

**Sandra Rosenbaum School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
SW 627: Sex Trafficking & Sex Trading
TBD**

Instructor:	Lara B. Gerassi, Ph.D., LCSW, Assistant Professor (she/her)
Instructor Contact Information:	gerassi@wisc.edu
Credits:	2 credits
Canvas Course URL:	TBD
Class Time:	TBD
Location:	Online via Zoom
Instructional Mode:	face-to-face
Office Location:	Via Zoom
Office Hours:	By Appointment

I. Catalogue Description

Anti-oppressive approaches to analyzing the dynamics of sex trading (including sex trafficking and sex work) as well as implications for practice and policy. Integrates diverse and conflicting perspectives of survivors, practitioners, and researchers to deconstruct sex trafficking risk, prevention, identification, and intervention strategies.

Attributes and Designations: Counts toward 50% graduate coursework requirement. Social Science breadth credit. Counts as Liberal Arts and Sciences credit in L&S, Advanced-level.

Requisites: Jr Standing

How credit hours are met: This class meets for one 2-hour class period each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work. Graduate students who take this class are expected to participate in supplementary graduate course activities as outlined in the syllabus (see p. 13). Undergraduate and graduate students will be provided separate rubrics for paper assignments that assess differentiated course expectations.

II. Course Overview

This is an elective course. Sex trafficking is a complex social problem with multiple contributing factors largely rooted in intersecting inequalities. Both in the United States and on a global level, interrelated inequities related to gender, sex, sexual orientation, gender identity, power, class,

opportunity, education, culture, conflict, politics, race, ethnicity and sexual objectification are among the social phenomena that contribute to those who enter into systems of exploitation, including labor and sex trafficking. In this course, we will examine the dynamics of sex and labor trafficking on a local and global level from various perspectives. This course will cover the extent and nature of the problem; including prevalence, experiences of survivors, types of trafficking and exploitation, methods of traffickers, the role of weak social institutions, cultural dynamics, and global power dynamics. International, federal, and state legislation, which is intended to prevent and respond to sex trafficking victimization, will be analyzed. The course will also examine social work practice, in relationship to identification, prevention, advocacy, outreach, programmatic design, and promising practices. The aim of this course is to provide students with a holistic understanding of sex trafficking drawing from interdisciplinary sources and presenting a variety of perspectives, and the relationship of such understandings to various aspects of practice. Emphasis will be placed on the effects of sex trafficking on survivors, and evidence-based interventions available to prevent and address those effects.

III. COURSE COMPETENCY, DESCRIPTION AND DIMENSIONS CHART

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

Undergraduate students will:

1. **Demonstrate Ethical and Professional Behavior** by understanding the challenges of one's agency in victimization and the criminal justice system and direct practice;
2. **Define the extent and nature of the problem;** including prevalence, experiences of survivors, types of trafficking and exploitation, methods of traffickers, the role of weak social institutions, cultural dynamics, and global power dynamics;
3. **Engage Diversity and Difference in Practice** by understanding the interrelated inequities related to gender, sex, sexual orientation, gender identity, power, class, opportunity, education, culture, conflict, politics, race, ethnicity and sexual objectification are among the social phenomena that contribute to those who enter into systems of exploitation, including sex trafficking;
4. **Advance Human Rights and Social, Economic and Environmental Justice** by understanding how systems of oppression intersect with sex trafficking risk, and how people at risk of sex trafficking can be supported by client-centered policies (macro level) and practices (micro level);
5. **Engage with Individuals, Families, Groups affected by sex trafficking.**

Graduate students will do all of the above and:

1. **Engage In Practice-informed Research and Research-informed Practice** in the context of the current sex trafficking literature.
2. **Assess Individuals, Families and Groups by demonstrating knowledge of** trafficking identification, indicators, and needs

IV. COURSE CONTENT

Students will be notified about any changes in readings at least one week in advance (i.e. if a guest speaker requests a change).

Week	Date	Topics	Readings	Assignment Due
Part 1: Dynamics of and Perspectives on Sex Trafficking & Commercial Sexual Exploitation				
1	Jan. 26	Introduction to Sex Trafficking <ul style="list-style-type: none"> • Introductions • Scope of the course • Review of Syllabus • Basics of Sex Trafficking (international & domestic) 	No Readings.	None.
2	Feb. 2	U.S. Sex Trafficking (Overview): <ul style="list-style-type: none"> • Definitions/gray areas • Methodological Considerations • Risk Factors, Consequences, associations • Role of intersectionality 	<p>Martin & Pierce et al. (2014). Mapping the Market for Sex with Trafficked Minor Girls in Minneapolis: Structures, Functions, and Patterns. Full report: Preliminary Findings (available at uroc.umn.edu/sextrafficking). September 2014. Retrieved from: https://uroc.umn.edu/sites/uroc.umn.edu/files/MTM_Full%20Report_2014.pdf (PART 1 pp. 1-49, stop at “How the Market Works”)</p> <p>Examining the link: Foster care runaway episodes and human trafficking (2020). <i>RTI International, Children’s Bureau, OPRE.</i></p> <p>Martin & Hill, ‘Debunking the Myth of “Super Bowl Sex Trafficking”’: Media hype or evidenced-based coverage’, <i>Anti-Trafficking Review</i>, issue 13, 2019, pp. 13-29, https://doi.org/10.14197/atr.201219132</p> <p>Pachelli, N. (2019). “Nobody Saw Me:” One Navajo girl’s experience shows how sex trafficking happens in America. <i>Slate</i>. Retrieved from https://slate.com/news-and-politics/2019/12/sex-trafficking-in-america-native-women-lack-of-screening.html</p>	Reading Reflection Due

