

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

**SW 663: Topics in Contemporary Social Welfare: Human Trafficking
Fall 2017**

Instructor: Lara B. Gerassi, Ph.D., LCSW
Class Time: Tuesdays 10am-12pm
Location: Social Work, Room 106
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I. COURSE OVERVIEW

SW 663 is an elective course open to undergraduate BSWs, Social Welfare Majors and MSW students.

COURSE DESCRIPTION

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

COURSE OBJECTIVES

In completing this course, students will be expected to:

- Describe the extent and nature of human trafficking, which includes sex trafficking, commercial sexual exploitation (CSE), and labor trafficking of adults and children.
- Examine the relationship and distinctions between sex trafficking, sex work, and commercial sexual exploitation.
- Explore the dynamics of labor trafficking and its intersection with sex trafficking and exploitation
- Synthesize understandings of culture, sex, gender, gender identity, race, ethnicity, sexual orientation, class, politics, economics, militarization and conflict in the context of sex trafficking/CSE.
- Analyze the relationship of gender and sex to the social dynamics that contribute to labor trafficking, sex trafficking/CSE.
- Apply various perspectives, including but not limited to: intersectional perspectives, liberal feminism, radical feminism, transnational feminism, queer theory, and various sociological and criminological theories to explain, examine, and respond to trafficking and exploitation.
- Compare and contrast relevant state, federal, and international laws and the impact on survivors. This includes laws related to sex trafficking, labor trafficking, and prostitution.
- Research and analyze weak social institutions and their impact on trafficking vulnerability, with an emphasis on prevention and outreach
- Critically analyze indicators of trafficking and exploitation.
- Research, analyze, and synthesize trauma-informed, survivor-led, survivorcentered, harm reduction, stages of change, and social change activist models of practice

II. COURSE COMPETENCY, DESCRIPTION AND DIMENSIONS CHART

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

III. COURSE CONTENT

Week	Date	Topics	Readings	Assignment Due
1	Sept. 12	Pt. 1: Dynamics and Theories of Human Trafficking - Introductions - Review of Syllabus - Introduction to Human Trafficking: The Basics	- Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i> . (Chapter 1- Introduction”) - Nichols, A. Sex Trafficking in the United States (Chapter 2 “Theoretical Perspectives and the Politics of Sex Trafficking”)	
2	Sept. 19	- Theories and Politics of Trafficking “Demand,” Film	- Nichols, A. Sex Trafficking in the United States (Chapter 4- “Prostitution”) - Ekberg, G. (2004). The Swedish law that prohibits the purchase of sexual services: Best practices for prevention of prostitution and trafficking in human beings. <i>Violence Against Women</i> , 10, 1187-1218. -Madden-Dempsey, M. (2011). In Defense of Feminist Abolitionism.	
3	Sept. 26	- Theories and Politics of Trafficking “Where is the Justice,” Film	- Weitzer, R. (2010). The Movement to Decriminalize Sex Work in the United States. <i>Journal of Law and Society</i> , Vol. 37, Issue 1, pp. 61-84 - Doezema, J. (2005) ‘Now you see her, now you don’t: Sex workers at the UN trafficking protocol negotiations. <i>Social & Legal Studies</i> 14(1): 61–89. Hoyle, C. Bosworth, M. and Dempsey, M. (2011). Labeling the victims of sex trafficking: Exploring the Borderland between Rhetoric and Reality. <i>Social and Legal Studies</i> , 20, 313.	

Week	Date	Topics	Readings	Assignment Due
4	Oct. 3	-Domestic: Sex Trafficking, Prevention & Practice Implications "Very Young Girls," Film	- Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i> . (Chapter 2- "Prevention and Outreach")	
5	Oct. 10	-Domestic: Traffickers and Pimps, Prevention and Practice Implications	- Nichols, A. Sex Trafficking in the United States (Chapter 6 "Traffickers" AND 7 "Sex Trafficking Operations")	News Article Analysis
6	Oct. 17	- Domestic: LGBTQ Identities, Commercial Sexual Exploitation of Children	-Excerpts from Dank, M. (2015). Surviving the Streets of New York: Experiences of LGBTQ Youth, YMSM, and YWSW Engaged in Survival Sex. Urban Institute Study. CSEC. - Excerpts from Dank, M. (2015). Urban Institute Study. Locked In: Interactions with the Criminal Justice and Child Welfare Systems for LGBTQ Youth, YMSM, and YWSW Who Engage in Survival Sex	
7	Oct. 24	- International: Global Systems of Sex Trafficking "Prostitutes of God," Film	- Hughes, D., Chon, K., & Ellerman, D. (2007). Modern-Day Comfort Women: The U.S. Military, Transnational Crime, and the Trafficking of Women. <i>Violence Against Women</i> , 13, 901-922. -Smith, Sex Trafficking in Conflict Zones, the role of Peacekeepers. (2011).	
8	Oct. 31	- International Trafficking, Labor Trafficking, Prevention & Practice Implications	- Kakar, S. (2016). Child Exploitation for Labor and Sex. In E.C. Heil & A.J. Nichols (Eds.) <i>Broadening the Scope of Human Trafficking Research</i> . (pp. 43- 55). Durham, NC: Carolina Academic Press	Know Final Topic

Week	Date	Topics	Readings	Assignment Due
			-Excerpts from DEMAND: A Comparative Examination of Sex Tourism and Trafficking in Jamaica, Japan, the Netherlands. (This is a long one, skip the U.S., and just read the chapters on the countries).	
9	Nov. 7	Pt. 2: Responses to Trafficking & Exploitation - Justice System Responses to Trafficking, Survivor Voice	- Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i> . (Chapter 7 “Criminal Justice System and Legislative Responses”)	Film Analysis
10	Nov. 14	- Trafficking Identification, Indicators, Needs	- Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i> . (Chapter 3 “Identification and Screening”)	
11	Nov. 21	- Direct Practice & Advocacy for Survivors	- Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i> . (Chapter 4, “Direct Practice”)	
12	Nov. 28	- Grassroots Activism, Programmatic Design, Survivor-Led Advocacy	- Gerassi, L.B. & Nichols, A.J. (2017). <i>Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice</i> . (Chapter 5 “Programmatic Design” AND 6 “Interagency and Community-Based Responses”)	
13	Dec. 5	Wrapping Up: Final Presentations	None	Final Due/ Presentations Due
14	Dec. 12	Final Presentations	None	Presentations Due (2)

IV. TEXT AND READING MATERIALS FOR THE COURSE

Required Text:

Gerassi, L. & Nichols, A. (2017). *Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy, and Trauma-Informed Practice*. New York, NY: Springer.

PLEASE NOTE: This book's publication date is September 28th, 2017 and will be available through multiple avenues (bookstore, Amazon, Springer website) at that time. If you order through springerpub.com, use promo code SDC25JF for 25% off and free shipping. I will have obtained advanced copies of chapters for readings assigned from the book in September and early October (Chapters 1-2). However, we will read the rest of the book in the second half of the semester and so you must access the book in order to do those readings.

Course Web Site

Articles and additional class materials will be available on the class web site available through Canvas.

Optional/Recommended Books Include:

1. Nichols, A. J. (2016). *Sex Trafficking in the United States: Theory, Research, Policy, and Practice*. New York, NY: Columbia University Press.
2. Heil, E.C. & Nichols, A.J. (2016). *Broadening the Scope of Human Trafficking Research: A Reader*. Durham, NC: Carolina Academic Press.
3. Lloyd, Rachel. (2011). *Girls Like Us: Fighting for a World Where Girls Are Not For Sale*. Harper Perennial.
4. Kempadoo, Kamala. (2011). *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. Second Edition. Paradigm Publishers.
5. Lutnick, A. (2016). *Domestic Minor Sex Trafficking*. New York, NY: Columbia University Press.
6. Nichols, A. (2015) *Human Trafficking in the Midwest: A Case Study of St. Louis and the Bi-State Area*. Carolina Academic Press.

V. EVALUATION: Assignments, Grading and Methods

Assignments Due Dates and Points:

Assignment	Due Date	Max Points
Attendance and Participation	Ongoing	20

Media News Article Critical Analysis	October 10	20
Film Critical Analysis	November 7	20
Research Paper & Presentation	Topic: October 31 Paper: December 5 Presentation: December 5/12 as volunteered/assigned	40
Total Points		100

Assignment Descriptions, Instructions and Grading Criteria:

Class Participation (Ongoing, 20 points)

Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually stimulating environment for learning. In addition to class attendance expectations, you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

Rubric:

Element	Points Value (20)
Attended all classes	10
Participation in large group discussions	5
Participation in small group discussions	5

All of the following assignments should be submitted on Canvas by start of class (unless otherwise indicated) their due date.

Media News Article Critical Analysis (20 Points): Due October 10

Select a news article focusing on a human trafficking. Do not select an article that only reports an arrest or conviction of an individual in a trafficking case without providing some other type of analysis because you will have very limited material to analyze. In a 2-4 page article, provide the information of the article (title, source, authors, date), summarize the key points, critically analyze how the article is written/how the information is presented. Examples can include (but are not limited to) reflecting on questions like: Who are the key players in the article and who are left out? What is population of interest described in the article? What role do privilege and oppression play in the article (i.e. framing of the article)? What

language was used to describe the issue? You are strongly encouraged to integrate information learned in class.

Rubric:

Element	Points Value (20)
Content: information about and summary of the article, quality of critical analysis, information of any material from class	12
Formatting: APA Style, Times New Roman, 12 point font, double spaced, with title page. This INCLUDES appropriate citation of the article itself!	3
Organization, Grammar, Spelling: includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion	5

Film Critical Analysis (20 points): Due November 7

I will show several documentary films and provide you with a list of additional ones as well. Choose one to write a 2-4 page response to the information provided in the film by summing up key points, providing any critiques, and incorporating/relating it to other information learned in the class. Examples of exploration points can include (but are not limited to): How did privilege and oppression impact the documentary? How were the victims/survivors/people impacted by trafficking portrayed? Same for traffickers. What language was used and what impact do you think it had on the audience?

Rubric:

Element	Points Value (20)
Content: summary of key points, quality of critical analysis, integration of any information/ material from class	12
Formatting: APA Style, Times New Roman, 12 point font, double spaced, with title page. This INCLUDES appropriate citation of the film itself!	3
Organization, Grammar, Spelling: includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion	5

Research Paper & Presentation (40 points)

Topic (All): Due October 31 Final Paper (All): Due December 5 Final Presentation (Day 1 Presenters): Due December 5 at 9:30am Final Presentation (Day 2 Presenters): Due December 12 at 9:30am

The research paper and presentation will follow the related theme of human trafficking (labor, sex, and/or commercial sexual exploitation), and you **MUST focus your research paper on a topic related to outreach, bystander intervention, prevention, policy, programmatic design, or direct practice**. For example, you may choose to focus your paper on policies to address challenges for trafficked children in xx country. In this case, I would recommend you to synthesize and critically analyze existing literature regarding policies for trafficked children as well as the local context of xx country and provide your own analysis as well as policy recommendations to address the challenge. You are welcome to ask me for feedback about your paper ideas, outlines, etc.

Topic: I will ask you to submit your final paper/presentation topic to me. At that time, you are welcome (but not required) to include a short outline and/or some questions or comments about your final topic for feedback. It is possible that a couple of you will suggest similar paper/presentation topics or models. I will let you know who else in the class is doing the same topic so that you can coordinate your presentations. In other words, if two of you focus on GEMS practice model, then your papers will likely cover similar background information but you could coordinate your presentations to focus on different parts of the model for the class. This does not mean you are doing your papers/presentations together but rather highlighting different aspects for the presentation only (especially because you will not be able to cover everything from your paper in the presentation time). This is also does not mean that your papers will be the same, as your analysis should be individualized and unique.

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

Presentation: You will present a summary of what you learned (including your own analysis/recommendations) in your paper to the class. You should use PowerPoint and are welcome (but not required) to include handouts or other visuals. Length of presentation will be discussed closer to the date, as it depends on class enrollment. You are required to submit your PowerPoint to me by 9:30am the morning of your presentation (December 5 or 12) so that I can load them in advance for you.

Rubric:

Element	Points Value (40)
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Topic indicated on (or before October 31)	2
Content: accurate information and synthesis, quality of original critical analysis (presentation and paper).	20
Formatting: APA Style, Times New Roman, 12 point font, double spaced, with title page.	5
Sources: 10 or more sources. Use of multiple cites to support each major claim. If research in the area was not widely available, so this would be impossible, this caveat was added within the paper for clarity and to point out gaps in the research.	5
Organization, Grammar, Spelling: Paper includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion.	5
Presentation Style: In addition to content (as noted above), use of PPT or other visual aid, presentation style, etc.	3

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

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

VI. COURSE POLICIES

Attendance Policy

- To ensure a quality educational experience, students are expected to attend all scheduled classes and to arrive on time.
- Please contact me as soon as possible if an emergency or other conflict occurs during scheduled class time.
- Attendance will be taken at each class and students' level of participation noted.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.

- Inclement Weather Policy: If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.

Religious Holidays:

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

Personal Positions:

Each one of us has our own opinions and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I will also likely ask questions from multiple perspectives intended to help us think about complex issues from multiple viewpoints. I, too, have opinions and perspectives that may differ from your own. You should feel free to state your opinions whether or not they agree with mine. *Disagreement with my position on any particular issue will NEVER affect your grade.*

Late Assignments

All assignments are due on the date required by the instructor. Assignments turned in late may be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points may be docked 2 points for each day past due; an assignment worth 5 points may be docked 0.25 points for each day past due.)

Technology in Class:

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an absolute emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Support for ADA accommodations

I support students' needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term so the class can work as well as possible for you. If you have a McBurney Visa, please provide it to me as additional guidance for arranging the accommodations you may need for this class.

Support for Survivors of Sexual Violence

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, intimate partner/domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can. However, Chapter 36.11 (22), Wisconsin Statutes, requires “any person employed at [UW-Madison] who witnesses a sexual assault on campus or receives a report from a student enrolled in the institution that the student has been sexually assaulted shall report to the dean of students of the institution. The dean of students shall compile reports for the purpose of disseminating statistical information.”

As a faculty member, I am therefore required to report to the dean of students. The information I report will be used to compile crime statistics and so that UW-Madison can follow up with action when appropriate. Information gathered from my report to the university will not result in a police investigation.

For more information about rights and resources for survivors, please visit:

http://uwpd.wisc.edu/content/uploads/2014/12/CSA-Resorces-Handout-VictimRightsResources-2014-VAWA.Clery_.pdf

Code of Ethics, Professional Conduct & Plagiarism:

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

Plagiarism

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.2.1 Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Lecture, reading, videos, and class discussion regarding theoretical frameworks, models and of trafficking and exploitation (K, V, S)</p> <p>Understanding the challenges of one's agency in victimization and the criminal justice system and direct practice. (K, V, S, C & AP)</p>	<p>Weeks 1-3</p> <p>Weeks 9, 11</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a</p>	<p>Lecture, reading and discussion related marginalized and oppressed communities at risk of trafficking and exploitation. Foundational work (i.e. links between risk factors, oppression, marginalized communities, and trafficking) are explored in the beginning parts of the course, while weeks 9-12 build on those principles to working with individuals</p>	<p>Weeks 4, 6-12</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>impacted by trafficking and exploitation in practice (K, V, S)</p> <p>Assignments: Media News Critical Analysis (K, S, C & AP)</p> <p>Film Critical Analysis (K, V, S)</p> <p>Research Paper (K, V, S, C & AP)</p>	<p>Section V</p> <p>Section V</p> <p>Section V</p>
<p>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, reading, discussion addressing risk factors of trafficking and exploitation, impact of social and political systems on trafficking and exploitation, as well as their impact on responses to trafficking and exploitation. (K, V, S, C & AP)</p> <p>Assignments: Media News Critical Analysis (K, V, S)</p> <p>Film Critical Analysis (K, V, S)</p> <p>Research Paper (K, V, S, C & AP)</p>	<p>Weeks 4-9</p> <p>Section V</p>
<p>2.1.4 Engage In Practice-informed Research and Research-informed Practice</p> <p>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to</p>	<p>Assignment: Research Paper and Presentation (K, V, S, C & AP)</p>	<p>Section V</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>advance the science of social work and practice in the focus area.</p> <p>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</p> <p>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</p>		
<p>2.1.5 Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>Readings and class lectures addressing models of prostitution and their impacts on trafficking survivors (K, V)</p>	<p>Week 1-3</p>

<p>2.1.6 Engage with Individuals, Families, Groups</p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.</p> <p>Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals,</p>	<p>Lectures, readings and discussion on trafficking direct practice strategies, as well as working with individuals impacted by trafficking in the criminal justice system. (K, V, S, C & AP)</p>	<p>Weeks 9-11</p>
<p>Competencies and Description</p>	<p>Course Content relevant to Dimensions that Comprise the Competency*</p>	<p>Location in Syllabus</p>
<p>families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</p> <p>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</p> <p>They value and employ principles of relationshipbuilding and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</p>		

<p>2.1.7 Assess Individuals, Families, Groups</p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</p> <p>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</p> <p>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Lectures, readings and discussion on trafficking identification, indicators, needs (K, V, S, C & AP)</p>	<p>Week 10</p>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes