

Bachelor of Social Work Program

SOWK 4334, Section 120, CRN 80465, Human Trafficking

Semester: Fall 2017
Meeting Time/Place: Mondays and Wednesdays, 4-5:15p.m., Warrior Hall, Room 304
Instructor: Ms Molina-Moore
Associate Lecturer/Director of Field Education
Office: Warrior Hall 4th Floor. 420F
Phone & E-Mail: 254-519-5422(o) 254-744-8418 (c) tmmoore@tamuct.edu
Office Hours: Mondays 10am -12pm and Tuesdays 10am -12pm and 2pm – 4pm

Important Course**Access Information:****Canvas**

Portions of this course are delivered via Canvas Online Learning at <https://tamuct.blackboard.com/webapps/login/>. Please ensure you have access to Canvas. For concerns, please contact the Online Learning department at <http://www.ct.tamus.edu/departments/online/learners.php>

Email

The social work program, as well as TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M/Tarleton email address. For assistance, please contact Information Technology Services at 254-519-5426, its@ct.tamus.edu, visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program

UNILERT

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at TAMUCT.org/UNILERT

Course Description

This course will provide students with a beginning foundation to understand both the legal definitions of human trafficking and the effects on both victims and secondary victims. Students will learn statistics, policies, and sociocultural factors that impact persons who have been abused. This course will explore treatment option and perpetrator profiles.

Nature of Course

The primary teaching approaches in this course will be discussion and active learning. Material in the course will be presented through interactive class discussions, readings, and videos. To enhance learning, students will also work collaboratively on varied assignments and learning will be measured through observation during in class participation as well as assessment of journals, papers, and presentation. As a web-assisted course, students will also be expected to complete some assignments through CANVAS.

IMPORTANT NOTE OF CONSIDERATION WHEN TAKING THIS COURSE: We will view films in this class, participate in readings and have open discussions about various aspects of human trafficking and perpetrators'. The purpose of these films, discussions, and readings is to help the student understand the types of trafficking, healing and stigmas attached to being a victim as it relates to trafficking. This includes the topic of minor and adult sex trafficking. By introduction to such information, the goal is to help prepare social work students to effectively work with and/or advocate for clients presenting with these or similar variances within society - as charged by the professional code of Social Work ethics. Please note in this regard that, while professional, some of these films, discussions, and readings will contain nudity, show/describe sexual activity in very graphic ways, and use explicit language. ***If you would be upset or offended by such material, you are STRONGLY encouraged NOT to take this class.*** Students will be encouraged to take care of themselves if information presented in class proves to be of a significant sensitive nature (e.g., excuse self from portion of the material covered); however, as this course relies heavily on attendance and participation, frequently missing discussions, readings, and/or films can and will significantly impact the grade obtained in this course; hence, per the aforementioned, please strongly consider your ability to fully participate in this class given the material that will be covered. This class is NOT an appropriate place to try and obtain counseling or healing for prior exposures to any types of abuse. Students who are struggling with the content will be encouraged to should seek appropriate services.

Further, it is important to note that as we will be discussing value laden and sensitive topics, it is the expectation that ALL students enrolled in the course will adhere to the professional code of conduct, university policies, and NASW code of ethics ***IN AND OUTSIDE OF THE CLASS FOR THE DURATION OF, AND FOLLOWING CONCLUSION OF, THE COURSE*** (see code of conduct attached and included in this syllabus). For instance, it is not permissible for students to post information regarding in-class discussions and other student comments on social media websites (e.g., Facebook, Twitter, etc.). In addition, students are not to share information discussed with others using identifying information outside of the class. Further, recording devices must be approved prior to use in the class. Additional expectations are included in this syllabus and will be covered in detail in class. The purpose of these guidelines is to ensure a positive and safe learning environment for all. Failure to adhere to these requirements may not only inhibit the learning process for the individual student and peers, but may also result in academic penalties including, and leading up to, failure of the course and referral to the Director of Student Affairs.