			<p>Optional:</p> <p>Bigelson & Vuotto (2013). Homelessness, Survival Sex, and Human Trafficking. Retrieved from: https://humantraffickinghotline.org/sites/default/files/Homelessness%2C%20Survival%20Sex%2C%20and%20Human%20Trafficking%20-%20Covenant%20House%20NY.pdf</p> <p>Graham, R. (2019). Is there Really a Huge Upsurge in Sex Trafficking Over Super Bowl Weekend? Retrieved from https://slate.com/human-interest/2019/02/super-bowl-sex-trafficking-myth.html</p> <p>Lutnick, A. (2016). Domestic Minor Sex Trafficking: Beyond Victims and Villains. Columbia University Press pp. 14-19.</p>	
3	Feb. 9	<p>Theories and Politics of Trafficking</p> <ul style="list-style-type: none"> • Feminist Perspectives • Prostitution Models • How these perspectives impact people who sell sex 	<p>Williams, T. (2019, October 17). In Washington, a Fight to Decriminalize Prostitution Divides Allies. Retrieved from https://www.nytimes.com/2019/10/17/us/washington-legal-prostitution.html.</p> <p>Benoit et al. (2019). “The Prostitution Problem: Claims, Evidence & Outcomes.” In Archives of Sexual Behavior.</p> <p>Oselin, S. S. (2014). Leaving Prostitution: Getting Out and Staying Out of Sex Work. Chapter 3 “Getting In.”</p> <p>Optional:</p> <p>-Nichols, A., Gerassi, L. & Snider, K. (2018). <i>What’s in a name? Benefits and Challenges of Anti-Trafficking Language in Social Service Provision</i>. Journal of Human Trafficking.</p> <p>Nichols, A. Sex Trafficking in the United States (“Chapter 4- “Prostitution”)</p> <p>Ekberg, G. (2004). The Swedish law that prohibits the purchase of sexual services: Best practices for prevention of prostitution and trafficking in human beings. <i>Violence Against Women</i>, 10, 1187-1218</p> <p>Madden-Dempsey, M. (2011). In Defense of Feminist Abolitionism</p>	<p>Reading Reflection Due</p>

			<p>Weitzer, R. (2010). The Movement to Decriminalize Sex Work in the United States. <i>Journal of Law and Society</i>, Vol. 37, Issue 1, pp. 61-84</p> <p>Hoyle, C. Bosworth, M. and Dempsey, M. (2011). Labeling the victims of sex trafficking: Exploring the Borderland between Rhetoric and Reality. <i>Social and Legal Studies</i>, 20, 313.</p>	
4	Feb 16	<p>Pimp-controlled Trafficking (U.S. focused)</p> <ul style="list-style-type: none"> - Pimp Controlled dynamics (intimate partner, family member) - Traffickers - Understanding role of intersectional identities 	<p>Reid, J. A. (2016). Entrapment and Enmeshment Schemes Used by Sex Traffickers. <i>Sexual Abuse</i>, 28(6), 491–511. https://doi.org/10.1177/1079063214544334</p> <p>Martin & Pierce et al. (2014). Mapping the Market for Sex with Trafficked Minor Girls in Minneapolis: Structures, Functions, and Patterns. Full report. Retrieved from: https://uroc.umn.edu/sites/uroc.umn.edu/files/MTM_Full%20Report_2014.pdf (PART 2 pp. 49-80)</p> <p>Reid, J.A. (2018). <i>Sex Trafficking of Girls with Intellectual Disabilities: An Exploratory Methods Study</i>. Sexual Abuse.</p> <p>Optional:</p> <p>Raphael et al. (2010). <i>Pimp Control and Violence: Domestic Sex Trafficking in Chicago of Women and Girls</i>. Women & Criminal Justice</p>	<p>Reading Reflection Due</p>
5	Feb 23	<p>Survival Sex and Sex Trafficking (U.S. focused):</p> <ul style="list-style-type: none"> -Survival Sex -Impact of “aging out” -Understanding role of intersectional identities -Provider gaps in addressing LGBTQ+ clients 	<p>-Dank, M. (2015). <i>Surviving the Streets of New York: Experiences of LGBTQ Youth, YMSM, and YWSW Engaged in Survival Sex</i>. Urban Institute Study. CSEC</p> <p>-Cain et al. (2019). Needs Assessment of LGBTQ+ Youth in the Sex Trade. <i>Evans School of Public Policy & Governance</i>.</p> <p>Optional:</p>	<p>Reading Reflection Due</p> <p>MEDIA ANALYSIS DUE</p>

			Schwartz, C. & Britton, H. (2015). <i>Queering the Support for Trafficked Persons: LGBTQ and Human Trafficking in the Heartland</i> . Social Inclusion.	
6	March 2	<p>Policy Responses, particularly in the Criminal Justice System</p> <ul style="list-style-type: none"> -Federal/State Legislation -Safe Harbor Laws -FOSTA-SESTA -John Schools -Juvenile Justice Responses 	<p>Heil, E., & Nichols, A. (2014). Hot spot trafficking: A theoretical discussion of the potential problems associated with targeted policing and the eradication of sex trafficking in the United States. <i>Contemporary Justice Review</i>, 17(4), 421-433.</p> <p>Excerpts from Dank, M. (2015). Urban Institute Study. Locked in: Interactions with the Criminal Justice and Child welfare Systems for LGBTQ youth, YSMS, and YWSW who engage in Survival Sex</p> <p>-Farrell et al. (2019). <i>Failing Victims? Challenges of the police response to human trafficking</i>. Criminology & Public Policy.</p> <p>Optional:</p> <p>Heil & Nichols (2015). Human Trafficking in the Midwest. Excerpts from Chapter 4 (“Policing Human Trafficking.”)</p> <p>McCabe & Conger (2019). Stamping out Online Sex Trafficking May Have Pushed it Underground. Retrieved from: https://www.nytimes.com/2019/12/17/technology/fosta-sex-trafficking-law.html</p> <p>Levine (2016). <i>The Impact of John Schools on Demand for Prostitution</i>. In Broadening THE Scope of Human Trafficking Research: A reader</p> <p>Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i>. (Chapter 7 “Criminal Justice System and Legislative Responses”)</p>	Reading Reflection Due
7	March 9	<p>International Sex Trafficking (part 1):</p> <ul style="list-style-type: none"> - Global Systems of Sex Trafficking 	<p>REQUIRED READINGS CHOSEN BY OUR GUEST SPEAKER:</p> <ul style="list-style-type: none"> • https://www.state.gov/reports/2020-trafficking-in-persons-report/ REVIEW the table of contents (section titles), READ entire section titled “Looking Back on Twenty Years of the Trafficking in 	Reading Reflection Due

		- Transnational feminism; - Sex trafficking push and pull factors	<p>Persons Report”; SKIM the country narrative for the United States and at least one other country narrative for a country of your choice.</p> <ul style="list-style-type: none"> • https://bettercarenetwork.org/sites/default/files/2020-01/Orphanage%20Trafficking%20and%20the%20Australian%20Response.pdf READ sections I, II, and III; pp. 115-122 • https://www.childreninadversity.gov/docs/default-source/default-document-library/apcca-strategy-final-web.pdf?sfvrsn=4 READ entire report; pp. 1-30 <p>Optional: Kakar, S. (2016). Servile/Forced Marriages in the Context of Human Trafficking. In E.C. Heil & A.J. Nichols (Eds.) <i>Broadening the Scope of Human Trafficking Research</i>. (pp. 43- 55). Durham, NC: Carolina Academic Press</p> <p>-Smith, Sex Trafficking in Conflict Zones, the role of Peacekeepers. (2011).</p>	
Part 2: Responding to People who are at Risk of or have been Sex Trafficked				
8	March 16	<p>Prevention</p> <ul style="list-style-type: none"> -Extant Prevention Curricula -Dos and Don'ts -Survivor Involvement -Design your own 	<p>Human Trafficking Prevention Brief: Strategies for Homeless and Runaway Youth Settings (2020). <i>Family & Youth Service Bureau</i>.</p> <p>Croft, C. (2020). Human Trafficking Prevention Toolkit, NC Coalition Against Sexual Assault, Raleigh, NC.</p> <p>Letter to Office to Monitor Combat Trafficking in Persons (2019).</p> <p>Optional:</p> <ul style="list-style-type: none"> -Grace, L.G. et al. Preventing the Commercial Sexual Exploitation of Children: The My Life My Choice Model. In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press. 	<p>Reading Reflection Due</p> <p>FINAL TOPIC OVERVIEW DUE</p>

			<p>Finkelhor et al. (2020). Youth Internet Safety Education: Programs with the Evidence Base. In <i>Trauma, Violence & Abuse</i>.</p> <p>Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i>. (Chapter 2- “Prevention and Outreach”)</p> <p>Peffley & Nichols (2018). Challenges to Sensational Imagery Used in the Anti-trafficking Movement and Implications for Practice. In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press.</p>	
9	March 23	<p>Program Design & Interagency Collaboration - Coalition Building (CBRs) - Programmatic Design</p>	<p>Reid, J. (2018). System Failure! Is the Department of Children and Families Facilitating Sex Trafficking of Foster Girls? In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press</p> <p>Gerassi, L.B., Nichols, A., & Michelson, E. (2017). Lessons Learned: Benefits and Challenges in Interagency Coalitions Addressing Sex Trafficking and Commercial Sexual Exploitation. <i>Journal of Human Trafficking</i>, 3(4), 285-302.</p> <p>Optional: Oselin, S. S. (2014). Leaving Prostitution: Getting Out and Staying Out of Sex Work. Chapter 6 “Getting Out.”</p> <p>Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i>. (Chapter 5 & 6, “Programmatic Design” and “Interagency Responses”)</p>	Reading Reflection Due
10	March 30	<p>Identification - Conducting an assessment</p>	<p>Identifying and Responding to Sex-Trafficking Victims in Social Service Settings: <i>Interview with Rebecca J. Macy, Ph.D.</i> (2013). Social Work Podcast. Retrieved from http://socialworkpodcast.blogspot.com/2013/05/identifying-and-responding-to-sex.html</p>	Reading Reflection Due

