

## PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK

FLORIDA ATLANTIC UNIVERSITY

### Introduction to Human Trafficking in Social Work Practice

SOW 4783 Section 001 CRN

Term: Fall 2018

3 Credit Hours

**Instructor:** Brandy Macaluso, MSW  
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**Office Location:** Off Campus - Distance Learning  
**Office Hours:** By Appointment Only

**Classroom:** Online - Distance Learning  
**Class Times:** Online Access Anytime  
**Start Date:** August 18, 2018  
**End Date:** December 2, 2018  
**Canvas:** <http://canvas.fau.edu>  
**Web:** [www.fau.edu/ssw](http://www.fau.edu/ssw)

## BSW PROGRAM MISSION

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

## COURSE DESCRIPTION

This course will explore the topic of Human Trafficking and help students to better understand this form of modern day slavery. Students will learn terminology, the different types of trafficking, how cultural issues and vulnerabilities can contribute to trafficking, understanding the scope of the problem through current statistics & reports, both domestic and global.

You will also learn about identifying, assessing, and treating victims in various medical and social settings, how to profile a trafficker, and supply versus demand as it pertains to human trafficking. The laws and policies that pertain to trafficking, the considerations & benefits to the victims, and the penalties of the traffickers will also be discussed. The readings, videos, and assignments will center around current events and current topics of discussion in the trafficking field, as well as, where the movement originated, and what the future holds.

## RELEVANCE IN EDUCATIONAL PROGRAM

Social work owns a tradition of addressing the needs of the beleaguered, the oppressed, and the powerless. The Social Work Program at FAU encourages its students to become agents of change in their communities, and in society at large. The communities of South Florida are cosmopolitan, and rich in diversity. This course will increase the efficacy of human service providers in their work with members of those populations that the profession has sought to empower. While this course is designed principally for social work students, it will be quite relevant to students pursuing degrees in any field of the human service professions, including: nursing, psychology, sociology, and criminal justice.

## COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate the following competencies and (•) practice behaviors.

1. **Identify as a professional social worker and conduct oneself accordingly**
  - practice personal reflection and self-correction to assure continual professional development
  - demonstrate professional demeanor in behavior, appearance, and communication
  - engage in career-long learning
2. **Apply social work ethical principles to guide ethical practice**
  - recognize and manage personal values in a way that allows professional values to guide practice
  - make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
  - tolerate ambiguity in resolving ethical conflicts
  - apply strategies of ethical reasoning to arrive at principled decisions.
3. **Apply critical thinking to inform and communicate professional judgments**
  - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
  - analyze models of assessment, prevention, intervention, and evaluation
  - demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4. **Engage diversity and difference in practice**
  - recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
  - gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

- recognize and communicate their understanding of the importance of difference in shaping life experiences
  - view themselves as learners and engage those with whom they work as informants
5. **Advance human rights and social and economic justice**
    - understand the forms and mechanisms of oppression and discrimination
    - advocate for human rights and social and economic justice
  6. **Engage in research-informed practice & practice-informed research**
    - use practice experience to inform scientific inquiry
    - use research evidence to inform practice
  7. **Apply knowledge of human behavior and the social environment**
    - utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
    - critique and apply knowledge to understand person and environment.
  8. **Respond to contexts that shape practice**
    - continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

## COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Identify and distinguish between the major forms of human trafficking. (CO:1)
2. Analyze key oppressive factors, cultural factors, and vulnerabilities that increase the risk for human trafficking. (CO:2)
3. Increase knowledge base of human trafficking related terms, concepts, and ideology. (CO:3)
4. Explore the historical development and future expansion of human trafficking efforts. (CO:4)
5. Analyze human trafficking and its impact on the victims, their family, the community, and society as a whole through a medical and social construct. (CO:5)
6. Review the current climate of human trafficking in our community and beyond. (CO:6)

## COURSE DELIVERY MODE

This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with dates provided for each module. Dates and durations for each module may vary so please pay close attention to start and due dates. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent module.

## TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which usually have a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## REQUIRED TEXTS & MATERIALS

In this course, you will need the following texts and/or materials:

- **Required for MSW Students only:** Brown, C. (2006) *A Piece of Cake: A Memoir*. New York, Three Rivers Press. ISBN 978- 1-4000-52295
- **Optional Text for MSW & BSW Students:** Foot, K. (2016) *Collaborating Against Human Trafficking; Cross-Sector Challenges and Practices*. Maryland, Rowman & Littlefield. ISBN 978-1-4422-4692-8

Due to the nature of this course and the current flow of new information and new developments in the field, in place of a textbook, we will offer many reading assignments throughout the course of the most current reports, texts, and published offerings, including a required current event related to the course topic to be discussed weekly. Aside from the current event abstracts that students will obtain, the required reading list below will be provided to you in the course.

This course has required readings listed below:

1. Alvarez, Maria Beatriz & Alessi, Edward J. (2012) Human Trafficking is More than Just Sex Trafficking & Prostitution *Affilia* 27(2):142-152
2. Bouche, Vanessa, (2015) The Use of Technology to Recruit, Groom, and Sell Domestic Minor Sex Trafficking Victims Department of Political Science. Texas Christian University. Fort Worth, Texas
3. End Slavery Now. (2016) Action Library: 149 Things You Can Do to Help Victims

4. Great Non Profits. (2016) 18 Things You Can Do to Stop Trafficking
5. Hopper, Elizabeth K. (2017) Trauma Informed Psychological Assessment of Human Trafficking Survivors Women & Therapy. 40:1-2, 12-30
6. Howard, Latasha Eleanor. (2015) Social Worker Awareness of Sex Trafficking Victims Electornic Theses, Projects, and Dissertations. Paper 204.
7. Ijadi-Maghsoodi, Roya, etc al. (2016) Understanding and Responding to the Needs of Commercially Sexually Exploited Youth. Child & Adolescent Clinicians of North America 25, (1), 107-122
8. Kidnapping; False Imprisonment; Luring or Enticing a Child; Custody Offenses. Florida Statute Chapter 787 section 787.06 (2016)
9. National Human Trafficking Resource Center. (2016) Student Tool Kit . Washington D.C.
10. Owens, Colleen, et al. (2014) Understanding the Organization, Operations, and Victimization of Labor Trafficking in the United States Boston, Massachusetts. Northeastern University.
11. Polaris Project. (2016) Sex Trafficking in the U.S.: A Closer Look at U.S. Citizen Victims
12. Statewide Council on Human Trafficking, Florida. (2017) Florida Human Trafficking Council Annual Report Tallahassee, FL
13. Trafficking Violence & Protection Act of 2000. Title 22 USC § 7101 (2014)
14. United Nations Office on Drugs & Crime. (2016) Global Report on Trafficking in Persons . New York, New York.
15. United States Advisory Council on Human Trafficking. (2017) Federal Human Trafficking Annual Report. Washington D.C. U.S. Government Printing Office.
16. United States Department of State. (2017) Trafficking in Persons Report Washington D.C. U.S. Government Printing Office.
17. Utle, Tori. (2016) The Trauma Economy: The Demand for Sex Trafficking and The Fight to End It Forbes Online.
18. Williamson, Erin, et al. (2008) Evidence-Based Treatment of Human Trafficking Victims. Personal Lecture paper provided during National Symposium on the Health Needs of Human Trafficking Victims. Washington DC

NOTE: These readings may change as more items become current.

## TECHNOLOGY & COMPUTER REQUIREMENTS

## HARDWARE & SOFTWARE REQUIREMENTS

### Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

### Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

### Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

**Other Technologies: N/A**

## COMPUTER REQUIREMENTS

### Basic [Computer Specifications for Canvas](#)

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

### Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

### Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

## MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

## **TECHNICAL SUPPORT**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

## **Additional Technical Support**

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## **COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY**

### **GRADING CRITERIA**

#### **Introductions and Syllabus Quiz**

**(100 points each; Orientation category = 10% total course grade)**

You will post an introduction in the Student Introduction Discussion Board, and take a Syllabus Quiz. You can take the syllabus quiz as many times as necessary to achieve 90%. Module 1 content will remain locked until you:

- Score 90% on the Syllabus Quiz,
- Submit original Student Introduction post, and
- View FAU Technical Support page.

### **DISCUSSION BOARDS**

#### **Discussion Posts on Current Event Articles**

**(6 Assignments @ 100 points each; Discussions category = 20% total course grade)**

In each module, students will research various media sources for articles related to human trafficking topics related to the module. This will consist of a one-paragraph abstract paraphrasing the content of the article as well as a one-paragraph reaction to the article. This will follow APA format. There is a rubric posted for reference.

#### **Discussion Posts on Video Reaction Papers**

**(3 Assignments @ 100 points each; Reaction Papers category = 20% total course grade)**

Students will be asked to watch a video and write a 500 word reaction paper. There is a rubric posted for reference.

As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at least one other students' post with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. The rules of



Netiquette must be followed. Full sentences, proper spelling, source citations, etc., are expected.

Ensure that postings contain detailed responses to each question and that course and module contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; do not plagiarize, cite references). For maximum points, please reference external research or examples as well as the discussion rubrics.

All original posts must be submitted by the first Thursday of each module for each discussion assignment. Responses to peers are due at 11:59pm, Boca Raton time, on Sunday, the due date for each discussion assignment.

### **Module Quizzes**

**(6 Assignments @ 100 points each; Quizzes category = 20% total course grade)**

10 Question Quizzes, made up of multiple choice and true/false questions.

### **VAT Online Webinar**

**(1 Assignment @ 100 points each; VAT Online Webinar category = 10% total course grade)**

Students will follow a link to the Victim Assistance Training Webinars from the United States Department of Justice, Office for Victims of Crime. Students will complete the webinar titled "Human Trafficking" and upload their certificate of completion to the discussion board for credit.

### **Literature Review Essay**

**(2 Assignments @ 100 points each; Essay Assignment category = 20% total course grade)**

Students will research no less than 4 peer review articles related to the assessment and treatment of human trafficking victims. They will write a 1000-1500 word essay following APA format to summarize their findings. There is a rubric uploaded for reference.

### **"A Piece of Cake" Reaction Paper & BioPsychoSocialSpiritual Assessment**

**(2 Assignments @ 100 points each; Essay Assignment category = 20% total course grade)**

Students will read "A Piece of Cake" by Cupcake Brown and write a 1000 word reaction paper following APA format that describes the author's journey and student's instinctive response to her story. Students will then complete a BioPsychoSocialSpiritual Assessment on the main character. There is a rubric uploaded for reference.

**The instructor will calculate your grade based on the following weighted distribution:**

<b>Category/Assignments</b>	<b>Points</b>	<b>Weight (%)</b>
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<b>Orientation category</b> Student Introduction Syllabus Quiz	100 points each	10%
<b>Discussions category</b> 6 Discussions (Article Abstracts)	100 points each	20%
<b>Reaction Papers category</b> 3 Discussions (Video Reactions)	100 points each	20%
<b>Module Quizzes</b> 6 Quizzes	100 points each	20%
<b>VAT Online Webinar</b>	100 points	10%
<b>Written Assignments</b> Literature Review Essay & "A Piece of Cake" Reaction Paper & BioPsychoSocialSpiritual Assessment	100 points each	20%
<b>Total</b>		<b>100%</b>

#### GRADE SCALE

Grade	Total Points
A	100 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70
D+	69 – 67
D	66 – 63
D-	62 – 60
F	59 – 0

**Note:** I will **NOT** curve nor barter your grade at the end of the semester.

#### LATE ASSIGNMENTS POLICY

Students will be allowed to submit late assignments but will be deducted 20 actual points, not percentage points for each day after the due date.

Example: If an assignment is worth 100 points, 20 points will be deducted (which would then make it an 80%.

**MAKE-UP POLICY FOR TESTS: N/A**

**INCOMPLETE GRADE POLICY**

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**COURSE OUTLINE**

MODULES	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
<b>START HERE</b>		Welcome to SOW 6930	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course Schedule</li> <li>• Instructor Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Post student intro</li> <li>• Orientation Quiz</li> </ul>
<b>1</b>	8/18-9/2	Introduction to Human Trafficking	<ul style="list-style-type: none"> <li>• Intro to Human Trafficking Lecture</li> <li>• Read: Trafficking &amp; Violence Protection Act of 2000 (2014)</li> <li>• Read: Changes reauthorized in 2013 that were effective 2014</li> <li>• Read Florida Statute 787.06</li> <li>• Read: Collaborating Against Human Trafficking, Chapter 1 (Optional Text)</li> <li>• <b>MSW Students only</b> Read: A Piece of Cake, Chapters 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion - Human Trafficking Current Event Article Abstract</li> <li>• VAT Online Webinar: Human Trafficking</li> <li>• Quiz</li> <li>• <b>MSW Students only:</b> Access the course group: MSW Students and begin contributing notes, ideas, articles, etc</li> </ul>
<b>2</b>	9/3-9/16	Sex Trafficking	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video: Fields of Mudan</li> <li>• Video: How Pimps Turn Girls Into Prostitutes</li> <li>• Read Polaris Project US Citizens in Sex Trafficking Report (Same as us-citizen-sex-trafficking.pdf)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion - Sex Trafficking Current Event Article Abstract</li> <li>• Discussion - Reaction to Video: Fields of Mudan</li> <li>• Quiz</li> <li>• <b>MSW Students only:</b> Provide feedback on</li> </ul>

