

## Term Information

Effective Term Spring 2023  
[Previous Value](#) Autumn 2016

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Submitting course for approval as a Migration, Mobility, and Immobility GE theme.

Change in prereqs as well.

### What is the rationale for the proposed change(s)?

The College of Social Work would like to offer additional GE course options for students.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Social Work  
Fiscal Unit/Academic Org Social Work - D1900  
College/Academic Group Social Work  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5005  
Course Title Human Trafficking: Domestic and Global Perspectives  
Transcript Abbreviation Human Trafficking  
Course Description Provides a comprehensive understanding of domestic and global human trafficking by examining the causes and economics of human trafficking from a social work perspective.  
[Previous Value](#) Examines domestic and global human trafficking from a social work perspective.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Sometimes  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster  
[Previous Value](#) Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: Sophomore, Junior, Senior, or Grad standing, or permission of department.

*Previous Value*

*Prereq: Jr, Sr, or Grad standing.*

**Exclusions**

**Electronically Enforced**

Yes

*Previous Value*

**No**

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

44.0701

**Subsidy Level**

Doctoral Course

**Intended Rank**

Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Become familiar with the forms, severity, and extent of sex and labor trafficking.
- Discuss the causes of human trafficking including the push and pull factors involved in trafficking.
- Understand the major political, social and economic factors contributing to human trafficking.
- Become familiar with laws, anti-trafficking policies and rescue and restore programs on human trafficking.
- Explore the characteristics and special needs of victims (adults and children), their life experiences, and their trafficking trajectories.
- Acquire introductory knowledge of the role of social workers and non-governmental organizations (NGO's) in the resolution of human trafficking from a social work and social justice perspective.

**Content Topic List**

- Introduction to the course
- Human Rights and Human Trafficking
- Human Trafficking 101
- Forms of Human Trafficking
- The Politics and Business of Sex Work and Sex Trafficking
- Capitalism—The Politics of Labor Trafficking
- Human Trafficking Around the World
- Domestic Minor Sex Trafficking
- Trauma and Human Trafficking—PTSD, Acute Stress, and Adjustment Disorders
- Substance Use and Human Trafficking
- Other Mental Disorders Associated with Human Trafficking
- Clinical Interventions That Show Promise Pt. 1
- Clinical Interventions That Show Promise Pt. 2
- Social Work—Strategies for Interventions

**Previous Value**

- *Introduction to the course*
- *Social Work, Social Justice, and Human Trafficking*
- *Human Trafficking 101*
- *Forms of Human Trafficking*
- *The Politics of Sex Work and Sex Trafficking*
- *Capitalism—The Politics of Labor Trafficking*
- *Human Trafficking Around the World*
- *Domestic Minor Sex Trafficking*
- *Trauma and Human Trafficking—PTSD, Acute Stress, and Adjustment Disorders*
- *Substance Use and Human Trafficking*
- *Other Mental Disorders Associated with Human Trafficking*
- *Clinical Interventions That Show Promise Pt. 1*
- *Clinical Interventions That Show Promise Pt. 2*
- *Social Work—Strategies for Interventions at Micro, Mezzo, and Macro Levels*
- *Wrap Up*

**Sought Concurrence**

No

**Attachments**

- SWK 5005 Human Trafficking\_MMI GE Theme Submission Form.docx: MMI GE Theme  
*(Other Supporting Documentation. Owner: Wenning,Alex)*
- SWK 5005 - distance\_approval\_cover\_sheet\_1\_5005.docx: DL Documentation  
*(Other Supporting Documentation. Owner: Wenning,Alex)*
- SWK 5005 - Human Trafficking\_MMI Theme - Updated Syllabus.docx: Revised  
*(Syllabus. Owner: Wenning,Alex)*
- SWK 5005 - Revision Letter\_MMI Theme Proposal.docx  
*(Cover Letter. Owner: Wenning,Alex)*

**Comments**

- Please see Panel feedback email sent 09/06/2022. *(by Hilty,Michael on 09/06/2022 01:30 PM)*
- - Please upload the documentation for the ODEE-type distance learning review (for when the course was approved by the College of Social Work for DL delivery). If that documentation is not available, please fill out and upload form for non-ASC units here <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen,Bernadette Chantal on 06/06/2022 03:21 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Wenning,Alex	06/06/2022 02:07 PM	Submitted for Approval
Approved	Babcock,Jennie R	06/06/2022 02:18 PM	Unit Approval
Approved	Gregoire,Thomas Kenneth	06/06/2022 02:33 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/06/2022 03:22 PM	ASCCAO Approval
Submitted	Wenning,Alex	06/07/2022 03:44 PM	Submitted for Approval
Approved	Babcock,Jennie R	06/07/2022 03:45 PM	Unit Approval
Approved	Gregoire,Thomas Kenneth	06/07/2022 04:20 PM	College Approval
Revision Requested	Hilty,Michael	09/06/2022 01:30 PM	ASCCAO Approval
Submitted	Wenning,Alex	09/28/2022 03:52 PM	Submitted for Approval
Approved	Babcock,Jennie R	09/28/2022 09:16 PM	Unit Approval
Approved	Johnson-Motoyama,Michelle A	10/19/2022 10:22 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/19/2022 10:22 PM	ASCCAO Approval



Date: September 27, 2022

To: ASC Curriculum Committee

This letter serves to acknowledge that the *Social Work 5005 Human Trafficking: Domestic and Global Perspectives* syllabus has been revised in accordance with the recommendations of the ASC Curriculum Committee. All required course readings are now listed in the weekly content section of the syllabus, and a full bibliography is included at the end of the syllabus.

We appreciate your review of this course for inclusion in the GEN Migration, Mobility & Immobility Theme.

Sincerely,

Jennie Babcock, MSW, LISW-S  
Undergraduate Studies Director



## **Social Work 5005 Human Trafficking: Domestic and Global Perspectives**

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Office: \_\_\_\_\_ Phone: \_\_\_\_\_  
Office hrs: Online and by appointment

**Course Level:** Undergraduate/Graduate

**Credit Hours:** 3

**Course Description:** This course will provide a comprehensive understanding of domestic and global human trafficking by examining the causes and economics of human trafficking from a social work perspective.

### **Council on Social Work Education Course Competencies and Practice Behaviors**

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

#### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery

### **Competency 5: Engage in Policy Practice**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Course Goals**

1. Students will become familiar with the forms, severity, and extent of human trafficking including sex and labor trafficking. **Competencies 1 & 2**
2. Students will explore the causes of human trafficking including the push and pull factors involved with it. **Competency 4**
3. Students will be exposed to the major political, social, and economic factors that contribute to human trafficking. **Competency 5**
4. Students will become familiar with laws, anti-trafficking policies, and restoration efforts related to human trafficking. **Competency 5**
5. Students will explore the characteristics and special needs of trafficking victims (adults and children) and their life experiences. **Competency 4**
6. Students will acquire introductory knowledge of the role of social workers, non-government organizations (NGO's), and others in the resolution of human trafficking from a social work, human rights, and social justice perspective.  
**Competency 3**

### **General Education Learning Outcomes**

This course fulfills the general requirements and expected learning outcomes for GE Themes.

Themes: General		
Goals	Expected Learning Outcomes	In this course

<p><b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b></p>	<p><b>Successful students are able to...</b></p> <p>1.1. Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>This course will build skills needed to engage in critical thinking about Global Human Trafficking. As a global course, students are will be expected to develop complex and critical perspective on different forms and kinds of human trafficking issues around the world as well as locally. Beyond awareness, it is expected that students will become equipped with the tools and skills needed to intervene at the micro (individual), mezzo (family, couples and groups), and macro (community and societal) levels upon completion of the course.</p> <ul style="list-style-type: none"> <li>➤ Preparation of media assignment that indicates students' awareness of Human Trafficking as well as their ideas on potential interventions</li> <li>➤ Participation in a free-styling quiz emphasizes clarity around concepts and definitions of Human trafficking</li> <li>➤ Completion of an interventions paper which focuses on how students can critically think about combatting and intervening in Human trafficking situations</li> </ul>
	<p>1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>This class engages in an <i>advanced, in-depth examination</i> of Human Trafficking: its causes, consequences and overall impact of Human Trafficking on the world and its populations. The course will offer a nuanced understanding on under-researched but critical areas of Domestic minor sex trafficking, international organ trafficking, global and local labor trafficking as well as the difference between sex work and sex trafficking</p> <p>Students will participate in <i>routine in-class discussion activities</i> and complete <i>advanced writing assignments</i>, such as:</p> <ul style="list-style-type: none"> <li>➤ Free-styling Quiz</li> <li>➤ Media assignment</li> <li>➤ Interventions paper</li> </ul>



**GOAL 2: GOAL:**  
**Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Students engage in advanced exploration of each weekly topic through a combination of lectures, readings, discussions, and written assignments.

- Lectures use engaging platforms and combination of videos, recordings, anecdotes and news articles and cutting-edge social work scholarship
- Readings are also drawn from recent literature and are diverse in nature: includes voices of scholars, researchers as well as victims and survivors of sex trafficking
- Discussions (Carmen discussion board) has students responding thoughtfully to weekly topic areas and lectures. Students participate in weekly discussions by interacting with peers and articulate their learnings via critical dialogues with one another through weekly online discussions
- Written assignments are critical and analytic in nature; they ask student to describe critical and emerging areas within Human trafficking, explore ways for social work interventions as well as use a Human Rights framework in their logical thinking to combat human trafficking.

For example, when studying the different forms of human trafficking, students

- Learn key facts and definitions (identify)
- Read scholarly writing on the traditional and emerging forms of trafficking (identify)
- Learn how to identify and distinguish between different forms of Human Trafficking (identify)

Articulate this knowledge through weekly discussion posts, free-styling quiz, media assignment and interventions paper (identify, describe, analyze and synthesize)

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students taking this class

- Read intensely (approximately 1 or 2 chapters and scholarly writings each class along with lectures and videos);
- Discuss and debate rigorously (the class builds discussion into each lecture);
- Write regularly (there is written and thoughtful reflection and articulation of thoughts and learnings each week);
- Complete a final interventions paper to demonstrate understanding of key issues pertaining to Human trafficking as well as synthesizing knowledge to build interventions.

The end result is a rigorous, critical and self-aware engagement of the local, domestic, and global nature and scale of human trafficking. The students develop skills to combat trafficking in their local and global setting. The class exposes students to how systemic and ingrained human trafficking is in our day to day lives. This awareness raises consciousness to combat human trafficking on a micro, mezzo and macro level.

- 1) When thinking about the definition and scope of Human Trafficking, students gain insight into systemic discrimination and injustice globally and locally that perpetuate modern-day slavery
- 2) When learning about the victims and survivors' stories and differences between sex work and sex trafficking, students learn about agency and resilience
- 3) When discussing forms of trafficking that remain understudied, students are exposed to new knowledge and build a perspective on how trafficking may be surrounding them without their active knowledge. Students develop skills to uncover

		trafficking situations and create knowledge on ways to combat trafficking.
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### Migration, Mobility, and Immobility Learning Outcomes

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI).

Themes: Migration, Mobility, and Immobility		
Goals	Expected Learning Outcomes	Related course content
<b>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.</b>	<b>Successful students are able to...</b>  1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).	<b>In this course, students...</b>  Examine migration, mobility, and immobility (MMI) as one of the factors central to understanding Human Trafficking as a global multidimensional phenomenon. The course considers the multiple causes, consequences and impact of Human Trafficking on victims globally as well as locally. This course delineates journeys of victims of trafficking as they are forced to cross borders and migrate through the push and pull factors that are inherent within the definition of trafficking. The course describes the confinement (immobility) and subjugation to violence and abuse among victims of trafficking. Additionally, the dimensions examined include international migration and sex trafficking, domestic-minor sex trafficking, local and global labor and organ trafficking, difference in sex work and sex trafficking and utilizing a human rights framework in combatting trafficking.
	1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals,	Study Human Trafficking through a transnational lens and understand impact and consequences of Human Trafficking over the life course and in victims and survivors of trafficking from diverse nationalities, ethnicities and backgrounds. Migration and Human Trafficking

	societies, institutions, and/or places.	oftentimes co-exist within the larger discourse of trafficking. This course describes diverse experiences of victims around migration, mobility and confinements (immobility) and the impact of trafficking on the victims directly as well as society, institutions and places.
<b>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</b>	<b>2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	Students are challenged to provide critique on how legal and political definitions of MMI align or run counter to the discourse of human trafficking, social justice and social work Migration and Human Trafficking oftentimes co-exist within the larger discourse of trafficking. This course describes diverse experiences of victims around migration, mobility and confinements (immobility) and the impact of trafficking on the victims directly as well as society, institutions and places.
	<b>2.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.	Students read, watch, and engage with multiple scholarly writings, videos and articles on human trafficking and its definition and understanding. Students use critical thinking to contextualize migration, mobility, or immobility in the context of human trafficking and challenge the theories and ideologies that influence discourse on perceptions and representations of migration, mobility, or immobility

## Note from the Instructor

A course of this nature is sure to stir up strong emotions and feelings due to the unjust nature of human trafficking. Human trafficking is a gross violation of human rights. This course will speak to the graphic and explicit nature of it. It is important that you read diligently and consciously participate in required discussions about the multi-dimensions of human trafficking so that you are able to walk away from it thoroughly learned and able to share your knowledge with others.

This course is designed for the serious-minded learner who is committed to educating oneself and possibly others about the unjust nature of human trafficking. This course is also for those willing to invest in strategizing to end such a modern day tragedy. There will be candid and frank discussions about the various forms of human trafficking that harm women, men and

children. You will be expected to develop a complex and critical perspective on the kinds of human trafficking issues presented in this course. Beyond awareness, it is expected that you will become equipped with the tools and skills needed to intervene at the micro (individual), mezzo (family, couples and groups), and macro (community and societal) levels if you are so inclined to do so—upon completion of the course.

Human trafficking has been documented in many forms across the globe. Forms of human trafficking include forced prostitution, forced labor in numerous forms (among adults and children) that include textile workers; diamond/gold/coal slaves; and slaves in the agriculture, domestic, landscape, construction, fishing/sea, brick/kiln, landscape, tea/cocoa, and sweatshop industries. Other forms include black market organ sales, forced begging, child soldiers (aka children associated with armed forces and armed groups), forced athleticism, commercialized adoptions, and unethical surrogacy/use of egg donors among the indigent. Still many others continue to emerge. These and other forms are well documented in the United States and throughout Africa, Asia, and South America. Other specific areas also include the Middle East, Russia, the Caucasus and Balkans states.

## Course Policy

Your grade in this course is based on several assignments for a total of 200 points. All assignments must be typewritten in 12-point font in **Times New Roman**. You must adhere to all specified guidelines for each assignment (i.e., minimum/maximum page length, APA style 6<sup>th</sup> edition), and turned in by designated due dates.

I expect all assigned material to be read and all required assignments to be completed. The course will not always address all of the readings, so it is incumbent upon the student to ask questions as needed. Students, however, should be prepared to discuss ideas and concepts, and engage in a critical evaluation of any assigned reading.

## University, College, and Course Policies

The university maintains policies regarding the conduct of courses and your academic experience at Ohio State. It is your responsibility as a student to review and be aware of these policies. The links to these policies are below.

### University Policies

- [Disability Statement](#)
- [Excused Absence Guidelines](#)
- [Academic Misconduct](#)
- [Grievances and Solving Problems](#)
- [Creating an environment free from harassment, discrimination, and sexual misconduct](#)
- [Diversity Statement](#)
- [Counseling and Consultation Services / Mental health statement](#)
- [Content warning language](#)
- [Copyright](#)
- [Lyft Ride Smart](#)

- [Graduate School Handbook](#)

### **College of Social Work Policies**

- [Attendance Policy](#)
- [Incomplete Policy](#)
- [COVID-19 Related Safety Expectations for Students in In-Person Classes](#)
- [Recommended Technology Support](#)

### **Instructor / Course Specific Policies**

#### **Attendance and participation:**

Our class instruction relies heavily on active learning and is designed to encourage student participation. A high level of participation in each week's class is essential for us to function as a community of interdisciplinary learners and is necessary to achieve the expected outcomes of this course. I view my classes as communities that provide all students the opportunity to learn in a supportive, friendly and comfortable environment. Please review these guidelines for your post:

1. When responding to one of your classmate's posts, avoid offending that classmate.
2. No Yelling. Do not use capital letters to indicate strength of emotion.
3. Do not engage in sarcasm or subtleties. Remember a social worker works to understand differences among others and self. One-upmanship is not helpful in a learning setting. Be straight and to the point.
4. If you do get upset, wait to process before you post. Unless the author specifically says they're angry, assume otherwise and ask for clarification of their intent.
5. Be respectful and courteous in your responses.
6. Be aware of cultural and ethnic differences. Avoid unexplained references that may not be understood or cause feelings of exclusion.
7. Always enter a subject line for each posting so that the flow of conversation can be understood.
8. Make your posts not too short but not too long. Try to keep your posts to a minimum of 50 words and a maximum of 300.
9. If you are responding to another's post, be sure to quote the original post, sentence, or paragraph in your post so we can know to what you are responding rather than relying on memory or having to shift back and forth from original posts.
10. Use spell check and proper grammar.
11. Always review your post before you hit send.
12. Remember: what is posted is recorded and graded.

Students are expected to complete all weekly class components (Introduction, Objectives, Tasks; Coursework; Class Discussion; Checkpoint and Weekly Wrap-Up) and to read all the assigned works. Each week's components will open at 12:01am on the Sunday of that week and will close at 11:59pm on the following Saturday.

### Late Assignments:

Late assignments will be accepted in only emergency situations at the sole discretion of the instructor. Regardless of the situation, points will be deducted for each day late in fairness to those who submit their work on time. **Note: Late discussion postings/replies will not be accepted without prior approval.**

### METHOD OF INSTRUCTION:

Methods of instruction will include lecture, videos, discussion board, & case analysis activities. On-line classroom experiences are designed to enhance the student's ability to think critically about concepts and apply learned principles to ethical practice problems as well as matters of policy.

### COURSE EXPECTATIONS:

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through papers, examinations, and the instructor's judgment of the quality of participation

### Required Text

Meshelemiah, J.C.A., & Lynch, R.E. (2019). *The Cause and Consequence of Human Trafficking: Human Rights Violations*. Columbus, Ohio: The Ohio State University Pressbook.

[This text was written with the support of the Affordable Learning Exchange (ALX) program of The Ohio State University. ALX believes, "Education can't be excellent if students aren't fully equipped. The cost of textbooks shouldn't be a limiting factor to their success, especially when high quality open and affordable alternatives to conventional, high cost textbooks exist. The Affordable Learning Exchange was created to help instructors take ownership of their courses and content...This includes re-imagining the textbook, encouraging faculty innovation, and empowering our faculty through grants and training opportunities to adopt, adapt, create and share open educational resources" (ALX, 2019, Para 1 and 2). The text for this course is available to the student at no cost. It is an open educational resource in the form of a pressbook that is linked to this course.]

ALX. (2019). About. Retrieved from <https://affordablelearning.osu.edu/about>

### Recommended Text

American Psychological Association. *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

### Downloadable Supplements

National Association of Social Workers. (2018). *Code of Ethics*. Washington, DC: Author.

### This PDF can be retrieved from:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Ohio Counselor, Social Worker & Marriage and Family Therapist Board. (2018). *Laws and Rules*. Columbus, OH: Author.

This PDF can be retrieved from:

<http://cswmft.ohio.gov/Portals/0/pdf/CSWMFT%20Board%20Laws%20and%20Rules%204757.pdf>

## Assignments

- I. **Peer Exchange Discussion Forums** **14 points** - 2 pts each  
Competencies 1, 2, 3, 4, 5 & 6 Weeks 1, 2, 4, 6, 8, 10 & 12

Students are expected to participate in *brief* Discussion Forums via Peer Exchanges.

A "**Peer Exchange Discussion**" involves two components: **1)** offering brief comments related to the question or prompt of the day AND 2) responding to at least one of your classmates' posts. All of our discussions throughout the term will be "Peer Exchange" discussions. The parameters for each Peer Exchange Discussion will be posted during the week that the exchange is due.

The intent is to help foster a collaborative environment online as I believe students can learn from each other! Therefore, please look for a classmate who has no replies before posting your response to a peer. You may post as many responses as you like.

- II. **Free Styling Quiz** **20 points** - Week 7  
Competencies 1 & 4 Due (date) at 11:59pm

This will be an assignment where you will be given an opportunity to submit a spontaneous response to a human trafficking related question provided by the professor. This will be a time-limited assignment. This on the spot assignment must be well-written and well-developed. *It must be posted within 60 minutes after clicking on the quiz icon.* It will be open for test takers for a 24-hour period (*Wednesday @11:59 pm to Thursday @11:59 p.m.*), but it will only be available for 60 minutes once you begin the quiz. Students will be randomly assigned a quiz question to respond to.

Your response must be **entirely your own** opinion and not quoted or paraphrased from the media, internet sources, texts, articles, your colleagues or any other source of information. I am looking for originality, critical thinking, and deep thought from YOU. You will be limited to 60 minutes of content. It is due by 11:59 p.m. on Thursday, (date). Plagiarism will result in your work being forwarded to the Committee on Academic Misconduct, which will most likely result in an "E" for the assignment if found in violation of appropriate student conduct.

- III. **Media Presentation** **80 points** - Week 11  
Competencies 1, 2 & 3 Due (date) at 11:59pm

Each student (individual or pre-approved group of 2-3 students) will submit a presentation of some creative type that educates others about **any aspect of human**



**trafficking** (e.g., forced prostitution, forced labor, black market organ sales, forced begging, child soldiers, forced athleticism, commercialized adoptions, unethical surrogacy/use of egg donors among the indigent, etc.) that interests you. These and other forms are well documented in the United States as well as throughout Africa, Asia, and South America. Other specific areas also include the Middle East, Russia, the Caucasus, and Balkans states.

Specific to the assignment, the purpose of the presentation is to learn from others and to teach others about aspects of human trafficking that are germane to understanding the greater context of this form of human rights violation. The submitted presentations will be shared with the class for informational purposes.

### **Media Presentation Options**

You have several different options for creating and presenting your **HUMAN TRAFFICKING** media presentation. Please review the list below:

- A TEDx talk
- A standard Power Point or Prezi
- An alternative Power Point or Prezi presentation related to an international trip addressing human trafficking; experiences in an internship/volunteer experience addressing the issue; or a research study (qualitative/quantitative) that you have personally undertaken that relates to human trafficking
- A creative and original play/skit or spoken word performance
- A journal entry of a victim over time (it must look like an actual journal in a non-Microsoft Word document)
- An electronic poster board collage
- An original video, song, or dance produced and performed by you that illustrates your understanding of the issue
- A Public Service Announcement (PSA)
- A nightly news segment or breaking news
- Any other creative project that examines human trafficking as approved by the professor

**\*\*PLEASE SEE THE GRADING RUBRIC ON CARMEN \*\***

NOTE: Discussion groups via Carmen will be set up for the purpose of allowing interested students to have a forum in which to communicate with other students as potential group members. **Again, group work is optional. You can complete the assignment alone or with 2 other group members.** More details on how to work as a group and how to post your assignment during Week 11 are listed in the course content area.

Competencies 1, 2, 3, 4, 5 & 6

Due (date) at 11:59pm

Each student will write a paper on a particular aspect of human trafficking as was done in the media presentation. You may write on the same aspect of human trafficking for this assignment as you did in the Media Presentation assignment.

The paper must include:

- 1) an introduction to the topic;
- 2) review of the literature (an analysis and critique of the issue);
- 3) at least 2-3 interventions to address the form of human trafficking focused on;
- 4) identification and application of a human rights article; and
- 5) implications of your interventions for the social work profession.

**All of this must be done from a social justice lens.**

Required headings include: **Literature Review, Interventions, Human Rights, Social Work Implications** and **Conclusion**. The first paragraph(s) before the literature review is to serve as the introduction to the paper. The actual word—"Introduction", however should not be used. You must also include a title page and *References*. The title page and references must be on their own individual pages.

All papers must be substantive—meaning the writer must demonstrate an in-depth understanding and analysis of the topic that is grounded in the academic literature (the bulk of the paper) and a little bit of common sense. Although government/well-recognized web-based sources can be used in the paper, they cannot comprise the main references for the paper. They should be used sparingly. You must use at least 10 journal articles in this paper and cite them in the Reference section of the paper. Sources used must be fused throughout the paper and not presented one at a time in summary form as in the case of an annotated bibliography. You should also refrain from using direct quotes in the paper. *Paraphrased work is the expected style of writing in this course.*

Students will be expected to follow appropriate APA referencing and in-text citations. **The length of the paper for graduate students will be \*8-10 pages while undergraduate students will be expected to write \*5-7 pages.**

\*The page length includes the title page and references.

**\*\*PLEASE SEE THE GRADING RUBRIC ON CARMEN \*\***

**NOTE:** All course content will be released @12:01 a.m. each Sunday morning. **ALL assignments will be due on a Saturday @11:59 pm except the Free Styling Quiz**, which will be due on Thursday, (date/time). Please be very vigilant about checking due dates for assignments this semester. There are numerous assignments due in this course.

### **Grading Scale**

All assignments will be graded for **content**, grammar, conformity to assignment guidelines and APA style. You will not perform well on assignments where expectations are not met because guidelines were ignored. Grades will be as follow:

		A	189+ (94.5%)	A-	180-188(90-94%)
B+	173-179 (86.5-89.5%)	B	167-172 (83.5-86%)	B-	160-166 (80-83%)
C+	153-159 (76.5-79.5%)	C	144-152 (72-76%)	C-	139-143 (69.5-71.5%)
D+	130-138 (65-69%)	D	120-129 (60-64.5%)	E	0-119 (0-59.5%)

### **Point Distribution and Assignments**

Discussion Forums	Weeks 1, 2, 4, 6, 8, 10 & 12 (n=7)	14 points
Week 7	Free Styling Quiz	20 points
Week 11	Media Presentation	80 points
Finals Week	Interventions Paper	<u>86 points</u>
		200 points

#### Other Assignments (No points awarded but are required submissions)

Week 3	Media Presentation Topic Selection
Week 5	Media Presentation Source (n=1)
Week 9	Media Presentation Complete List of References and/or Sources
Week 14	Interventions Paper Complete List of References

### **Method of Course Evaluation by Students**

At the end of the semester, the student will have the opportunity to evaluate the course on-line. The evaluation will be anonymous using a standard institutional form.

## Course Outline

Wk	Required Text Readings <i>(Additional PDFs are posted in the course content areas)</i>	Assignment Due
1	<p><b>Introduction to the Course</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <i>Preface: <a href="#">The Cause and Consequence of Human Trafficking: Human Rights Violations. (Links to an external site.)</a></i> Columbus, Ohio: The Ohio State University Pressbook. Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <i>Chapter 13: Resources: A Course of Action for all Disciplines. (Links to an external site.)</i> The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> </ul>	<p>Peer Exchange #1</p> <p>Due by 11:59 p.m. on (date)</p>
2	<p><b>Human Rights and Human Trafficking</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <i>Chapter 1: Social Work, Social Justice, Human Rights and Human Trafficking. (Links to an external site.)</i> The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>▪ Akor, L. (2011). <i>Trafficking of women in Nigeria: Causes, consequences and the way forward. Corvinus Journal of Sociology and Social Policy, 2</i>, 89-110.</li> <li>▪ Hodge, D.R. (2008). <i>Sexual trafficking in the United States: A domestic problem with transnational dimensions. Social Work, 53</i>(2), 143-152.</li> <li>▪ Kangaspunta, K. (2010). <i>Measuring the immeasurable: Can the severity of human trafficking be ranked? American Society of Criminology, 9</i>(2), 257-265.</li> <li>▪ World Health Organization. (2012). <i>Understanding and addressing violence against women.</i> WHO Department of Public Health: Author.</li> </ul>	<p>Peer Exchange #2</p> <p>Due by 11:59 p.m. on (date)</p>

3	<p><b>Human Trafficking 101</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 2: Landmark Policies in Trafficking and Trafficking in Persons Ratings Across the Globe. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>▪ Department of State. (2018). <a href="#">Trafficking in Persons Report (Links to an external site.)</a>.</li> <li>▪ Choo, K., Jang, J.O. &amp; Choi, K. (2010). <a href="#">Methodological and ethical challenges to conducting human trafficking studies: A case study of Korean trafficking and smuggling for sexual exploitation to the United States.</a> Women and Criminal Justice, 20 (1-2), 167-185.</li> <li>▪ Logan, T.K., Walker, R., &amp; Hunt, G. (2009). <a href="#">Understanding human trafficking in the United States. Trauma, Violence, and Abuse,</a> 10(1), 3-30.</li> <li>▪ United Nations. <a href="#">the Protocol to Prevent, Suppress, and Punish Trafficking Persons Particularly Women and Children,</a> 15 Nov 2000.</li> <li>▪ H.R. 2200 Frederick Douglass Trafficking Victims Prevention and Protection Act of 2018 <a href="https://www.congress.gov/bill/115th-congress/house-bill/2200/text">https://www.congress.gov/bill/115th-congress/house-bill/2200/text</a></li> </ul>	<p>Media Presentation Project Topic</p> <p>Due by 11:59 p.m. on (date)</p>
4	<p><b>Forms of Human Trafficking</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 3: Theories to Explain Human Trafficking Contexts. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>▪ <a href="#">Child Soldiers Prevention Act of 2008.</a></li> <li>▪ <a href="#">Declaration of Istanbul on Organ Trafficking and Transplant Tourism.</a> (May 2, 2008). American Society of Nephrology, 3, 1227-1231.</li> <li>▪ Karandikar, S., &amp; Gezinksi, L.B. (2012). <a href="#">“These girls gave me AIDS. Why should I use condoms?”</a></li> </ul>	<p>Peer Exchange #3</p> <p>Due by 11:59 p.m. on (date)</p>

	<p><a href="#">Clients of sex workers in Kamathipura express their attitudes about HIV</a>. <i>Journal of HIV/AIDS &amp; Social Services</i>, 11, 140-151.</p>	
5	<p><b>The Politics and Business of Sex Work and Sex Trafficking</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 4: Sex Trafficking. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>▪ Breuil, B.C.O., Siegel, D., van Reenen, P., Beijer, A., &amp; Roos, L. (2011). <a href="#">Human trafficking revisited: Legal, enforcement and ethnographic narratives on sex trafficking to Western Europe</a>. <i>Trends in Organ Criminology</i>, 14, 30-46.</li> <li>▪ Deshpande, N. A., &amp; Nour, N. M. (2013). <a href="#">Sex trafficking of women and girls (Links to an external site.)</a>. <i>Reviews in obstetrics &amp; gynecology</i>, 6(1), e22-7.</li> <li>▪ Weitzer, R. (2010). <a href="#">Movement to criminalize sex work in the United States</a>. <i>Journal of Law and Society</i>, 37(1), 61-84.</li> </ul>	<p>Media Presentation Project Source</p> <p><u>Submit 1 Reference or Source</u> that will be used in your Media Project</p> <p>Due by 11:59 p.m. on (date)</p>
6	<p><b>Capitalism—The Politics of Labor Trafficking</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 6: Labor Trafficking and Supply Chain Transparency. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>▪ Feingold, D.A. (2005). <a href="#">Human trafficking</a>. <i>Foreign Policy</i>, 150, 26-30.</li> <li>▪ International Labour Office. (2013). <a href="#">World Report on Child Laborers: International Labour Organizers. Economic vulnerability, social protection and the fight against child labour</a>. Geneva</li> </ul>	<p>Peer Exchange #4</p> <p>Due by 11:59 p.m. on (date)</p>

7	<p><b>Human Trafficking Around the World</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 7: Child Brides &amp; Mail Order Brides. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 8: Child Soldiers. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 9: Organ Trafficking. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>• Karandikar, S., Gezinski, L., &amp; Meshelemiah, J.C.A. (2011). <a href="#">A qualitative examination of women involved in prostitution in Mumbai, India: The role of family and acquaintances.</a> International Social Work, 56(4), 496-515.</li> <li>• Walk Free Foundation. (2018). <a href="#">Global Slavery Index (Links to an external site.)</a>. Australia: Walk Free Foundation.</li> </ul>	<p>Free Styling Quiz</p> <p><b>Opens Wednesday</b> at 11:59 pm and is due by 11:59 pm on <b>Thursday</b>, (date)</p>
8	<p><b>Domestic Minor Sex Trafficking</b></p> <ul style="list-style-type: none"> <li>▪ Fong, R., &amp; Berger Cardoso, J. (2010). <i>Child human trafficking victims: Challenges for the child welfare system. Evaluation and Program Planning</i>, 33,311–316.</li> <li>▪ Meshelemiah, J.C.A., Poole, A., &amp; Michel, E. (2013). Creating a standard protocol for domestic minor sex trafficking victims: How child welfare workers can better facilitate better protections under the guise of the TVPA. (NASW). Specialty Practice Sections.</li> <li>▪ Marcus, A., Horning, A., Curtis, R., Sanson, J., Thompsom, E. 2014. <a href="#">Conflict and agency among sex workers and pimps. A closer looks at domestic</a></li> </ul>	<p>Peer Exchange #5</p> <p>Due by 11:59 p.m. on (date)</p>

	<p><a href="#">minor sex trafficking</a>. Annals, AAPSS, 653, 225-246.</p> <ul style="list-style-type: none"> <li>Shared Hope International. (2009). <a href="#">The National Report on Domestic Minor Sex Trafficking: America's Prostituted Children</a>. Vancouver, WA: Author.</li> </ul>	
9	<p><b>Trauma and Human Trafficking—PTSD, Acute Stress, and Adjustment Disorders</b></p> <ul style="list-style-type: none"> <li>Enrile, A., &amp; De Castro, W. (2018). <i>Trauma Informed Care</i>. In A. Enrile (Ed.), <i>Ending Human Trafficking &amp; Modern-Day Slavery: Freedom's Journey</i>(pp. 79-98). Thousand Oaks: SAGE Publications.</li> <li><a href="#">Trauma Bonds</a> by Dr. Patrick Carnes</li> <li>Defense Centers of Excellence. (n.d.). <a href="#">Treatments for post-traumatic stress disorder</a>. Arlington, VA :Author</li> <li>Williamson, E., Dutch, N.M., &amp; Clawson, H.J. ( n.d.). <a href="#">Evidenced-based mental health treatment for victims of human trafficking</a>. US Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Washington DC: US Department of Health and Human Services.</li> </ul>	Submit full list of References or Sources for Media Project on (date)
10	<p><b>Substance Use and Human Trafficking</b></p> <ul style="list-style-type: none"> <li>Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 5: The Weaponization of Drugs: Substance Use Among Sex Trafficking Victims. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> </ul>	Peer Exchange #6  Due by 11:59 p.m. on (date)
11	<p><b>Other Mental Disorders Associated with Human Trafficking</b></p> <p><i>See Carmen content. No additional assigned readings – student presentations and feedback.</i></p>	Media Presentation (Individual or Group)  Due by 11:59 p.m. on (date)
12	<b>Clinical Interventions That Show Promise, Part 1</b>	Peer Exchange #7



	<ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 10: Leadership Among Survivors in the Anti-Trafficking Movement. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> <li>▪ Human Trafficking Identification. VERA Institute of Justice. (2014). <a href="#">Screening for administering the trafficking victim identification tool (TVIT)</a>. New York: VERA.</li> <li>▪ Potocky, M. (2010). <a href="#">Effectiveness of services for victims of international human trafficking: An Exploratory evaluation</a>. Journal of Immigrant &amp; Refugee Studies, 8, 359-385.</li> <li>▪ <a href="#">Trauma-Informed Approaches</a>: Federal Activities and Initiatives Federal Partners Committee on Women and Trauma A Working Document / Second Report SEPTEMBER 2013</li> <li>▪ Substance Abuse and Mental Health Services Administration’s Center for Mental Health Services (CMHS): <a href="#">Impact of Trauma</a>.</li> </ul>	<p>Due by 11:59 p.m. on (date)</p> <p><u>Post Your Media Presentation by WEDNESDAY and Respond to your Colleagues’ Media Presentations by SATURDAY at the latest.</u></p>
13	<p><b>Clinical Interventions That Show Promise, Part 2</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 12: Identifying Trafficking Victims in Health Care Settings. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> </ul>	
14	<p><b>Social Work—Strategies for Interventions</b></p> <ul style="list-style-type: none"> <li>• Meshelemiah, J.C.A., &amp; Lynch, R.E. (2019). <a href="#">Chapter 11: Certification of Foreign National Sex Trafficking Victims. (Links to an external site.)</a>The Cause and Consequence of Human Trafficking: Human Rights Violations. Columbus, Ohio: The Ohio State University Pressbook.</li> </ul>	<p>Submit full list of References for Interventions Paper on (date)</p> <p>Last week of courses. Final papers can be submitted early this week.</p>

	<ul style="list-style-type: none"><li>▪ Boxill, N.A. (2007). <a href="#">Ending sex trafficking of children in Atlanta</a>. <i>Affilia: Journal of Women and Social Work</i>, 22(2), 138-149.</li><li>▪ Caliber Group. (2007). <a href="#">Evaluation of comprehensive services for victims of human trafficking: Key findings and lessons learned</a>. Washington DC: US Department of Justice</li></ul>	
	Finals Week	Interventions Paper  Due by 11:59 p.m. on (date)

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~\*Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018, H.R. 2200, 115<sup>th</sup> Cong., (2018).

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~\*This anti-trafficking legislation is out of alphabetical order in an effort to strategically place this latest piece of legislation in line with its predecessors.

GE Theme course submission documents:  
Migration, Mobility, and Immobility

## **Social Work 5005: Human Trafficking—Domestic and Global Perspectives**

### Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

### **Goals and ELOs shared by *all* Themes**

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

**For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.



<p><b>ELO 1.1 Engage in critical and logical thinking.</b></p>	<p><b>ELO 1.1</b> This course will build skills needed to engage in critical thinking about Global Human Trafficking. As a global course, students are expected to develop complex and critical perspective on different forms and kinds of human trafficking issues around the world as well as locally. Beyond awareness, it is expected that students will become equipped with the tools and skills needed to intervene at the micro (individual), mezzo (family, couples and groups), and macro (community and societal) levels upon completion of the course.</p> <ul style="list-style-type: none"> <li>– Preparation of media assignment that indicates students' awareness of Human Trafficking as well as their ideas on potential interventions</li> <li>– Participation in a free-styling quiz emphasizes clarity around concepts and definitions of Human trafficking</li> <li>– Completion of an interventions paper which focuses on how students can critically think about combatting and intervening in Human trafficking situations</li> </ul>
<p><b>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</b></p>	<p>This class engages in an <i>advanced, in-depth examination</i> of Human Trafficking: its causes, consequences and overall impact of Human Trafficking on the world and its populations. The course will offer a nuanced understanding on under-researched but critical areas of domestic minor sex trafficking, international organ trafficking, global and local labor trafficking as well as the difference between sex work and sex trafficking.</p> <p>Students will participate in <i>regular in-class discussion activities</i> and complete <i>advanced writing assignments</i>, such as:</p> <ul style="list-style-type: none"> <li>• Free-styling Quiz</li> <li>• Media assignment</li> <li>• Interventions paper</li> </ul>
<p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>	<p>Students engage in advanced exploration of each weekly topic through a combination of lectures, readings, discussions, and written assignments.</p> <ul style="list-style-type: none"> <li>• <u>Lectures</u> use engaging platforms and combination of videos, recordings, anecdotes and news articles and cutting-edge social work scholarship</li> <li>• <u>Readings</u> are also drawn from recent literature and are diverse in nature: includes voices of scholars, researchers as well as victims and survivors of sex trafficking</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Discussions</u> (Carmen discussion board) has students responding thoughtfully to weekly topic areas and lectures. Students participate in weekly discussions by interacting with peers and articulate their learnings via critical dialogues with one another through weekly online discussions</li> <li>• <u>Written assignments</u> are critical and analytic in nature; they ask student to describe critical and emerging areas within Human trafficking, explore ways for social work interventions as well as use a Human Rights framework in their logical thinking to combat human trafficking.</li> </ul> <p>For example, when studying the different forms of human trafficking, students</p> <ul style="list-style-type: none"> <li>• Learn key facts and definitions (identity)</li> <li>• Read scholarly writing on the traditional and emerging forms of trafficking (identify)</li> <li>• Learn how to identify and distinguish between different forms of Human Trafficking (identify)</li> <li>• Articulate this knowledge through weekly discussion posts, free-styling quiz, media assignment and interventions paper (identify, describe, analyze and synthesize)</li> </ul>
<p><b>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</b></p>	<p>Students taking this class</p> <ul style="list-style-type: none"> <li>• Read intensely (approximately 1 or 2 chapters and scholarly writings each class along with lectures and videos);</li> <li>• Discuss and debate rigorously (the class builds discussion into each lecture);</li> <li>• Write regularly (there is written and thoughtful reflection and articulation of thoughts and learnings each week);</li> <li>• Complete a final interventions paper to demonstrate understanding of key issues pertaining to Human trafficking as well as synthesizing knowledge to build interventions.</li> </ul> <p>The end result is a rigorous, critical and self-aware engagement not only of the local and domestic nature of human trafficking but also the global scale. The students in the class develop skills to combat trafficking in their local and global setting. The class exposes students to how systemic and ingrained human trafficking is in our day to day lives. this</p>

	<p>awareness, raises consciousness and passion to combat human trafficking on a micro, mezzo and macro level.</p> <ol style="list-style-type: none"><li>1) When thinking about the definition and scope of Human Trafficking, students gain insight into systemic discrimination and injustice globally and locally that perpetuate modern-day slavery</li><li>2) When learning about the victims and survivors' stories and differences between sex work and sex trafficking, students learn about agency and resilience</li><li>3) When discussing forms of trafficking that remain understudied, students are exposed to new knowledge and build a perspective of keeping a watchful eye on how trafficking may be surrounding them without their active knowledge. Students develop skills to uncover trafficking situations and create knowledge on ways to combat trafficking.</li></ol>
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**Goals and ELOs of “Migration, Mobility, and Immobility”**

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p><b>ELO 1.1</b> Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p><b>In this course, students...</b></p> <p>1.1. Examine migration, mobility, and immobility (MMI) as one of the factors central to understanding Human Trafficking as a global multidimensional phenomenon. The course considers the multiple causes, consequences and impact of Human Trafficking on victims globally as well as locally. This course delineates journeys of victims of trafficking as they are forced to cross borders and migrate through the push and pull factors that are inherent within the definition of trafficking. The course describes the confinement (immobility) and subjugation to violence and abuse among victims of trafficking.</p> <p>Additionally, the dimensions examined include international migration and sex trafficking, domestic-minor sex trafficking, local and global labor and organ trafficking, difference in sex work and sex trafficking and utilizing a human rights framework in combatting trafficking.</p> <p>Weeks 1-4 and Week 6 directly address the motivations of human trafficking that take trafficked persons across borders.</p> <p>Weeks 6-7 addresses the role of international economic forces in causing the movement of individuals through trafficking networks.</p>
<p><b>ELO 1.2</b> Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration,</p>	<p>1.2. Study Human Trafficking through a transnational lens and understand the impact and consequences of Human Trafficking over the life course and in victims and survivors of trafficking from diverse nationalities, ethnicities and backgrounds. Migration and Human Trafficking often co-exists within the</p>

<p>disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>larger discourse of trafficking. This course describes diverse experiences of victims around migration, mobility and confinements (immobility) and the impact of trafficking on the victims directly as well as society, institutions and places.</p> <ul style="list-style-type: none"> <li>• Week 2: experiences of trafficked persons from a human rights perspective</li> <li>• Week 4 addresses diverse experiences of trafficking</li> <li>• Week 5 addresses trafficking and the sex trade</li> <li>• Week 8 addresses experiences of trafficked children</li> <li>• Week 9 and week 11 address psychological impacts of trafficking and the resulting disorders</li> <li>• Week 10 addresses the interrelationship of substance abuse and trafficking</li> </ul>
<p><b>ELO 2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>2.1. Students are challenged to provide critique on how legal and political definitions of MMI align or run counter to the discourse of human trafficking, social justice and social work.</p> <ul style="list-style-type: none"> <li>• In Weeks 3-4 students focus on the ways trafficking moves people from place to place, and the ways in which trafficked people may be held captive (immobility).</li> <li>• Weeks 12-14 focus on the ways in which social workers, clinicians, and others in the helping professions recognize trafficking and assist trafficked persons. In these weeks students also recognize the limitations of existing institutions in combating trafficking.</li> </ul>
<p><b>ELO 2.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>2.2. Students read, watch, and engage with multiple scholarly writings, videos and articles on human trafficking and its definition and understanding. Students use critical thinking to contextualize migration, mobility, or immobility in the context of human trafficking and challenge the theories and ideologies that influence discourse on perceptions and representations of migration, mobility, or immobility</p> <ul style="list-style-type: none"> <li>• In the course introduction students encounter a variety of explanations of trafficking and learn to describe, assess, and critique the validity of those explanations.</li> <li>• In weeks 5-6 students gain a critical perspective on the economics of trafficking; they are able to compare/contrast</li> </ul>

	<p>explanations and representations that are focused on individual circumstances with theories that take into account regional and global forces, economic forces, and the ways in which institutions do or do not protect individuals; and they are able to critique these explanations and representations. They practice this critique through the peer exchange assignments and the media presentation project.</p> <ul style="list-style-type: none"><li>• In studying interventions, students learn to describe, assess, and critique the validity of different explanations of trafficking and arguments/theories about what is happening.</li><li>• In studying policies (see Bibliography, items from the International Justice Mission; Human Trafficking Data Collection and Reporting Project Online Resource Center; and Polaris Project) students describe, assess, and critique the evidence these policies are based on, and how trafficked people are represented in creating these policies.</li></ul>
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# Distance Approval Cover Sheet

## For Permanent DL/DH Approval

Course Number and Title: **SWK 5005: Human Trafficking**

Faculty Preparer Name and Email:

### Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: Enter additional details if you responded no...

### Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **Yes: Currently there are no synchronous sessions**

Additional comments (optional):  
Enter any additional comments about syllabus...

### Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

X  Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

This course is designed to provide students with lecture content via text, video, podcasts, multiple class discussions for community building and practice, and multiple assignment opportunities with expectations of robust feedback from instructors. Instructors are also advised to complete weekly class announcements to promote engagement in their courses.

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:

This course is designed to use university approved tools (e.g. Carmen Canvas, mediasite, library multimedia) and has an instructor resource area for instructor directions for support.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

This course is asynchronous

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

This course uses announcements and discussions to provide engagement opportunities.

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

This course is set up weekly with multiple components. Introduction area provides overview and required readings for students. Coursework area provides lecture content in a universal design approach with a mix of written content, videos, and sometimes podcasts. Class discussions are included for student engagement, practice opportunities, and community building. Each week also provides information regarding current and upcoming assignments throughout the course.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Yes



## Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. **Any** accommodation requests are received and reviewed individually. This course has been set up in a universal design with accessibility in the forefront. Any needs for the students are reviewed and provided at that time if needed.

Additional comments:

Enter any additional comments about accessibility...

## Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes, if needed.**

Additional comments:

Enter additional comments about academic integrity...

## Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

This course provides a mix of class discussions, media presentations, free style quiz exercise, and an intervention paper designed to incorporate the overall class content.

## Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students have multiple class discussions throughout the course. There are engagement pieces with the instructor through weekly class announcements. Although there are no required live class sessions, students still have the opportunities to engage through zoom within the navigation of the course if needed.

## Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

The course syllabus has explanations regarding course goals, competencies, and course assignments. Full and detailed assignment directions are within the course within the first week of the course and throughout located in the checkpoint areas. A Getting Started area is provided with robust information regarding college and university resources that may be needed for the course. This course is designed for students to provide choose different media topics which provide ownership in their learning. The feedback provided by instructors also provide students with the opportunity to reflection on their progress. Finally, this course has a final course survey for feeback, as well as information to complete the SEI.

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...