		<ul style="list-style-type: none"> -Disclosure of Sex Trafficking - Indicators & Screening Tools - Needs 	<p>Dank et al. (2017). Pretesting a Human Trafficking Screening Tool in the Child Welfare and Runaway and Homeless Youth Systems. Retrieved from https://www.urban.org/sites/default/files/publication/93596/pretesting_tool_0.pdf.</p> <p>Optional: Gerassi, L.B. & *Pedersen, A.C. (in press). Have you ever traded sex for money or drugs?": Healthcare Providers' Perspectives on Sex Trafficking Risk Assessments in Clinics. <i>Journal of Health Services Research & Policy</i>.</p> <p>Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i>. (Chapter 3 "Identification and Screening")</p>	
11	April 6	<p>Direct Practice & Advocacy</p> <ul style="list-style-type: none"> -Working with Survivors -Safety planning -Harm Reduction -Motivational Interviewing 	<p>Howard, A. & Sutton, A. (2018). Safety Planning with Survivors of Sex Trafficking and Commercial Sexual Exploitation. In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press.</p> <p>Preble, K. (2018). Client-Centered Harm Reduction, Commercial Sex, and Trafficking. In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press.</p> <p>Optional: Macy, R. J., & Johns, N. (2011). Aftercare services for international sex trafficking survivors: Informing US service and program development in an emerging practice area. <i>Trauma, Violence, & Abuse, 12</i>(2), 87-98.</p> <p>Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i>. (Chapter 4, "Direct Practice")</p>	<p>Reading Reflection Due</p> <p>(GRADUATE STUDENTS ONLY) SURVIVOR MEMOIR ANALYSIS DUE</p>

12	April 13	<p>Direct Practice & Advocacy:</p> <ul style="list-style-type: none"> - Trauma Treatments - Current Models of working with Survivors -Survivor-led Programming 	<p>Lloyd, R. (2018). Change is a Process: Using the Transtheoretical Model with Commercially Sexually Exploited and Trafficked Youth. In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press.</p> <p>Bloom, S. (2018). The Sanctuary Model: Creating Moral Systems to counteract Exploitation and Dehumanization. In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press.</p> <p>Optional:</p> <p>Gerassi, L.B. (2019). Experiences of Racism and Racial Tensions among African American Women Impacted by Commercial Sexual Exploitation in Practice: A Qualitative Study. <i>Violence Against Women</i>. DOI: 10.1177/1077801219835057</p> <p>Edmond, T. (2018). Evidence-Based Trauma Treatments for Survivors of Sex Trafficking and Commercial sexual Exploitation. In A.J. Nichols, T.E. Edmond, & E. Heil (Eds.), <i>Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation</i>. New York, NY: Columbia University Press.</p>	<p>Reading Reflection Due</p>
13	April 20	<p>International Practice with People at Risk of Sex Trafficking</p> <ul style="list-style-type: none"> - Impact of local contexts on sex trafficking 	<p>REQUIRED READINGS CHOSEN BY GUEST SPEAKER</p> <p>To be determined.</p> <p>Optional:</p> <p>-Houston, A. (2015). Violence Begets Violence: The Link Between Conflict and Human Trafficking. In Broadening the Scope. In E.C. Heil & A.J. Nichols (Eds.), <i>Broadening the Scope of Human Trafficking Research: A Reader</i>. Durham, NC: Carolina Academic Press.</p> <p>Konstantopoulos, W. M. et al. (2013). An international comparative public health analysis of sex trafficking of women and girls in eight cities: achieving a more effective health sector response. <i>Journal of Urban Health</i>, 90(6), 1194-1204.</p>	<p>Reading Reflection Due</p>

			-Excerpts from DEMAND: A Comparative Examination of Sex Tourism and Trafficking in Jamaica, Japan, the Netherlands. (This is a long one, skip the U.S., and just read the chapters on the countries).	
14	April 27	Wrapping Up	No readings. Be prepared to discuss the topics and lessons learned from your final papers.	FINAL PAPER DUE

V. Text and Reading Materials for the course

Course Web Site

All readings will be assigned, in advance, for specific class topics and will be uploaded to CANVAS. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials. There is no assigned text for this course.

In addition, students are expected to read and understand the NASW Code of Ethics. Also available online at URL: <http://www.socialworkers.org/pubs/code/code.asp>

Recommended Books Include:

- Gerassi, L. & Nichols, A. (2017). *Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice*. New York, NY: Springer.
- Nichols, A.J., Edmond, T. E. & Heil, E.C. *Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation*. Columbia University Press.
- Nichols, A. J. (2016). *Sex Trafficking in the United States: Theory, Research, Policy, and Practice*. New York, NY: Columbia University Press.
- Heil, E.C. & Nichols, A.J. (2016). *Broadening the Scope of Human Trafficking Research: A Reader*. Durham, NC: Carolina Academic Press.
- Lloyd, Rachel. (2011). *Girls Like Us: Fighting for a World Where Girls Are Not For Sale*. Harper Perennial.
- Kempadoo, Kamala. (2011). *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. Second Edition. Paradigm Publishers.
- Lutnick, A. (2016). *Domestic Minor Sex Trafficking*. New York, NY: Columbia University Press.
- Nichols, A. & Heil, E. (2015) *Human Trafficking in the Midwest: A Case Study of St. Louis and the Bi-State Area*. Carolina Academic Press.
- Sanders, S. J. (2015). *Sex Trafficking Prevention: A trauma-informed approach for parents and professionals*. Unhooked Books.

VI. Evaluation: Assignments, Grading and Methods

Grading Scale & Standards:

Students' final grade will be based on the following:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate work
64-69	D	Below expectations in all areas
<64	F	Course failure

Assignments Due Dates and Points:

Undergraduate Students Assignments

Assignment	Max Points	Due Date	Due Time
A. Participation: Reading Reflections	30 points	10 Reflections due weekly on classes 2-13 (see notes below)	9:59am on Thursdays. <i>No late reflections will be accepted.</i>
B. Media Critical Analysis	20 points	February 23	11:59pm
C. Final Project: Your choice of practice, research, or policy track.	Topic Overview: 10 points	March 16	11:59pm
	Final Paper: 40 points	April 27	11:59pm
Total Points	100		

Graduate Student Assignments

Assignment	Max Points	Due Date	Due Time
A. Participation: Reading Reflections	20 points	10 Reflections due weekly on classes 2-13 (see notes below)	9:59am on Thursdays. <i>No late reflections will be accepted.</i>
B. Media Critical Analysis	20 points	February 23	11:59pm
C. Memoir Analysis	20 points	April 6	11:59pm
D. Final Project: Your choice of practice, research, or policy track.	Topic Overview: 5 points	March 16	11:59pm
	Final Paper: 35 points	April 27	11:59pm
Total Points	100		

Assignment Descriptions, Instructions and Grading Criteria:

All of the following assignments should be submitted on Canvas.