			<ul style="list-style-type: none"> <li>● Read A Report on The Use of Technology to Recruit, Groom, and Sell Domestic Minor Sex Trafficking Victims (Same as Survivor Survey Report 2015.pdf)</li> <li>● Read Social Worker Awareness of Sex Trafficking</li> <li>● Video: The Making of a Girl</li> <li>● Read Sex Trafficked Youth</li> <li>● Read: Collaborating Against Human Trafficking, Chapter 2 (Optional Text)</li> <li>● <b>MSW students only</b> Read: A Piece of Cake, Chapters 11-20</li> </ul>	the contributions of a classmate within the course group: MSW Students
3	9/17-9/23	<b>YOU HAVE ONE WEEK TO ACCESS THIS EXAM.</b>		● Exam 1
4	9/24-10/7	Labor Trafficking	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Read: Human Trafficking is more than Just sex trafficking and prostitution</li> <li>● Read: Collaborating Against Human Trafficking, Chapter 3 (Optional Text)</li> <li>● <b>MSW students only</b> Read: A Piece of Cake, Chapters 21-30</li> <li>● Video: Slavery At Sea</li> <li>● Video: Sold to the Sea</li> <li>● Video: Thai Seafood Slaves</li> <li>● Read: Understanding-the-Organization-Operation-and-Victimization-Process-of-Labor-Trafficking-in-the-United-States</li> <li>● Video: The Dark Side of Chocolate</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion (Abstract Article)- Labor Trafficking Current Event Article Abstract</li> <li>● Discussion - Reaction to Video: Dark Side of Chocolate</li> <li>● Quiz</li> <li>● <b>MSW Students only:</b> Contribute notes, ideas, articles, etc. to the course group: MSW Students</li> </ul>
5	10/8-10/21	Domestic Vs. Global Trafficking	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Read: Introduction to the TIP Report</li> <li>● Read: Collaborating Against Human Trafficking, Chapter 4 (Optional Text)</li> <li>● <b>MSW students only</b> Read: A Piece of Cake, Chapters 31-40</li> <li>● Video: Faces of Human Trafficking – Introduction</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion - Domestic or Global Trafficking Current Event Article Abstract</li> <li>● Discussion (Video Reaction): Reaction to Human Trafficking Global Effects</li> <li>● Quiz</li> <li>● <b>MSW Students only:</b> Contribute notes, ideas, articles, etc. to</li> </ul>

			<ul style="list-style-type: none"> <li>● Video: Super Bowl &amp; Human Trafficking</li> <li>● Read: 2016 Global Report on Trafficking in Persons</li> <li>● Video: Human Trafficking Global Effects</li> </ul>	the course group: MSW Students
6	10/22-10/28	<b>YOU HAVE ONE WEEK TO ACCESS THIS EXAM.</b>		● Exam 2
7	10/29-11/11	Traffickers & Victims – A Social Response	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Read: United States Advisory Council on Human Trafficking Annual Report 2017</li> <li>● Read: Trauma informed psych assessment of HT victims</li> <li>● Read: Collaborating Against Human Trafficking, Chapter 5 (Optional Text)</li> <li>● <b>MSW students only</b> Read: A Piece of Cake, Chapters 41-50</li> <li>● Video: Faces of Human Trafficking – Victim-Centered Case</li> <li>● Video: 21st Century Sex Slaves</li> <li>● Read: Statewide Council on Human Trafficking: Florida Annual Report 2017</li> <li>● Read: Evidence-Based Treatment of Human Trafficking Victims</li> <li>● Video: Faces of Human Trafficking – Multidisciplinary Approach</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion - Responding to Victims of Human Trafficking Current Event Article Abstract</li> <li>● Essay: Assessment &amp; Treatment of Human Trafficking Victims</li> <li>● Quiz</li> <li>● <b>MSW Students only:</b> Prepare "Piece of Cake" Reaction Paper &amp; Biopsychosocial Spiritual Assessment (due in Module 6)</li> </ul>
8	11/12-11/25	Human Trafficking Moving Forward	<ul style="list-style-type: none"> <li>● Moving Forward Lecture video</li> <li>● Read: Student Engagement Toolkit - NHTRC.pdf</li> <li>● The Trauma Economy: The Demand For Sex Trafficking And The Fight To End It</li> <li>● Video: Children for Sale: The Fight to End Human Trafficking (2015)</li> <li>● Video: Faces of Human Trafficking - Focus on Youth</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion - Human Trafficking Current Event Article Abstract</li> <li>● Discussion (Video Reaction): Reaction to Now That We Are Free Video</li> <li>● <b>MSW Students Only:</b> "Piece of Cake" Reaction Paper &amp; Biopsychosocial Spiritual Assessment</li> <li>● Unit 6 Quiz</li> </ul>

			<ul style="list-style-type: none"> <li>● Read: 18 Things You Can Do to Stop Trafficking\</li> <li>● Read: Action Library 149 Things to Do to Help Victims</li> <li>● Read: Collaborating Against Human Trafficking, Chapter 6 (Optional Text)</li> <li>● <b>MSW students only</b> Read: A Piece of Cake, Chapters 51-53</li> <li>● <b>MSW students only:</b> Biopsychosocial Spiritual Assessment Template</li> <li>● Video: The Fight to Stop Trafficking in the US.</li> <li>● Video: Go After the Johns</li> <li>● Video: Does Your Hotel Know the Signs of Sex Trafficking</li> <li>● Video: Faces of Human Trafficking - Now That We Are Free</li> </ul>	
9	11/26-12/2	<b>YOU HAVE ONE WEEK TO ACCESS THIS EXAM.</b>		● Exam 3

## COURSE POLICIES

### CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

### PLAGIARISM

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without

identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

### **ONLINE ATTENDANCE POLICY**

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

### **CLASS PARTICIPATION**

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat your online course as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, completion on all course material as scheduled is required.

Since the course has no face to face components, you must ensure you do not miss pertinent postings, messages, or announcements. Failure to meet course obligations may be viewed as course abandonment, and you will be dropped from the course. Being dropped from the course is irrevocable, and you will not be reinstated. If you are experiencing major illnesses, absences due to academic duties, or other large-scale issues, contact the instructors immediately to formulate a resolution (if possible). Notifying your instructors after the fact will not be sufficient to prevent being dropped. Please reference the Course Schedule for all due dates for all assignments.

**IMPORTANT:** Canvas uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Canvas and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999.

### **NETIQUETTE**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

### **CLASSROOM ETIQUETTE / DISRUPTIVE BEHAVIOR POLICY STATEMENT**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

## COMMUNICATION POLICY

### EXPECTATIONS FOR STUDENTS

#### Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

#### Email/Video Conferencing

You are responsible for reading all of your course email and responding in a timely manner.

#### Course-Related Questions

Post course-related questions to the Student Q&A Forum Discussion Board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

### INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

#### Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically will respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the Student Q&A Forum Discussion Board. If you have questions of a personal nature, you should email the instructor.

#### Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.



### Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

### Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the FAU Office of Information Technology policies on [Cyber Security Awareness](#).

## SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

## FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

**To ensure these rights, faculty members have the prerogative to:**

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

## SELECTED UNIVERSITY & COLLEGE POLICIES

## **ACCESSIBILITY POLICY STATEMENT**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult Student Accessibility Services.

### **Contact**

- Boca Raton: (561) 297-3880  
Fax: 561-297-2184, TTY: 711
- Davie: (954) 236-1222  
Fax: 954-236-1123, TTY: 711
- Jupiter: (561) 799-8721  
Fax: 561-799-8721, TTY: 711

## **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **GRADE APPEAL PROCESS**

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

Chapter 4 of the University Regulations contains information on the grade appeals process.

## **RELIGIOUS ACCOMMODATION POLICY STATEMENT**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

## **UNIVERSITY APPROVED ABSENCE POLICY STATEMENT**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

### **DROPS/WITHDRAWALS**

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

\* \* \*

**The instructor reserves the right to adjust this syllabus as necessary.**