A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

SWK. 497 INTRODUCTION TO HUMAN TRAFFICKING
WINTER MINI 2025

INSTRUCTOR INFORMATION

Instructor: Lyndsey L. Norris, LMSW
Office Location: HEN 323E
Office Hours: Virtual by appointment
Office Phone:
Office Fax:
University Email Address: Lyndsey.Norris@tamuc.edu
Preferred Form of Communication**: EMAIL**
Communication Response Time: Two Business Days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: <mark>NONE</mark>

SUPPLEMENTAL READINGS:
Kozakiewicz, A. (2007). Victim testimony given for the House Judiciary Committee.
        Available at: http://abcnews.go.com/Politics/story?id=3742297&page=1

        https://www.youtube.com/watch?v=vGdldKxPock

U.N. Office on Drugs and Crimes. (2008, February). *Human trafficking for the removal of organs and body parts.* Paper presented at The Vienna Forum to Fight Human

Trafficking. Available at https://www.unodc.org/unodc/en/human-trafficking/2010/egm-vienna-organ-trafficking.html

ADDITIONAL READINGS IN D2L

Software Required: **NONE**

Optional Texts and/or Materials: **NONE**

Course Description

Human Trafficking is a graduate level course designed to help students gain a better understanding of contemporary human trafficking and modern day slavery. During this course, you will learn important terminology in this field, the different types of human trafficking that exist and an understanding of the scope of the problem, both domestically and globally. You will also learn about the physical, emotional, and psychological trauma experienced by victims of human trafficking and the methods used to recruit and control them. The roles that entities such as government, the economy, the media, organized crime and culture play in these complex human rights and social (in) justice issues will also be explored.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

Student Learning Outcomes

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

Competency 1: Students will demonstrate ethical and professional behavior.

- Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as evidenced by successful completion of **the written assignment in the course and HT project** (Knowledge, Values)
- Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; as demonstrated by **the successful completion Discussions** (Knowledge, Values)

Competency 2: Students will engage in diversity and difference in practice.

- Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; as demonstrated through **the successful completion of Polaris Certification** (Knowledge, Skills).
- Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies as evidence by **the successful completion of Reflection Paper, Discussion, and HT project** (Values, Knowledge, Skills).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.

2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.

3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.

4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.

5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this if vital for learning and success in both this course and the program.

6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.

7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.

8. Check your university email daily. This is the official method of communication by the university, department, and instructor.

9. Be open and focused on the "process" and not the "product" as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Evaluation for course grades is according to the following formula:

Discussion (1 @ 25 points each)	25 points
Reflection Paper (1 @ 25 points each)	25 points
Polaris Certification	50 points
Service Learning Project	100 points
TOTAL POSSIBLE POINTS	200 Points

Assessments

DUE DATES:

All Assignments are due in D2L by the due date. I will not be able to accept late work.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination in employment. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your own success.

OVERVIEW OF ASSIGNMENTS:

1. **POLARIS CERTIFICATION: (50 points)**

   Students will go through the Polaris training online and download/print out the certificate once they have completed the training. The certificate will need to be uploaded to D2L in the corresponding folder by the due date.

2. **REACTION/RESPONSE ASSIGNMENT** (1 @ 25 POINTS EACH): **(25 points)**

Reflection papers/Responsive Writings are an integral part of this learning experience. Since this class meets online in an asynchronous setting, students have limited reasons for not participating each week. For the week that the Reflection paper is due, the student will have until Sunday at 11:30 pm of the week assigned to place the assignment in the corresponding folder for that week. Please note that I think many of you will find these activities to be very interesting and will widen your scope of the definition of human trafficking. The responsive writing is expected to be approximately a page long and have very clear directions each time. At this level of education, the expectation is that grammar will be used appropriately. You are given the topic in the D2L course shell.

3. **DISCUSSION** (1 @ 25 POINTS EACH): **(25 points)**

One discussion with an assigned topic. The discussion will open when the course opens, and the student will be expected to respond to the discussion and post responses to TWO Peers **by 11:30 pm on the SUNDAY of the WEEK ASSIGNED.** The response to the prompt can be done prior to the week's due and will need to be 7-10 sentences in length, using your critical thinking skills and APA citations when <mark>citing your D2L Readings TWO TIMES.</mark> **The responses to your peers for the discussion must take place during the week the discussion is assigned. You must respond to TWO of your peers' posts' by Sunday at 11:30 p.m. The discussion is assigned using 3-5 sentences using critical thinking skills.**
Limited, weak, or thoughtless interactions, such as "I agree with John Doe," will result in zero points. Students will respect each other's opinions and shall not be disrespectful or less than courteous. Inappropriate messages or interactions may result in the student being blocked from class and receiving an "F." Respect and civility are tantamount to professional behavior.

4. **HUMAN TRAFFICKING** <mark>**PROJECT**</mark>**: (100 points)**

    HUMAN TRAFFICKING PROJECT:

    <mark>**I HAVE ARRANGED FOR A HANDS-ON EXPERIENCE FOR YOU IF YOU ARE ABLE TO PARTICIPATE ON THE DATES IT IS AVAILABLE. I WILL SEND THOSE DATES AND OPPORTUNITY IN AN EMAIL WITH INSTRUCTIONS.**</mark> **My students have participated in this experience and count it as one of the most impacting experiences they have had while in college. This is a way to have a "real life" experience and a true understanding of what is really going on with Human Trafficking in our own communities.**

    <mark>**If you chose not to participate in this arranged experience, you will need to seek out your own project.**</mark>

This is a great opportunity for students to get some hands-on experience in the world of human trafficking. Students will be expected to work on a project related to human trafficking. **THE STUDENT MUST FIRST GET THE INSTRUCTOR'S APPROVAL REGARDING THEIR DESIRED PROJECT**. The student may want to contact agencies associated with issues surrounding human trafficking and find out what might be available. The student will need to begin work on this project as soon as the course begins and might include, but is not limited to:

- Help with writing a grant in cooperation with and to support a local human trafficking social service agency
- Work with a local social service agency that serves victims of human trafficking to plan event/support an event to gain public awareness of the growing issue
- Work with a social service agency that serves victims of human trafficking on a special project
- Speak to a community forum on the growing issue of human trafficking locally and/or as it affects the micro, mezzo, and macro populations. This might include a venue such as a network of providers, social service groups, community leaders, a state representative or group of legislative representatives, a city council meeting, etc. The list goes on and on.
- Volunteer as a blogger for a coalition or group aimed at educating and eradicating human trafficking and blog for them over the summer
- Be creative and use your creative mind to develop something that fits your desire to learn about Human Trafficking. This means some will be interested in the Micro, Mezzo, or Macro area depending on what area they gravitate to as students

As you can see, the project is NOT something that can be done last minute. If you choose to do your own project vs. the pre-arranged project, it will take some thought, time, and networking. However, what is gained from such an experience is far greater than one can imagine. The student must upload a project presentation to the D2L folder or a link to the presentation. This presentation will be made available to your peers. This is so the class can view the student's involvement. This may include a video of the student's interview with a state representative or speaking before a group of city leaders/ social service agencies/law enforcement, pictures of the experience if allowed, etc. Be creative. The student will also write a two-page paper reflecting on the project's impact on the student and society. This project offers a great way for students to "get involved" and a creative means. There are several grassroots organizations working to combat the problems of human trafficking, and this is your chance to be a part of that on some level.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two business days.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

[Graduate Student Academic Dishonesty Form](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal

Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.
To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct, and National Association of Social Workers (NASW) Code of Ethics.*

Department Code of Conduct

 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offenses by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate behavior, both in and out of the classroom. Student conduct is to reflect the tenets of the *NASW Code of Ethics*

(located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

University Code of Conduct *located in the Student Guidebook at http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf* (pp 34- 66). On the University Website under Campus Life Documents
To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

COURSE OUTLINE

Week/Date/Day	Assignment/Activities: Supplemental Links to Readings of Testimonies to Congressional hearings by victims, video clips, Documentaries, etc. will be located within each DAY/week of the course. **Please see the Course for up to date links:**	Due Dates
Week 1: 12/16-12/22/2024	PART I: Sex Trafficking: **Please See Supplemental Readings in D2L for the Week** **One of your assignments for this course is to complete the Polaris Project Training. You will receive a certificate once you have completed the training and will need to upload the certificate to the corresponding folder by Sunday of Week 1: 12/22/24 by 11:30 pm.** Polaris Project Website and Training: https://polarisproject.org/training/ Sex Trafficking Reflection Paper: Please Read: D2L for the Week and Complete the Reflection Paper	Polaris Certificate: 12/22/24 by 11:30 pm ZOOM MEET AND GREET: Monday 12/16/24 at 6:00 pm Reflection Paper DUE: 12/22/24 by 11:30 pm
Week 2: 12/23-12/29/2024	Labor Trafficking Please Read: D2L for the Week and Complete the Discussion. **Respond to the prompt by WEDNESDAY 12/25/24 by 11:30 pm and then TWO PEERS between Thursday and Sunday by 12/29/24.**	Discussion DUE: 12/29/2024 by 11:30 pm.
Week 3: 12/30 –1/5/2025	**HUMAN TRAFFICKING PROJECT DUE: 1/5/25 by 11:30 pm.**	HUMAN TRAFFICKING PROJECT: DUE: 1/5/2025 by 11:30 pm. ZOOM-MEET UP Monday 1/6/25 at 6:00 pm to present projects.