Prerequisites/ Co-requisites: None

Course Description: The purpose of this course is to educate social work students on human trafficking and develop a framework for professional intervention. This course is designed to examine the human trafficking phenomenon of modern day slavery of men, women, and children. Course content will include the examination of domestic and international policy, the differences in labor and sexual trafficking, and the scope and prevalence of human trafficking as an international concern. The socio-political, cultural, and economic issues that contribute to the increased phenomenon of trafficking with women and children will be explored as well as the traumatic effects on victims, families, and the community. The social worker’s role in providing intervention and advocacy services will be explored.

About this Course: This course is delivered in a blended format with scheduled class meetings and online learning discussions in elearning. In addition to required texts, course resources include video links, guest speakers and films designed to deliver current information on human trafficking. Attendance and participation in class discussions is expected.

Group Research Presentation: Students will also work collaboratively in small groups to complete group presentation projects detailing regional information on the incidence, response, and policies regarding human trafficking. Students will explore and report on the nature and scope of human trafficking problem, the geopolitical conditions that contribute to problem, impacts on vulnerable populations, legal responses, treatment considerations, and victim support programs. A detailed guide for the group presentation project will be provided to students in the second week of class.

Required Texts:


Note: Required texts are paperback to help reduce the cost to students.

Student Learning Outcomes: Through assigned readings, exam, presentations, online discussions, written assignment, and film, students will demonstrate the following:

1. Define and describe the different forms of human trafficking.

Outcome: content, critical thinking, communication
2. Define and describe the socio-political, cultural, and economic issues that contribute to the increase in human trafficking.
   **Outcome:** content, critical thinking, communication, values / integrity
   **Outcome measure:** this outcome will be measured through class discussions, course readings, written assignments, examination, and presentations.

3. Examine and contrast the legal responses to human trafficking at the local, state and national levels in the U.S. as well as the legal responses in various regions of the international community.
   **Outcome:** content, critical thinking, communication
   **Outcome measure:** this outcome will be measured through class discussions, course readings, written assignments, presentations, and examination.

4. Recognize and analyze the impact of human trafficking on the larger society, local communities, the family, and the individual.
   **Outcome:** content, critical thinking, communication, values / integrity
   **Outcome measure:** this outcome will be measured through class discussions, course readings, written assignments, presentations, and examination.

5. Develop ways to educate the public about human trafficking and advocate for victims.
   **Outcome:** content, critical thinking, communication, civic engagement
   **Outcome measure:** this outcome will be measured through class discussions, course readings, written assignments, presentations, and examination

6. Research prevention and intervention approaches used in working with human trafficking.
   **Outcome:** content, critical thinking, communication
   **Outcome measure:** this outcome will be measured through class discussions, course readings, written assignments, presentations, and examination

**Course Examination:** The course will culminate with an online, timed, open-book, open-notes course examination which will encompass the readings and presentations. There will be 35 questions @ 1 point each comprised of T/F and multiple choice questions.

**Grading / Evaluation Method:**

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Group Presentation</td>
<td>35</td>
</tr>
<tr>
<td>Peer Participation Score</td>
<td>10</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35</td>
</tr>
<tr>
<td>Summary of What I Learned</td>
<td>10</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>B+</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
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<tr>
<td>C+</td>
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<td>C-</td>
<td>70-72</td>
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<td>40-49</td>
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<tr>
<td>D</td>
<td>0-24</td>
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CAMPUS REQUIRED STATEMENTS AND POLICIES

Use of APA Style:
The American Psychological Association's style manual will be followed for all written assignments in the Division of Social Work. There were some errors in the first printing of the APA manual. If you have a copy of the first edition, you may need to access the websites below for updated and correct style information:


And, here is a link to an online source for APA style information that may be helpful to you.

http://owl.english.purdue.edu/owl/resource/560/01/

Class Participation/Responsibility for Learning
Course requirements, presentations and activities provide opportunities for students to learn. Students have the responsibility to participate, complete requirements and expend the energy necessary to learn information and master skills. Grades are used as a measure of the knowledge and skill level a student is able and/or chooses to demonstrate during a class. Learning, not getting grades is the sole purpose. Learning requires the learner to stretch, grow and change behavior in some manner. Thus learning will involve some stress and exertion of energy.

Electronic Communication Devices
It is easy to feel that we must respond right away when technology sends a message (phone call, text, tweet, etc.) our way. In reality, this attitude robs us of something very precious—a genuine, undivided presence in the current moment. Being fully present requires patience, self-control, and discipline. But the rewards are powerful. We learn more when we are fully present. We communicate and connect more effectively with the people in our presence. And we demonstrate respect for others when we give them our undivided attention and minimize distractions. Demonstrating this respect for others is critical in working with clients and within agencies as social work professionals.

Consequently, I am declaring our classroom an unplugged environment. That means no laptops, iPads, text messaging, phone calls, beeps, buzzes, rings, or anything else that might distract us or disturb the peace.

The following rule will apply:
- Laptops and other electronic devices must be turned off and stowed out of sight during class. With the instructor’s permission mobile phones may be left on vibrate.

Special Technology Utilized by Students
Students will use technology including email, word processing, online databases and academic search engines, and complete course requirements within e-learning.

Expectations for Academic Conduct: Plagiarism, National Association of Social Workers Code of Ethics and Student Code of Ethics
The Student Code of Conduct (PDF) sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student’s responsibility to read the Student Code of Conduct and comply with these expectations. The Academic Misconduct Policy (2009) defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy.

The NASW Code of Ethics will be followed. Students will especially honor client confidentiality when involved in agency based assignments. The NASW Code of Ethics is found at the following website:
https://www.socialworkers.org/pubs/code/default.asp

Students are also expected to conduct work in this course with the highest of academic integrity. Students are advised to review the University of West Florida Student Academic Misconduct Policy if they have questions regarding the academic standards required. The Academic Misconduct Policy can be found at the following site:
http://uwf.edu/academic/policies/misconduct/misconduct.cfm

Students with Special Needs
Students with special needs regarding access and completion of exams and assignments should inform the professor the first week of class and make arrangements as necessary with Student Services and your professor. Information for students with special needs is available on page 14 from the Student Handbook at http://nautical.uwf.edu/unitapp/publication/Public.cfm?PubFormatID=759

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center (SDRC). Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sdrc@uwf.edu or call 850.474.2387.

Weather Emergency Information
In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM. WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University.
Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages:
Hurricane preparedness
Other emergency procedures

COURSE TOPICS

Unit 1: Understanding Human Trafficking.

Unit 2: Policy: local, state, national, international responses
Unit 3: Psychological issues and impact of human trafficking from the perspectives of victims, traffickers, and consumers of trafficked people.

Unit 4: Prevention, intervention, case management services and the role of advocacy.

Unit 5: Group Presentations: Student groups present regional information on the incidence, response, and policies regarding human trafficking.

Unit 6: Final exam
**Annotated Bibliography**