A: Reading Reflection:

Due: Weeks 2-13 by the start of class. These should both be uploaded to canvas AND you should be able to access the content for class discussion

Notes: Students must complete 10 (out of 12) weekly reflections in all (so therefore can miss two weekly reflection without grade deduction). If you complete all 12 assignments, you will be awarded 1 additional point (rather than 3) per assignment. In other words, a student who completes all 12 reading reflections and is awarded full points will receive 32/30 (undergraduate

students) or 22/20 (graduate students).

This assignment is due by the start of each class. If you submit late, you will NOT be awarded any credit for that week.

The purpose of this assignment is to foster critical analysis and engagement of the readings as they relate to the weekly topic. Each week, you will be expected to write a brief reading reflection and bring the following to class (and upload to Canvas): ***Reflections can be written in the first person and should show your thoughts, insights, questions, and/or struggles with the material.*** They can include questions that are coming up for you that you'd like to bring to class discussions. As we discuss the readings in large or small groups, I may ask you to share thoughts, insights, or questions from these papers. Students taking this course for 3 credits must also integrate reflections from the optional readings. Students taking this course for 2 credits are welcome to integrate the optional readings but will receive no extra credit for doing so.

Here is one possible template for the reading responses that you may choose to use. If another format works better for you, then use that. I will provide you feedback if your chosen format does not work and why (without deducting points the first time).

Reading Reflection Template (Per Reading)

<i>3 Things You Did Know</i>	<i>2 Things that Surprised You</i>	<i>1 Thing You want to Learn More About and/or Question for Discussion</i>
Respond and Reflect:	Respond and Reflect:	Respond and Reflect:
Respond and Reflect:		
Respond and Reflect:		

General Comments/Reflections/Questions: _____

As we get closer to your final assignments, you may want to reflect on how a piece of the weekly readings relates to the topic of your final assignment. For example, let's say you are focusing on immigration policies in the U.S. for trafficking survivors. On a relevant week, you may reflect on you may write about how immigration policies prevent a trafficking survivor from getting necessary services. You can then draw from these reflections to prepare your policy brief on immigration policies OR practice paper focusing on an immigrant survivor OR research paper focusing on needs for immigrants.

Undergraduate Rubric

Element	Points Value: 30- total
Brief Reading Reflection: Demonstration of reading comprehension and analysis. Inclusion of insights and/or reflections from the readings (not just summarizing material).	3 pt. x 10 classes = 30 points total for the semester 1 point per extra class.

Graduate Rubric

Element	Points Value: 20- total
Brief Reading Reflection: Demonstration of reading comprehension, analysis, and synthesis. Inclusion of insights and/or reflections from the readings (not just summarizing material).	2 pt. x 10 classes = 20 points total for the semester 1 point per extra class.

B. Media (Article or Documentary) Critical Analysis (20 Points):

Due: February 25th at 11:59 PM

Pages: 2-4 pages (not including references, standard APA style formatting)

Select a news article or documentary focusing on a sex trafficking. If selecting an article, do not choose one that only reports an arrest or conviction of an individual in a trafficking case without providing some other type of analysis because you will have very limited material to discuss. You may select a documentary from the list I will provide. You are encouraged to use course materials as they are relevant as well as search for your own. You should include at least 4 sources (not including your chosen media source).

- Summarize (and cite) the key points of the media source (.5 page- 1 page).
- Critically analyze how the information is presented. Be sure to cover the topic areas below. I provide some sample questions for you to consider but you do not need to answer all of these, can add some of your own, etc. Be sure to cover each bolded domain

- (Sub)-Population of Trafficked Individuals, Service Providers, Legislators, and/or Law Enforcement: How inclusive is the reporting? Who are the key players in the article and who are left out? What is population of interest described in the article? How were the victims/survivors/people impacted by trafficking portrayed? Same for traffickers. What language was used and what impact do you think it had on the audience? You are strongly encouraged to integrate information learned in class.
- Evidence of Theoretical and/or Political Perspective: What do you think the authors' perspectives on prostitution/trafficking policy and/or feminism is and how do you know (directly stated or implied- if so how?)?. What language was used to describe the issue?
- Role of Privilege and Oppression: What role do privilege and oppression play in the article (i.e. framing of the article)? How did social norms (related to issues of identity, privilege, oppression, and/or intersectionality) impact reporting?
- Recommendations: What, if anything, would enhance the analysis of the information presented? What are some key takeaways? What should social workers know when reading news media and/or watching film documentaries about sex trafficking?

Undergraduate and graduate rubrics to be provided in the beginning of our semester.

C. Survivor Memoir Analysis (Graduate students only)

Due: April 6th

Choose a memoir of a person who has been sex trafficked and/or participated in sex work. Possible options are posted on Canvas but you are welcome to find your own. This should not be a novel.

Critically analyze how the information is presented. Be sure to cover the topic areas below. I provide some sample questions for you to consider but you do not need to answer all of these, can add some of your own, etc. Be sure to cover each underlined domain:

- Summary: Summarize (and cite) the memoir. What type of sex work or sex trafficking (or both) did the person experience? How do they discuss and view their experiences? How did they discuss their sense of agency or victimization in their experiences? What are the barriers to social services, healthcare, or other supports they experienced?
- Social Work Implications: What sex trafficking indicators/red flags the memoir show to healthcare workers, social workers, law enforcement, etc. (if applicable)? How were these addressed? How do they relate their experience to other people in similar situations and/or social movements? If they comment on policies (i.e. prostitution, safe harbor, etc.), what do they describe to be helpful or not helpful? Ground their individual story in the sex trafficking literature. How does their experience/perspective relate to the larger picture of what you've learned in class? Think about social work practice, policy, and/or research.
- Role of Privilege and Oppression: What role do privilege and oppression play in the person's narrative? How did social norms (related to issues of identity, privilege, oppression, and/or intersectionality) impact them? Analyze how they discussed their identities and how that may relate (or not) to the experiences of others.

- Conclusions & Recommendations: How did this memoir influence your own understanding of sex trafficking/sex work (or not)? Would you recommend this memoir to a friend or family member? Why or why not? If the friend/family member had no understanding of sex trafficking/sex work outside of this memoir, what would you want them to know?

C (undergraduate) or D (graduate). Final Assignment: Sex Trafficking Practice, Policy, or Research (40 points)

Topic Overview: Due March 18, 2-3 pages (standard APA style formatting)

Final Paper: Due April 29, (see particular track descriptions for formatting descriptions)

The final assignment is the culmination of all course content and integrates information from the literature into implications for practice, policy, or research. Choose **one** of the following three options. I recommend that you select the option that is most beneficial to your learning and social work career goals. We will spend time discussing this as a class and I am also happy to discuss this with you individually over email or in person.

Undergraduate and graduate rubrics for each final assignment option will be provided in week 7.

OPTION 1: Practice Plan for a Sex Trafficked Client (or one at risk)

The practice plan asks that you carefully analyze, strategize, and plan for a sex trafficked individual (or someone at risk of sex trafficking). Each student will select a case study from one of our readings, an additional one of your choice, a documentary of your choice, OR a real person who is a suspected or confirmed sex trafficked individual. If you choose a written example, the description should be detailed enough to provide you enough information to complete the assignment. If you choose someone you know, please be sure use pseudonyms. The practice plan includes:

Topic Overview

- 1) **Case example summary**: Give a summary of person's key points of their story. Be sure to include relevant information about their sex trafficking risk and needs.
- 2) **Topics Outline**: State two issues and sources of support that are important to the client's situation or life. For example, if your "client" is struggling with poverty, you may explore the TANF program and how policies related to TANF impact the survivor. In 1-2 sentences per topic, state what the topic is and why its relevant. For this stage, you will briefly describe or outline what you plan to do in your final.
- 3) **Current and Planned Resources**: Indicate what type of resources you think are relevant to search for and why.

Final Paper:

- 1) **Case example summary:** Copy and paste from your topic overview. If I had questions, feedback, or was unclear about something, be sure to revise accordingly.
- 2) **Topic analysis:** Building from topic overview, expand upon the two topics that are important in the life of the client, research information about those topics, and include an analysis on how these topics impacts the client's risks. Each topic should include 3-5 references and be 1-1.5 pages single spaced each.
- 3) **Safety and Resources Plan:** Each plan will include an analysis of the client's needs and risks, specific and detailed strategies to address each of the defined risks, and the client's potential strengths. See week 11 readings for helpful starting points.
Resources. Each safety plan will include 3 resources that are specifically relevant to assist the survivor you are working with and an explanation about why these resources are relevant. You need to contact each resource personally (via phone or email) to include the resource in your safety plan. Include contact information, the time and date you contacted the program, your experience getting in touch with the resource, and specific program information including eligibility, cost, and accessibility to public transportation (for example, trauma support groups for children of all genders meet at XX organization on these dates and times. Here's the bus stop and bus line information. The support group is free and open to children who live in XX counties and who are eligible for free or reduced lunch program).
- 4) **Needed Resource(s):** Finally, the plan will include a discussion of 1-2 resources that could have been helpful to your client but that do not exist. This analysis should include how this gap in services could negatively impacts the client.

OPTION 2: Sex Trafficking Policy Brief

This policy brief offers the opportunity to think and learn more about sex trafficking related policies that impact local, state, or national level(s).

Create a policy brief on a topic related to sex trafficking populations (e.g. juveniles, foreign born victims, domestic victims, adults, etc.). When considering and examining disparities, consider three common dimensions of the issue: disparities in outcomes; disparities in access; and disparities in quality and/or quantity of services and care received. Your work should centrally focus on the population you choose, but you may also need to refer to other demographic positions in the assignment (e.g., LGBTQ+ youth of color are disproportionately represented among individuals at risk). If choosing state or local policies, you may need to bring in data from other areas but do report as much local evidence as possible. For example, if you are focusing on Wisconsin, you may need to bring in data from Minnesota and Wisconsin to make your case.

For this policy brief, you will present an overview of a critical disparity(ies) experienced by the group you are examining, highlighting the issue(s) that are the focus (i.e. those you are targeting for change) of your policy brief.

Topic Overview

1. **Audience for brief:** To whom is the brief addressed? (Which legislative committee will be receiving the brief)?
2. **Define the Topic/Problem:** What is the scope of the problem and why should they care? Clearly lay out the issue.
3. **Policy Options you are considering focusing on for your paper:** Briefly provide information about each policy option (at least 2) and why they are relevant (include a reference for each).

Final Paper (Due April 30):

- 1) **Audience for Brief:** Copy and paste from your topic overview. If I had questions or was unclear about something, be sure to revise accordingly.
- 2) **Topic (or Problem) Analysis:** Expand upon section 2 of your topic overview. Be sure to add background information with references.
- 3) **Propose and discuss policy recommendation(s) or options about how to address the disparity:** Identify 2 specific policy actions that will address the problem. Within this section provide rationale for the recommendations. Make your case here. Display and describe relevant data. You may use tables or figures. Be sure to include the expected outcomes for each option. Discuss the impacts and implications of both action and inaction.
- 4) **Funding Considerations/Sources**

Note: Be sure to integrate intersectional identities into the paper (likely in the topic/problem analysis as well as policy recommendations in some way). However, you do not have to use the word “intersectionality” if you do not think it will be effective for your target audience. You will have to determine how to balance this dynamic

Policy briefs are concise and cogent documents. It should be used to set the scope of the problem, address one or more issues and advocate for a specific policy change. Your brief will be addressed to a legislative body in the position to help bring this change about. The target audience for the brief is the members of the legislative committee that will be holding hearings on the proposal. You should prepare a thorough reference list for this analysis, including at minimum, 5-6 citations/sources of information about your topic. This will be attached to your policy brief. Your brief itself should not exceed **three, single spaced pages** with 12-point font, one inch margins and clear headers.

Here are some examples of policy briefs:

https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf432103

OPTION 3: Research Paper (or Manuscript)

The research paper must be focused on a topic related to sex trafficking and social work. For example, you may choose to focus your paper on reviewing the evidence for existing prevention programs across the United States. In this case, I would recommend you to synthesize and

critically analyze what we know about prevention programs, identify the gaps and future directions.

You will be required to write an 6-8 page (double-spaced) research paper (follow standard APA-formatting), *not* including title page, references, and any (optional) appendixes or tables. You must use at least 10 professional sources, which may include books, professional/peer reviewed journal articles, and website material from recognized academic or professional organizations. If you question a source, ask me about it. All APA-style papers should include a title page, introduction, literature review, conclusion, and references page. Subheadings within your literature review to enhance clarity are encouraged.

Optional: If submitting a manuscript for publication would be helpful to you and your career, you may consider a more comprehensive final paper, such as a scoping review or systematic review (see resources below). If choosing this option, I recommend we meet to determine expectations for the final assignment, as the paper will likely not be ready for submission upon completion of the course, timelines, etc.. You also may consider completing analysis prior to the due date for the Society for Social Work Research conference proposals (again, optional).

[Beck, D. C., Choi, K. R., Munro-Kramer, M. L., & Lori, J. R. \(2017\). Human trafficking in Ethiopia: a scoping review to identify gaps in service delivery, research, and policy. *Trauma, Violence, & Abuse*, 18\(5\), 532-543.](#)

[Camp, M. A., Barner, J. R., & Okech, D. \(2018\). Implications of human trafficking in Asia: a scoping review of aftercare initiatives centered on economic development. *Journal of evidence-informed social work*, 15\(2\), 204-214.](#)

[Armstrong, Stephanie, and V. Jordan Greenbaum. "Using survivors' voices to guide the identification and care of trafficked persons by US health care professionals: a systematic review." *Advanced emergency nursing journal* 41.3 \(2019\): 244-260.](#)

Topic Overview

1. **Issue Summary:** Describe the issue that you will be focusing on in your paper. What area of sex trafficking research does this address (e.g. perpetrators, etc. etc.)? What is the scope of the paper? Likely, this will be come your introductory paragraph.
2. **Define the Problem:** What problem does your paper help to address and why do we need research in this area? What will your paper address?
3. **Next steps:** Briefly outline the rest of your paper.

Final Paper:

- 1) **Issue summary:** Copy and paste from your topic overview. If I had questions or was unclear about something, be sure to revise accordingly. At this point, you will likely add more nuanced understanding of the problem/ expand upon your introduction.
- 2) **Critical analysis of extant literature:** What do we know about issue? How does power, privilege, and oppression impact extant literature? Are there some identities we know more about than others in relation to your topic (i.e. race, gender, ability, religion, etc.)?

- 3) **Gaps:** What are the gaps in the literature and why is it important that we answer these gaps? You can comment here on methodology (i.e. hidden and vulnerable populations or difficult with follow up)
- 4) **Future directions:** Where should we go next from here?

Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

A	94-100	Outstanding; surpasses expectations in all areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets expectations in all areas
BC	76-81	Meets expectations in some areas; below in others
C	70-75	Below expectations in most areas, not acceptable graduate work
D	64-69	Below expectations in all areas
F	<64	Fails to meet minimal expectations in all areas, not acceptable work

VI. COURSE POLICIES

Attendance Policy:

Students are expected to attend all scheduled classes and to arrive on time. I recognize that this semester may be a challenging semester for all of us. My first priority is your well-being and my second is your learning. To that end, it is your responsibility to communicate with me if there are any challenges to your class presence and/or educational success that arrives.

Your prompt arrival and presence are vital to participation in this course. This means you can login to our zoom meeting before class begins. I recognize that there may be a variety of health, caregiver, etc. circumstances, particularly this semester. If you must miss class, it is your responsibility to notify me via email, complete any class requirements for the day missed, and obtain from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure. You may be asked to meet with me if you are absent for two classes or more may be asked to schedule a meeting with me to discuss their performance and continuation in the course. Repeated lateness or absences may ultimately impact your participation grade.

Your Presence in Class:

This class thrives best when all of us (myself included) are present for discussion and lecture. This means, I expect you to close out of your email or any other websites on your phone or computer that may provide distractions from our discussion. Of course, I do understand that there are circumstances in which you may need to step away from class and/or not be present, i.e. you're waiting for an emergency call, etc. To the extent possible, please be present during our class time.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19.

Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Student Wellness

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. **University Health Services (UHS)** can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available. Wellness champions

Other student support services and programs include:

- Multicultural Student Center <https://msc.wisc.edu/>
- LGBT Campus Center <https://lgbt.wisc.edu/>
- Dean of Students Office <https://www.students.wisc.edu/doso/>
- UHS Violence Prevention and Survivor Services: <https://www.uhs.wisc.edu/vpss/>

Religious Holidays:

I recognize that students' choices to observe religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

Classroom Climate:

Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to building an inclusive classroom space. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination

is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility to hold in our minds the disproportionate impact systems and “isms” have on marginalized people. I invite you to bring any concerns in this regard to my attention.

We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class. However, as the professor, I acknowledge that I cannot guarantee confidentiality and, as a participant, you should know and act accordingly.

Personal Positions:

Each one of us has our own opinions and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I will also likely ask questions from multiple perspectives intended to help us think about complex issues from multiple viewpoints. I, too, have opinions and perspectives that may differ from your own. *Disagreement with my position on any particular issue will NEVER affect your grade.*

Late Assignments

Late reading reflections will NOT be accepted. All other assignments turned in late will lose 5 percentage points (on a 100-point scale) for each day past due (For example, an assignment worth 40 points may be docked 2 points for each day past due).

Grading Questions

Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

Reading and Media Assignments: You are expected to have read, viewed and listened to all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

CANVAS

All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

Americans with Disabilities Act:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); 702 W. Johnson St., #2104, Madison, WI

I will work directly with you in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. If you require accommodations to obtain equal access to this class or to any assignments, please contact your TA as soon as possible.

Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to me at the beginning of the course. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

The McBurney Center provides services and classroom accommodations to students with disabilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-2741. <http://mcburney.wisc.edu>

Written Assignment Policy (unless specified differently in assignment details):

1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper).
3. Students must format assignments using **one-inch margins**, **double-spacing**, and a **Times New Roman 12-point font**.
4. You must use correct APA format for citations. Consult the UW writing center's guide for APA formatting (<http://writing.wisc.edu/Handbook/DocAPA.html>).
5. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. **Websites may only be used with prior approval from the instructor.**

6. Papers should be placed in CANVAS by the due date and time. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received on CANVAS by the time it is due.

Academic Writing Criteria

Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
7. When references are required, they must be from class readings or other peer-reviewed journal articles. You **may not** use information from a website unless you receive prior approval from the instructor.
8. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into the discussion.

Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Plagiarism Policy:

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (<http://www.students.wisc.edu/doso/acadintegrity.html>).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:

<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

Grade Appeals/Grievance Policy:

The process for appeal a final grade is set forth in the School of Social Work's Student Rights and Responsibilities Handbook.

<http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf>

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.2.1 Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Lecture, reading, videos, and class discussion regarding theoretical frameworks, models and of trafficking and exploitation (K, V, S)</p> <p>Understanding the challenges of one's agency in victimization and the criminal justice system and direct practice. (K, V, S, C & AP)</p>	<p>Weeks 1-3</p> <p>Weeks 8, 10-12</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, reading and discussion related marginalized and oppressed communities at risk of trafficking and exploitation. Foundational work (i.e. links between risk factors, oppression, marginalized communities, and trafficking) are explored in the beginning parts of the course, while weeks 9-12 build on those principles to working with individuals impacted by trafficking and exploitation in practice (K, V, S)</p> <p>Assignments: Media News Critical Analysis (K, S, C & AP)</p> <p>Final Paper (K, V, S, C & AP)</p>	<p>Weeks 1-2, 4-5, 9-13</p> <p>Section V</p> <p>Section V</p>

<p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, reading, discussion addressing risk factors of trafficking and exploitation, impact of social and political systems on trafficking and exploitation, as well as their impact on responses to trafficking and exploitation. (K, V, S, C & AP)</p> <p>Assignments: Media News Critical Analysis (K, V, S)</p> <p>Final Assignment (K, V, S, C & AP)</p>	<p>Weeks 4-9</p> <p>Section V</p>
<p>2.1.4 Engage In Practice-informed Research and Research-informed Practice</p> <p>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</p> <p>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</p> <p>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</p>	<p>Final Assignment (K, V, S, C & AP)</p>	<p>Section V</p>
<p>2.1.5 Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic,</p>	<p>Readings and class lectures addressing models of prostitution and their impacts on trafficking survivors (K, V)</p>	<p>Week 1-3, 8</p>

<p>organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>		
<p>2.1.6 Engage with Individuals, Families, Groups</p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.</p> <p>Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</p> <p>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</p> <p>They value and employ principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</p>	<p>Lectures, readings and discussion on trafficking direct practice strategies, as well as working with individuals impacted by trafficking in the criminal justice system. (K, V, S, C & AP)</p>	<p>Weeks 9-11</p>
<p>2.1.7 Assess Individuals, Families, Groups</p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</p> <p>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</p> <p>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Lectures, readings and discussion on trafficking identification, indicators, needs (K, V, S, C & AP)</p>	<p>Week 10</p>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes