AM) 3. Discuss with facility's social worker Ghana's Social Work Code of Ethics as related to Ghana's Person's with Disabilities' Act of 2006 from the community's perspective (11:00 -Noon) 4. Infuse knowledge of the Universal Declaration of Human Rights with the principles of the International Association of Social Workers (1:00 - 2:00 PM) 5. Discuss NASW Code of Ethics and Ghana's Social Work Code of Ethics with social workers at Echoing Hills (2:00 -3:00) <p>Engage Diversity and Differences</p> <p>Objective</p> <ol style="list-style-type: none"> 1. Operationalize the ethical value of the dignity and

		worth of the person by rendering services to residents struggling with developmental disabilities at Echoing Hills Residential Center (1:00-2:00 PM)
Wed Dec 18 Day 6	Assin Manso River Elmina Slave Castle	<p>Advance Human Rights and Social, Economic , and Environmental Justice</p> <p>Slave Castle Objectives</p> <ol style="list-style-type: none"> 1. Gain knowledge of the history of Elmina Slave Caste regarding its original purpose 2. Gain knowledge on the life of the captured African 3. Gain knowledge on the life of the captors <p>Diaspora Integration Objectives</p> <ol style="list-style-type: none"> 1. Become familiar with processes of integrating and assimilating into African culture as an American born Black 2. Learn of the history of colonialism from a Black American perspective living in Africa
Thurs Dec 19 Day 7	Kakum National Park Cape Coast Slave Castle Drumming and Dancing	<p>Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Compare the differences and similarities of two slave castles 2. Differentiate the differences in punishment of captured Africans and soldiers 3. Gain knowledge on the administration of slave castles and forts 4. Participate in the art of traditional African drumming and dancing
Fri Dec 20 Day 8	Challenging Heights in Winneba/Child Labor and Human Trafficking Visit a local cocoa village Participate in a naming ceremony	<p>Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Trafficking Objectives:</p> <ol style="list-style-type: none"> 1. Gain awareness of services provided to trafficked children and their families from the prospective of Challenging Heights 2. Gain knowledge of advocacy efforts to end child trafficking <p>Engage Diversity and Difference in Practice</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To participate in a naming ceremony 2. To become knowledgeable of functions of village leaders as leaders

		<ul style="list-style-type: none"> 3. Learn of gender roles in the production of a crop 4. To gain knowledge on the local production of a food item
SAT Dec 21 Day 9	Kpetoe in Volta Region for Ewe Kente	Engage Diversity and Difference in Practice Objective <ul style="list-style-type: none"> 1. Gain knowledge on the weaving tradition of the Ewe people 2. Observe the process of weaving Ewe Kente Cloth
SUN Dec. 22 Day 10	Depart Accra	

References

Culture

Amoah, G., Amponsah, O., & Peprah, C. (2018). The culture of maintenance of public housing units in a less urbanised town in Ghana. *GeoJournal*, 1-18. doi:<http://dx.doi.org/10.1007/s10708-018-9913-0>

Bawa, S. (2015). Paradoxes of (dis)empowerment in the postcolony: Women, culture, and social capital in Ghana. *Third World Quarterly*, 37, 119-135.

Gervedink Nijhuis, C. J., Pieters, J. M., & Voogt, J. M. (2013). Influence of culture on curriculum development in Ghana: an undervalued factor? *Journal of Curriculum Studies*, 45(2), 225–250. <https://doi.org/10.1080/00220272.2012.737861>

Howard, K. (2018). Expressing culture: teaching and learning music of Ghana, West Africa. *General Music Today*, 32(1), 26–29. <https://doi.org/10.1177/1048371318792228>

Marbell, K. N., & Grolnick, W. S. (2013). Correlates of parental control and autonomy support in an interdependent culture: A look at Ghana. *Motivation and Emotion*, 37(1), 79-92. doi:<http://dx.doi.org/10.1007/s11031-012-9289-2>

Nitm, S. (2014). Embedding quality culture in higher education in Ghana: Quality control and assessment in emerging private universities. *Higher Education*, 68(6), 837-849.

Owusu Ansah, M., & Chinomono, R. (2017). The influence of Ghana's national culture on latent entrepreneurs: An application of social rule system theory. *Journal of Economics and Behavioral Studies*, 9(1), 113-126.

Education

Assie-Lumumba, N. T. (2012). Cultural foundations of the idea and practice of the teaching profession in Africa: Indigenous roots, colonial intrusion, and post-colonial reality. *Educational Philosophy and Theory Banner*, 44(s2), 21-36.

Canavera, M., Akesson, B., Landis, D., Armstrong, M., Meyer, E. (2019). Mapping social work education in the West Africa region: Movements toward indigenization in 12 countries' training programs. *International journal of social welfare*. <https://doi.org/10.1111/ijsw.12372>

Murphy, R., & Faughtley, M. (2015). Music education in Africa. *British Journal of Music Education*, 32(3), 243-245.

Teeger, C. (2015). "Both sides of the story:" History education in post-apartheid South Africa. *American Sociological Review*, 80(6), 1175-1200.

Ethics

Ghana's Person's with Disability Act of 2006

Ghana Social Work Code of Ethics

University Declaration of Human rights

National Association of Social Workers

International Association of Social workers

<https://www.iassw-aiets.org/2018/04/18/global-social-work-statement-of-ethical-principles-iassw/>

Family

Adjei, S. B. (2017). Entrapment of victims of spousal abuse in Ghana: A discursive analysis of family identity and agency of battered women. *Journal of Interpersonal Violence*, 32(5), 730–754. <https://doi.org/10.1177/0886260515586375>

Bingenheimer, J. B., Roche, K. M., & Blake, S. M. (2017). Family adult awareness of adolescents' premarital romantic and sexual relationships in Ghana. *Youth & Society*, 49(3), 341–368. <https://doi.org/10.1177/0044118X15581168>

Hamenoo, E. S., & Sottie, C. A. (2015). Stories from lake volta: The lived experiences of trafficked children in Ghana. *Child Abuse & Neglect*, 40, 103-112.

Heaton, T. B., Darkwah, A. (2011). Religious differences in modernization of the family: Family demographics trends in Ghana. *Journal of Family Issues*, 32(12), <https://doi-org.ezproxy.gvsu.edu/10.1177/0192513X11398951>

Kpoor, A. (2014). Household maintenance and decision making in lone female parent families in Ghana. *Journal of Family Issues*, 35(14).

Makusha, T., & Richter, L. (2014). The role of black fathers in the lives of children in South Africa: Child protection for black South Africans is often a collective responsibility. *Child Abuse & Neglect*, 38(6), 982-992.

Mohammed, A. K. (2014). Ghana's family planning program: A neglected policy initiative? *Journal of Social Research & Policy*, 5(1), 25-39. Retrieved from <http://search.proquest.com.ezproxy.gvsu.edu/docview/1753203683?accountid=39473>

Njelesani, J., Hashemi, G., Cameron, C., Cameron, D., Richard, D., & Parnes, P. (2018). *From the day they are born: A qualitative study exploring violence against children with disabilities in west Africa*. *Bmc Public Health*, 18(1), 153. doi:10.1186/s12889-018-5057-

Staveteig S (2017) Fear, opposition, ambivalence, and omission: Results from a follow up study on unmet need for family planning in Ghana. *PLoS ONE*, 12(7). <https://doi.org/10.1371/journal.pone.0182076>

Thomas, M. (2011, Sept. 13). Child trafficking in Ghana: An examination of the cultural impact. Retrieved from <https://prospectjournal.org/about-2/>

Health

Alhassan, R. K., Nketiah-Amponsah, E., Akazili, J., Spieker, N., Arhinful, D. K., & de Wit, T. F. R. (2015). Efficiency of private and public primary health facilities accredited by the National Health Insurance Authority in Ghana. *Cost Effectiveness and Resource Allocation*, 13(1), 23.

Annim SK, Awusabo-Asare K, & Amo-Adjei J. Household nucleation, dependency and child health outcomes in Ghana. *J Biosoc Sci*. 2014; 1-28. doi:10.1017/S0021932014000340

Asomani-Boateng, R. (2016). Local networks: Commodity queens and the management of organic solid waste in indigenous open-air markets in accra, Ghana. *Journal of Planning Education and Research*, 36(2), 182–194. <https://doi.org/10.1177/0739456X15604445>

Githinji, G. (2016). Strengthening health systems in communities: The experiences of amref health Africa. *The Pan African Medical Journal*, 25. doi:<http://dx.doi.org.ezproxy.gvsu.edu/10.11604/pamj.supp.2016.25.2.11262>

Ibrahim, M. D., Daneshvar, S., Hocaoglu, M. B., & Oluseye, O. G. (2018). An estimation of the efficiency and productivity of healthcare systems in sub-saharan Africa: Health-centered millennium development goal-based evidence. *Social Indicators Research*, 1(19). <https://doi-org.ezproxy.gvsu.edu/10.1007/s11205-018-1969-1>

Mongalo, N. I., & Makhafola, T. J. (2018). Ethnobotanical knowledge of the lay people of Blouberg area (pedi tribe), Limpopo Province, South Africa. *Journal of Ethnobiology and Ethnomedicine*, 14(46), 1-24.

Nankabirwa, J., Brooker, S. J., Clarke, S. E., Fernando, D., Gitonga, C. W., Schellenberg, D., & Greenwood, B. (2014). Malaria in school-age children in Africa: An increasingly important challenge. *Tropical Medicine & International Health*, 19(11), 1294-1309.

Tuakli-Wosornu, Y. A., & Haig, A. J., (2014). Implementing the world report on disability in West Africa: Challenges and opportunities for Ghana. *American Journal of Physical medicine & Rehabilitation*, 93(1 Suppl 1), S50-S57. Doi:10.1097/PHM.000000000000023.

Quansah, E., Ohene, L. A., Norman, L., Mireku, M. O., & Karikari, T. K. (2016). Social Factors Influencing Child Health in Ghana. *PLoS ONE*, 11(1). Retrieved from http://link.galegroup.com.ezproxy.gvsu.edu/apps/doc/A439334822/OVIC?u=lom_gvalleysu&sid=OVIC&xid=6e8a5576

History

Falola, Toyin, and Kwame Essein. *Pan-Africanism and the Politics of African Citizenship and Identity*. New York: Routledge, 2014.

Mungwini, P. (2017). Pan-Africanism and Epistemologies of the South. *Theoria: A Journal of Social & Political Theory*, 64(153), 165–186. <https://doi-org.ezproxy.gvsu.edu/10.3167/th.2017.6415310>

Pheko, M. (2016). Pan-Africanism: The road to Africa's security. *The Journal of Pan Africa Studies (Online)*, 9(4), 391-399.

Policy:

Brigety II, R. E. (2016). The New Pan-Africanism: Implications for US Africa Policy. *Survival (00396338)*, 58(4), 159–176. <https://doi-org.ezproxy.gvsu.edu/10.1080/00396338.2016.1186985>

Lawrance, B. N. (2010). *From child labor "problem" to human trafficking "crisis": Child advocacy and anti-trafficking legislation in Ghana*. *International Labor and Working-Class History*, 78(78), 63-88. doi:10.1017/S0147547910000128

Indigenous populations

Afful-Arthur, P., & Filson, C. K. (2016). Knowledge management in indigenous medicine: The expected role of Ghanaian university libraries. *Library Philosophy and Practice*, 1-22. Retrieved from <http://search.proquest.com.ezproxy.gvsu.edu/docview/1795686415?accountid=39473>

Alatas, S. F. (1993). On the indigenization of academic discourse. *Alternatives*, 18, 307-388.

Aniah, P., & Yelfaanibe, A. (2016). Learning from the past: The role of sacred groves and shrines in environmental management in the bongo district of Ghana. *Environmental Earth Sciences*, 75(916).

Asante, E. A., Ababio, S., & Boadu, K. B. (2017). The Use of Indigenous Cultural Practices by the Ashantis for the Conservation of Forests in Ghana. *SAGE Open*. <https://doi.org/10.1177/2158244016687611>

Cobbinah, P. B., Gaisie, E., & Owusu-Amponsah, L. (2015). Peri-urban morphology and indigenous livelihoods in Ghana. *Habitat International*, 50, 120-129.

Green, L. F. (2012). Beyond South Africa's 'indigenous knowledge—science' wars. *South African Journal of Science*, 108(7/8), 1-10.

Kpobi, L., & Swartz, L. (2018). 'That is how the real mad people behave': Beliefs about and treatment of mental disorders by traditional medicine-men in Accra, Ghana. *International Journal of Social Psychiatry*, 64(4), 309–316. <https://doi.org/10.1177/0020764018763705>

Perbi, Akosua. (2007). *A history of indigenous slavery in Ghana: from the 15th to the 19th century*. Legon, Accra- Ghana. Sub-Saharan Publishers

Stacey, P. (2014). Political structure and the limits of recognition and representation in Ghana. *Development and Change*, 46(1), 25-47.

University Canada West. (2017). Practising the past in the present: Using Ghanaian indigenous methods for water quality determination in the contemporary era. *Environment, Development, and Sustainability*, 19(6), 2217-2236.

Mental Health

Agyapong, V., McAuliffe, E., & Farren, C. (2016). Improving Ghana's mental health care through task shifting-psychiatrists and health care policy director's views. *European Psychology*, 33, S488.

Badu, E., O'Brien, A.P. & Mitchell, R. (2018). An integrative review of potential enablers and barriers to accessing mental health services in Ghana. *Health Resource Policy and Systems*, 16(110). <https://doi.org/10.1186/s12961-018-0382-1>

Jack, H., Canavan, M., Ofori-Atta, A., Taylor, L., & Bradley, E. (2013). Recruitment and retention of mental health workers in Ghana. *PLoS One*, 8(2) [doi:http://dx.doi.org/10.1371/journal.pone.0057940](http://dx.doi.org/10.1371/journal.pone.0057940)

Roberts, M., Mogan, C., & Asare, J. B. (2014). An overview of Ghana's mental health system: Results from an assessment using the world health organization's assessment instrument for mental health systems (WHO-AIMS). *International Journal of Mental Health Systems*, 8(16).

Sankoh, O., Sevalie, S., & Weston, M. (2018). Mental health in Africa. *The Lancet Global Health*, 6(9), 2954-e955. [https://doi.org/10.1016/S2214-109X\(18\)30303-6](https://doi.org/10.1016/S2214-109X(18)30303-6)

Sipsma, H., Ofori-Atta, A., Canavan, M., Osei-Akoto, I., Udry, C., & Bradley, E. H. (2013). Poor mental health in Ghana: Who is at risk? *BMC Public Health*, 13(288), 1-9.

Walker, G. H., & Osei, A. (2017). Mental health law in Ghana. *BJPsych International*, 14(2), 38-39.

Religion

Acquah, H. (2011). *The impact of African traditional religious beliefs and cultural values on Christian-Muslim relations in Ghana from 1920 through the present: A case study of Nkusukum-Ekumfi-Enyan area of the central region* (Doctoral Thesis, University of Exeter, Exeter, United Kingdom). Retrieved from <https://ore.exeter.ac.uk/repository/handle/10036/3473>

Bell, D. (2015). Choosing medersa: Discourses on secular versus islamic education in mali, west Africa. *Africa Today*, 61(3), 44-63,93. Retrieved from <http://search.proquest.com.ezproxy.gvsu.edu/docview/1765141643?accountid=39473>

Senah, K. (2013). Sacred objects into state symbols: The material culture of chieftaincy in the making of a national political heritage in Ghana. *Material Religion*, 9(3), 350-369.
doi:10.2752/175183413X13730330869031

Women

Acheampong, G. (2018). Microfinance, gender and entrepreneurial behaviour of families in Ghana. *Journal of Family Business Management*, 8(1), 38-57.
doi:http://dx.doi.org/10.1108/JFBM-09-2017-0028

Fuseini, K., & Kalule-Sabiti, I. (2015). Women's autonomy in Ghana: Does religion matter? *Etude De La Population Africaine*, 29(2).
doi:http://dx.doi.org.ezproxy.gvsu.edu/10.11564/29-2-743

Ghani, J. K., Afriyie, K., & Segbefia, A. Y. (2015). Microcredit: Empowerment and disempowerment of rural women in Ghana. *World Development*, 66, 335-345.

OlaOlorun, F. M., Tsui, A., Otupiri, E., Seme, A., Tobey, E., & Sonenstein, F. (2017). Mothers' work, family roles and self-reported health in peri-urban Ghana and ethiopia. *Etude De La Population Africaine*, 31(1) doi:http://dx.doi.org.ezproxy.gvsu.edu/10.11564/31-1-1030

Quartey, P., Danquah, M., Owusu, G., & Iddrisu, A. M. (2018). Unmasking the contributing factors of entrepreneurial activities among men and women in Ghana. *Journal of Economic Studies*, 45(1), 114-125. Retrieved from
http://search.proquest.com.ezproxy.gvsu.edu/docview/1978595242?accountid=39473

Steegstra, M. (2009). Krobo queen mothers: Gender, power, and contemporary female traditional authority in Ghana. *Africa Today*, 55(3), 105-123.

Tenkorang, E. Y., & Owusu, A. Y. (2018). Does Economic Abuse Affect the Health Outcomes of Women in Ghana? *Health Education & Behavior*. https://doi.org/10.1177/1090198118806970