Teaching Method:

The primary teaching approaches in this course will be collaborative and active learning. Material in the course will be presented through interactive class discussions on readings, online discussion boards and assignments, analysis of case scenarios, role plays, and interactive discussions of issues that occur at the field placement site.

Program Mission

The mission of the Texas A&M University-Central Texas (TAMUCT) Bachelor of Social Work Program is to provide a high quality, rigorous and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Program aims to achieve this by:

1. Responding to the needs of the local community, including the military and non-traditional students.
2. Providing a student-centered education that fosters personal and professional responsibility.
3. Providing compassionate mentorship that models the core values of the social work profession.
4. Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.

Generalist Social Work Practice: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

http://www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found at the by reviewing the student handbook.

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 1.C-- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 3. A—apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 3. B—engage in practices to advance social, economic and environmental justice
- 4. A—social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in all practice behaviors that define the 9 CSWE Core Competencies as outlined below:

Council on Social Work Education (CSWE) 10 Core Competencies and Practice Behaviors

The objectives for this course, that support the CSWE related practice behaviors, are:

Consistent with the Social Work Program Mission, and the ten core competencies, there are seven primary objectives in this course.

1. Each student will become familiar with the different types of sexual abuse and legal definitions of each.

This objective will be evaluated in:

- Case scenario discussions
- Debriefing journal

- Fact Sheet Assignment

2. Each student must demonstrate an ability to adopt a professional role by assuming responsibility to meet agency and class work standards, by interacting appropriately and effectively with clients and colleagues, by showing accountability for their practice, by setting goals for professional development and monitoring progress toward meeting those goals, and by adhering to the NASW Code of Ethics.

This objective will be evaluated in:

- Case scenario Discussions
- Debriefing Journal
- Fact Sheet

3. Each student will demonstrate understanding of policies involved in trafficking or human slavery

This objective will be evaluated in:

- Case scenario discussions

4. Each student will demonstrate an understanding of how sociocultural, familial, and biophysical impact the role of both the victim and the perpetrator.

This objective will be evaluated in:

- Case scenario discussions
- Fact Sheet

6. Each student must begin to demonstrate the integration of theory and practice.

This objective will be evaluated in:

- Case Scenario Discussions
- Debriefing Journal

7. Each student must demonstrate an increased self-awareness about his/her own issues or biases regarding both human trafficking and slavery with survivors, and perpetrators, and demonstrate how these biases or beliefs will impact interaction with those who have been impacted by any type of trafficking.

This objective will be evaluated in:

- Debriefing Journal
- Class Discussion

I. COURSE REQUIREMENTS

A. REQUIRED TEXT/MATERIALS:

- Ending Human Trafficking 978-150-631-6734
Students have the right to purchase textbooks from any vendor

B. RECOMMENDED TEXT:

- American Psychological Association (2009). *Publication manual for the American Psychological Association (6th ed.)*. Washington D.C.: Author.
Students have the right to purchase textbooks from any vendor

C. FINAL GRADES

A total of 1,000 points can be earned throughout the course. Students must receive a "C" or better to pass the course. Point distinctions and corresponding weights are as follows:

Course Assignment	Total possible points	Weight (Percentage)
Debriefing Journals	170 (10 pts each)	17%
Topic Paper/Film	300	30%
Fact Sheet	200	20%
Online Assignments	100 (5 at 20 pts each)	10%
Final	100	10%
Attendance & Participation	130	13%
Totals	1,000	100%

Final Points & Percentages* and Corresponding Grades are based on the following:

A = 90% to 100% (900 to 1,000 points)

B = 89% to 80% (899 to 800 points)

C = 79% to 70% (799 to 700 points)

D = 69% to 60% (699 to 600 points)

F = 59% or less (599 points or less)

*Note: Final grade percentages are rounded to the next highest value (ex: 79.5% = 80%)

D. COURSE ASSIGNMENTS

The following activities will be assigned and/or assessed for student evaluation of learning through throughout the course.

- Trafficking Fact Sheet (200 points or 20%):** Each student will complete a 1 page fact sheet related to some aspect of human trafficking or human slavery. These fact sheets should look professional yet convey information that the general public can understand. Students may choose to target the fact sheets about any aspect covered in the course syllabus. Students will

attach an APA style bibliography to their fact sheets to demonstrate that the information contained in the fact sheet is accurate. Fact sheets must be PAPAHRASED. Any fact sheet that is plagiarized will receive a "0" and will result in the student being unable to receive an "A" in the course regardless of their overall point total.

2. **Debriefing Journal (170 points or 17 %):** Each student will complete a journal in class based on the information discussed that day in class. The purpose of the journal is to help students debrief on information presented in class. Each journal entry should be approximately 1-2 pages long. It should include a brief description of students' understanding of the material. It should also include thoughts, feelings, concerns and questions about the material introduced in the class. All three areas must be included in the journal entry. If you miss a class then you cannot make up this assignment.

The purpose of this exercise is to assist students with empathizing with persons who have been affected by sexual abuse or sexual assault. It is also to assist students with dealing with material that may be uncomfortable or stressful. By using reflective writing to process the experience of each assignment, students can increase their self-awareness in order to help them become better practitioners. Because of the personal nature of the assignments, students' responses will be kept confidential by the instructor; however, students are encouraged to include responses in class discussions as they feel comfortable and as it applies to class discussion.

3. **Special Topic Paper or Film (300 points or 30%):** Students are to select one topic area covered in the syllabus of human trafficking or human slavery and complete either at least a 10 minute movie or a 10 page paper on the topic. Examples could be: the human slavery aspects of making cell phones, coffee, chocolate or domestic sex trafficking. Requirements for each will be provided in the grading matrix.
4. **Class Attendance/Participation (130 points or 13%):** Class attendance is extremely important. Students will receive a total of 5 points for each class session that they attend in its entirety. In order to receive attendance points, students must be present from the beginning of class to the end of class. Arriving in class late or leaving early will result in receiving 0 attendance points. Ms. Molina-Moore has an interactive teaching style and expects every student to be an active participant in class. You will learn from this class if you talk and participate. Remember to ask questions as there is no such thing as a stupid question. Your class participation grade will be determined by both the quantity and quality of your participation in each class. Ms. Molina-Moore reserves the right to call on students in class if they are not regularly participating in discussions. Class participation is graded on the quality of the participation. During group activities or special presentations, students will automatically receive their class participation grade if their behavior in class has been appropriate. Students will receive 0 points if they are absent from class. Students will receive 1 point if they attend class and do not participate or if they attend class and engage in disruptive behavior. Students will receive 2 points if they participate in a manner that is expected. Students will receive 3 points if they participate in a manner that exceeds expectations both in frequency and in insightfulness. Students who engage in side conversations or other types of disruptive behaviors will lose class participation points and the professor reserves the right to request that they leave class which will result in receiving no attendance points for that class session as well (130 pts).

5. **On line Assignments (100 points or 10%):** Students will complete 2 online assignments.

Each of these assignments will be due the following day class and must be turned in at the beginning of class.

6. **Final Exam (100 points or 10%):** Students will take a cumulative exam that will include short answer, essay, multiple choice and matching questions.

Professor's Philosophy:

As your professor for this class, I want you to know that I am passionate about this topic. Due to the sensitive nature of this class, I ask that you be mindful of others in the class and think about comments that you make and the possible impact they could have on your colleagues.

CODE OF CONDUCT FOR CLASSROOMS

Class Policies

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. **Please note:** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. Students are

encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.

Please note: This professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (for example: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally "okay," which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
9. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.
10. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.
11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience.

Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student

Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. ***A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the “Rubric for Assessing Professional Behaviors” (attached to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be assigned a field placement and/or can result in removal from a field placement.

These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

University Policies

1. **Drop Policy**

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for which the form must be completed, returned, and signed. Once you return the signed form to the records office

and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

2. **Academic Integrity**

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.tamuct.org/studentconduct.

3. **Access & Inclusion**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5836 in Warrior Hall, Suite 212. For more information, please visit their website at <https://www.tamuct.edu/departments/access-inclusion/>. Any information you provide is private and confidential and will be treated as such.

4. **Library Services**

INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://tamuct.libguides.com/index>.

5. **Tutoring Services**

TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include: Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at (254) 501-5836. In addition, students desiring assistance with academic writing can receive online support by visiting Tutor.com. Support can be located at <https://www.tamuct.edu/departments/academicsupport/tutoring.php>

6. **The University Writing Center**

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 1pm-6pm Monday-Thursday during the summer semester. Students may work

independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

7. **Textbook Purchasing**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE SCHEDULE*

Date	Topic	Date	Topic
Monday 8/28	Welcome to Human Trafficking <ul style="list-style-type: none"> • Professor & Student Introductions • Syllabus Review 	Wednesday 8/30	Guest Speaker
Monday No Class	No Class Holiday	Wednesday 9/6	Guest Speaker
Monday 9/11	Chapter 1 <ul style="list-style-type: none"> • Introduction to Trafficking • History • Defining Trafficking 	Wednesday 9/13	Chapter 1 Continued
Monday 9/18	Legal Perspective Cpt. Brian Baxter, Criminal Investigations DPS	Wednesday 9/20	Chapter 2 <ul style="list-style-type: none"> • Law of Supply and Demand
Monday 9/25	Chapter 3 <ul style="list-style-type: none"> • Social Determinants 	Wednesday 9/27	Chapter 4 <ul style="list-style-type: none"> • Trauma Informed Care
Monday 10/2	Chapter 5 <ul style="list-style-type: none"> • Case Management 	Wednesday 10/4	Central Texas Family Violence Task Force Conference 8-4 TAMUCT Students are volunteering and attending
Monday 10/9	Chapter 6 <ul style="list-style-type: none"> • Trauma focused CBT 	Wednesday 10/11	Chapter 7 <ul style="list-style-type: none"> • Survivor Advocate Model
Monday 10/16	Chapter 8 <ul style="list-style-type: none"> • Interventions for Commercially sexually Exploited Children 	Wednesday 10/18 Online Class	Discussion One Due at next class
Monday 10/23	Chapter 9 <ul style="list-style-type: none"> • Policy Interventions 	Wednesday 10/25	Chapter 10 <ul style="list-style-type: none"> • Supply Chain Transparency
Monday 10/30	Chapter 11 <ul style="list-style-type: none"> • Grass roots advocacy 	Wednesday 11/1	Chapter 12 <ul style="list-style-type: none"> • Faith Based Organizations
Monday 11/6	FBO Speaker	Wednesday 11/8	Chapter 13 <ul style="list-style-type: none"> • Prevention
Monday 11/13	Prevention Speaker	Wednesday 11/15	TBD
Monday 11/20	Chapter 14 Social Innovations in Trafficking	Wednesday 11/22	TBD
Monday 11/27	TBD	Wednesday 11/29	Chapter 15 <ul style="list-style-type: none"> • Ending Trafficking
Monday 12/4	Student films	Wednesday 12/6	Student Films
Monday 12/11	Class review	Wednesday 12/13	Comprehensive Final

There are dates that are currently being used to book various events and speakers throughout the semester. The calendar will be updated with the names and events as they are confirmed.

Please note: If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is advised that you find a course that would best meet your scheduling needs.

Bibliography

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington D.C.: Author.

Hepburn, S. & Simon, R.J. (2013). *Human trafficking around the world: hidden in plain sight*. New York: Columbia Press

Lutnick, A. (2016). *Domestic minor sex trafficking: beyond victims and villains*. New York: Columbia Press

Mapp, Susan. (2016). *Domestic minor sex trafficking*. New York: Oxford Press

Nichols, A.J. (2016). *Sex trafficking in the United States: theory, research, policy, and practice*. New York: Columbia Press

TAASA (n.d.) *Sexual Assault Information and education materials*. Austin, TX.

U.S. Department of State (2017). *Trafficking in persons report*. Retrieved from: <http://www.state.gov/documents/organization/271339.pdf>

Vanderkolk, B.A., McFarlane, A.C., & Weisaeth, L. (2007) *Traumatic stress: the effects of overwhelming experience on mind, body and society*. New York: Guilford Press.

Others will be added during lectures throughout the semester.

Special Topics Paper Grading Criteria

Name_____

Final Grade_____/300

APA Style_____ /30 points

The paper is expected to be free of grammatical errors. It is expected to include an APA style paper, APA style citations within the text, and an APA style reference paper. The writing is expected to be in APA style so that demographic characteristics, etc. are all written in the technical and APA approved manner.

Grammar_____ /30 points

The paper is to be well-organized and coherent. It is expected to cover the required content in as concise a manner as possible. Paper should flow well and be easy to follow.

Topic Description _____/70 points

The topic chosen should have a legal definition and identify the populations most often victimized by this issue.

Statistics _____/50 points

Students are expected to discuss statistics on all levels of practice (micro, mezzo, and macro)

Intervention Plan_____ 40 points

This section needs to include a comprehensive description on all three levels, micro, mezzo and macro of the intervention that the student is proposing for the victim/survivor. A mere listing of services is not acceptable. The description should include the services, who is attending, and how they are provided. 10 points will be given for each correct intervention level and service (micro, mezzo and macro).

Common Effects on the Victim/Survivor_____ 10 points

Please explain any effects of the assault that you see the victim is experiencing, for example. If the person is having nightmares and hyper vigilance then you might explain this.

What major policy has been developed as a result of this issue_____ 10 points

Please discuss the major policy that has been adopted to assist with this issue.

Annotated Bibliography_____60 points

Students are to complete an annotated bibliography to support their interventions. Students are to find 1 peer reviewed journal articles for each level of intervention for a total of 3 articles. Students are then to provide an APA style citation for the article, a paragraph with no fewer than five sentences that describes the content of the article, and a paragraph with no fewer than five sentences that describes how the article impacted the intervention for the client.

Comments:

Fact Sheet Grading Matrix

Content Area	Failing Grade	Below Average	Average	Above Average	Exceptional
Spelling & Grammar - 10 pts.	Excessive grammar & spelling errors 0-15 pt.	Multiple grammar & spelling errors 16 pts	Some grammar & spelling errors 17 pts	A few grammar & spelling errors 18-19pts	No or almost no grammar & spelling errors 20 pts
APA Style -10 pts.	Excessive APA errors in text & reference page 0-15 pts	Multiple APA errors in text & reference page 16 pts	Some APA errors in text & reference page 17 pts	A few APA errors in text & reference page 18-19 pts	No or almost no APA errors in text & reference page 20 pts
Organization & Creativity -40 pts.	No organization apparent, uncreative presentation, black and white print with more than 1/3 of the background is white space 0-9 pts	Some organization but overall presentation is problematic, not printed in color and more than ¼ of the page is white space 10-18 pts	Able to follow content, presentation is acceptable Not printed in color 19-28 pts	Well-organized, Pleasing presentation, printed in color but there ¼ of the page is white space 29-34 pts.	Very well-organized, creative presentation creates memorability for reader printed in color and colors are plentiful and eye pleasing 35-40 pts
Content - 100 pts.	Does not include pertinent content for selected area 0-10 pts	Includes some relevant content but is greatly lacking 20-40 pts	Includes relevant basic content 50-60 pts	Includes basic content and some in-depth content 70-80 pts	Includes basic and advanced content 90-100 pts
Accuracy-20 pts	Information is not accurate and contains more than 4 mistakes 0 points	Information contains more than 3 mistakes 5 points	Information contains 2 mistakes 10 points	Information contains 1 mistake 15 points	All information is accurate with no mistakes 20 points

Spelling & Grammar Score -
Comments:

Organization & Creativity Score -
Comments:

APA Style Score -
Comments:

Content Score -
Comments:

Total Score/Grade:

