

# **Oakland University School of Nursing**

## **Human Trafficking: Modern Day Slavery**

**NRS 2910 (360)  
CRN #14118**

**Faculty:**

**CARRIE BUCH, Ph.D., RN  
Associate Professor**

**Winter, 2018**

**COURSE NUMBER:** NRS 2910 (360) – CRN #14118

<b>CREDIT &amp; HOUR ALLOCATION:</b>	<u>Credits</u>	<u>Hrs/Wks</u>	<u>Total Hours Semester</u>
	<u>1 to 2</u>	<u>1 x 7</u>	<u>7</u>

**COURSE TITLE:** Human Trafficking: Modern Day Slavery

**CLASS TIME & LOCATION:** February 26, 2018 – April 25, 2018  
Online

**FCULTY OF RECORD:** Carrie Buch, Ph.D., RN  
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### **Contacting Me and Office Hours**

Please contact me using the COURSE EMAIL function in Moodle – either QUICKMAIL or INTERNAL EMAIL. If Moodle is not available and you need another way to contact me, you can use my OU email ([buch@oakland.edu](mailto:buch@oakland.edu)) or you can text or call me at 810-751-6183. I will have office hours by appointment either face to face, by phone, or through WebEx based on your preference and availability

### **COURSE OVERVIEW**

This seven-week online course will provide the nursing student with an overview of human trafficking: what it is, the magnitude of the problem locally, nationally and internationally, and the nurse's role in the interprofessional fight against human trafficking. The various forms of human trafficking will be discussed including sex trafficking and labor trafficking. In addition, students will learn how to recognize the signs of a human trafficking victim, identify resources available to help victims, and understand the importance of interprofessional collaboration to help the fight against human trafficking. This course is open to all students in all disciplines. Students will have the opportunity to complete course assignments with a focus specific to their major.

### **COURSE OBJECTIVES**

At the end of the course, students will be able to:

1. Demonstrate an understanding of human trafficking, including the nurse's role in fighting human trafficking.
2. Identify the signs of human trafficking victim and the resources available to help them.

3. Demonstrate understanding of the importance of interprofessional collaboration in the fight against human trafficking.

## **ESSENTIAL CONTENT**

Sex trafficking

Labor trafficking

Signs of a human trafficking victim

Resources to help human trafficking victims

Resources to help fight against human trafficking

Interprofessional collaboration in the fight against human trafficking

### **General Policies**

All policies and procedures found in the Oakland University catalog and School of Nursing handbook will apply for this course. The Oakland University and School of Nursing academic year calendars will be followed for schedules, registration, holidays etc.

All times listed in this syllabus are based on the EST/DST time zone. Please see part A of the syllabus for important course information including the course overview, course objectives, essential content, academic conduct, and special considerations.

### **Required Textbooks**

No required textbooks. Readings will be posted to the course site.

### **Recommended Textbooks**

Belles, N. (2015). *In our backyard: Human trafficking in America and what we can do to stop it*. Grand Rapids, MI: Baker Books. (ISBN: 978-0-8010-1857-2)

De Chesnay, M. (2013). *Sex trafficking: A clinical guide for nurses*. New York, NY: Springer Publishing Company, LLC. (ISBN: 978-0-8261-7115-3)

## **Late Work**

You will lose one point off of your grade for every day that an assignment is late unless there are extenuating circumstances, the instructor is notified in advance and gives approval for the assignment to be submitted late.

## **Using Moodle**

Moodle is Oakland University's learning management system. You will use Moodle to participate in all course activities and to progress through the course. You can access Moodle at <http://moodle.oakland.edu> – login there with your university supplied NetID username and password.

## **Technical Skills Required**

Students enrolled in this course are expected to have a moderate level of computer proficiency. You should be comfortable doing all of the following:

- Using your chosen computer operating system and a web browser
- Following online directions for using a new program
- Typing at least 20 words a minute
- Troubleshooting basic computer problems
- Working through problems you cannot resolve on your own with remote support technicians

## **Required Technology**

In order to fully participate in this course you will need:

- An internet connected computer with a web browser installed. *Use of smartphones and tablets is not recommended.*
- A webcam and microphone.
- A backup plan to be able to log in from another computer or another location as needed in the event that your computer crashes or internet goes down.

## **Technical Assistance**

If you have general questions about the course (such as due dates, content, etc.), please contact the instructor using any of the contact methods described in this syllabus. For technical issues that you cannot resolve on your own, please contact the E-Learning and Instructional Support office:

- Phone : (248) 805-1625
- Submit a help ticket by clicking [here](#)

If you have trouble accessing any of the content in this course, please contact the instructor.

Since computer access is available worldwide, it is expected that students will always have access to the course site. Unexpected computer problems are not an acceptable reason for failure to submit an assignment on time. If you do not have access to a computer in your home, you are expected to find alternative resources at your local libraries or [Kresge Library](#) at OU.

### **Student and Instructor Expectations**

#### **Students are expected to:**

- Read the syllabus and all assignment directions carefully.
- Watch the weekly videos.
- Complete all reading assignments before completing the assignment for that week.
- Spend the time necessary to complete all assignments on time and with high quality.
- Login to the Moodle course site at least 4 – 5 times per week.
- Respond to emails and course postings within two days.
- Participate in course discussions in a thoughtful and respectful manner.
- Respect rules of [netiquette](#)
  - Respect your peers and their privacy
  - Provide constructive feedback
  - Refrain from engaging in inflammatory comments.
- Save files frequently and in multiple places including the hard drive, a flash drive, and/or an Internet cloud such as [Dropbox](#) to protect your work.
- Submit all papers as a **.doc or .docx** file types only
- Use the American Psychological Association (APA) 6<sup>th</sup> edition (2010) format for all written work in this course and for all text and reference citations of sources. Spelling, grammar, and APA format will be a part of the grade for all course assignments.
- Carefully check all work prior to submitting for grammar, spelling, and APA errors. It is highly recommended to have someone else proofread your work before you submit it.
- Review all files and URLs before submitting any assignments to ensure the fact that the correct file is submitted and the correct URL is included on the reference list, etc.
- Submit assignments on time regardless of vacation plans or computer problems.
  - Since computer access is available worldwide, it is expected that students will always have access to the course site. Unexpected computer problems are not an acceptable reason for failure to submit an assignment on time. If you do not have access to a computer in your home, you are expected to find alternative resources at your local libraries or Kresge Library OU.
  - In addition, if you have vacation plans this semester, it is expected that you will notify the instructor and submit all assignments before you leave for vacation so that assignments are not submitted late.

**The instructor is expected to:**

- Adhere to part A and part B of the syllabus.
- Make sure assignment directions are clear and the Moodle course site is up to date and well-organized.
- Login to the Moodle course site every week day.
- Moderate conversations in forums.
- Communicate any changes to the course in a timely manner.
- Respond to forum postings and emails within 24 hours during the week. Emails and course postings sent on the weekend (after 3:00 pm on Friday) will typically be responded to on the following Monday.
- Grade all assignments within one week of submission.

**Asynchronous Online Learning Activities**

In an online course, you are expected to participate in asynchronous activities, such as online discussions, papers, and/or quizzes. These activities do not require the entire class to “meet” in the traditional sense – instead, you are expected to participate anytime that is convenient for you within a specific window of time. For instance, you may be expected to contribute to an online discussion two or three times a week. For information about specific asynchronous activities, please log in to Moodle or refer to the schedule at the end of this syllabus. The more frequently you log in to the course site and actively participate in the course, the better the learning experience will be for everyone.

**Online Discussions**

Students are expected to make substantive comments when using the discussion forums. Substantive comments are those that show integration and synthesis of the readings and professional experience (evidence-based practice) used to discuss the issue. Simple declarations of agreement with the work of others are not sufficient. Whenever possible, students should refer to comments made by others in the group and give some indication of the influence those comments may have had on their thinking. Students will be evaluated individually for the quality of their contributions to the discussions.

Active engagement by everyone in an online course is critical to making it a good learning experience. Therefore, class participation will be part of the discussion forum grade in this course. A certain number of points will be awarded for posting more than required to the discussion forums. You will earn points for additional posts up to a certain number of points. More details will be provided on the course site.

## Grading

Students taking this course for 1 credit will be graded based on the following assessments.

- Quizzes 30% of Final Grade
- Discussion Forums 30% of Final Grade
- Journal Reflections 20% of Final Grade
- Educational Project 20% of Final Grade

Students taking this course for 2 credits will be graded based on the following assessments.

- Quizzes 20% of Final Grade
- Discussion Forums 20% of Final Grade
- Journal Reflections 15% of Final Grade
- Educational Project 20% of Final Grade
- Additional Activities (2 Credits)\*\* 25% of Final Grade

\*\*For those of you taking this course for two credits, you will have the option to choose how you will earn that additional credit from a variety of assignments posted on Moodle. More details will be provided on the Moodle course site.

Oakland University's published grading policy will be used, which can be found on the Oakland University website by searching for "grading policy". The School of Nursing Undergraduate Grade Conversion table can be found on the last page of Part A of the syllabus.

## Course Schedule

All assignments are due on the last day of the week by 11:59 pm.

### **Week 1: February 26 – March 6**

#### **Topics**

- Course Overview and Introduction
- Human Trafficking Pre-Assessment

#### **Readings**

- Course syllabus – make sure to read both part A and part B of the syllabus in detail
- Familiarize yourself with the course – review and read all course links

#### **Activities**

- Course Introduction Video
- Week 1 Video
- Week 1 Quiz: Syllabus and Course Introduction
- Week 1 Discussion Forum: Introduce Yourself

- Week 1 Human Trafficking Pre-Assessment

### **Week 2: March 7 – 13**

#### **Topics**

- Overview of Human Trafficking
- Signs and Symptoms of Human Trafficking Victims
- Labor Trafficking
- Sex Trafficking

#### **Readings**

- Readings/videos posted on Moodle

#### **Activities**

- Week 2 Video
- Week 2 Quiz: Human Trafficking Definitions and Signs of Human Trafficking Victims
- Week 2 Journal Reflection: How Would You Explain Human Trafficking to a Classmate?

### **Week 3: March 14 – 20**

#### **Topics**

- Human Trafficking in Michigan

#### **Readings**

- Readings/videos posted on Moodle

#### **Activities**

- Week 3 Video
- Week 3 Quiz: Human Trafficking in Michigan
- Week 3 Discussion Forum: Human Trafficking in Michigan (news article)
- Week 3 Course Survey

### **Week 4: March 21 – 27**

#### **Topics**

- Raising Awareness about Human Trafficking

#### **Readings**

- Readings/videos posted on Moodle

#### **Activities**

- Week 4 Video
- Week 4 Journal Reflection: Raising Awareness to Help Human Trafficking Victims

### **Week 5: March 28 – April 3**

#### **Topics**

- Why do Victims Stay?
- Why do Victims Return?
- Resources to Help Human Trafficking Victims

#### **Readings**



- Readings/videos posted on Moodle

**Activities**

- Week 5 Video
- Week 5 Discussion Forum: Human Trafficking Victims and Resources

**Week 6: April 4 – 10****Topics**

- Human Trafficking Educational Project

**Readings**

- No additional readings

**Activities**

- Week 6 Video
- Work on educational project

**Week 7: April 11 – 17****Topics**

- Human Trafficking Educational Project
- Human Trafficking Post-Assessment

**Readings**

- No additional readings

**Activities**

- Week 7 Video
- Week 7 Educational Project
- Week 7 Human Trafficking Post-Assessment
- Week 7 Final Course Survey

**Week 8: April 19 – 25**

- No Final Exam

**Table Linking Course Assignments to Course Objectives**

Course Assignments	Course Objectives
Quizzes Discussion Forums Journal Reflections Educational Project	Demonstrate an understanding of human trafficking, including the nurse's role in fighting human trafficking.
Quizzes Discussion Forums Journal Reflections Educational Project	Identify the signs of a human trafficking victim and the resources available to help them.
Discussion Forums Journal Reflections Educational Project	Apply knowledge about human trafficking to a project specific to the student's major.

## NRS 2910 Educational Project

The purpose of this assignment is to complete an educational brochure to inform students in your field of study about human trafficking. It is the intent of this assignment that you will distribute the brochure to your classmates to raise awareness about human trafficking.

This assignment can be completed alone or in a group of two or three. Please note that groups larger than three are not allowed for this assignment. If you have a group of four or five, you must break up into a smaller group of two or three.

The brochure should address the following points:

- Define/explain human trafficking, sex trafficking, and labor trafficking.
- Discuss the signs/symptoms of human trafficking victims with emphasis on the signs the students would expect to see based on their field of study.
  - For example, certain signs and symptoms would be emphasized for nursing students and different signs and symptoms may be emphasized for criminal justice or social work students.
- Explain what the students should do if they suspect someone is a victim of human trafficking with emphasis on what they should do based on their field of study.
  - For example, nurses, police officers, and social workers would all respond a little differently if they suspected someone was a victim of human trafficking.
- Discuss resources available to help human trafficking victims with emphasis on those resources that are most pertinent to the students based on their field of study.
  - For example, nurses, police officers, and social workers would utilize some of the same resources, but also different resources to help a victim of human trafficking.
  
- Make sure to include a separate reference list (Word document) that includes all of the references used to develop the brochure.

### Process to complete this assignment:

1. Decide if you are going to complete this project by yourself or in a group of two or three by **week 2**. Post this information (individual or group project with group members' names) to the course site.
2. Complete group contract if you are doing this project in a group of two or three by **week 3**. Post completed group contract to the course site.
3. Submit the brochure, reference list, write-up of the experience and the self/peer evaluation in **week 7**.

- **Write-Up of the Experience**
  - After developing the brochure, you will write up your experience. The write up must include the following:
    - Discuss which of the course objectives you met by completing this project and how you met the course objective(s).
      - At the end of the course, students will be able to:
        - 1. Demonstrate an understanding of human trafficking, including the nurse's role in fighting human trafficking.
        - 2. Identify the signs of a human trafficking victim and the resources available to help them.
        - 3. Apply knowledge about human trafficking to a project specific to the student's major.
    - Discuss how the process of developing the brochure enhanced your knowledge of human trafficking.
    - Discuss how you plan to distribute the brochure to raise awareness about human trafficking.
    - If you worked in a group of two or three, discuss how the group worked together to complete the project and discuss how the group overcame any challenges that you faced in working together as a group.

## NRS 2910 Educational Project Group Contract

Please type in the information. Include each group member's responsibilities with a designated timeline. Electronically sign (type in your name) and date. Make sure to include scheduling and attending group/virtual meetings (WebEx, email, phone, etc.) as part of each person's responsibility. **Please submit one contract per group as a Word document and upload it under the assignment link in week 3.** Please make sure everyone in the group keeps a copy of the electronically signed contract.

Indicate Presentation or Brochure: \_\_\_\_\_

Group Member	Responsibilities/Dates/Times	Electronic Signature/Date

## NRS 2910 Evaluation Form for Student Participation in the Educational Project

***This self and peer evaluation form is to be completed by each student who has worked in a group for this project. In order to receive a grade for the group project, this evaluation form must be submitted to the course faculty in week 7.***

**DIRECTIONS:** Provide the name of the specific group project where indicated below. Provide the name of each student member of your group in the appropriate area in the table column titled “Group Members” (**Also, include your own name**). Using the participation rating scale indicated below; evaluate the participation of each member of your group/team by providing a number in the appropriate category columns. **Self-evaluation is required, so be sure to evaluate your own participation.** Provide your name and date of completion/submission where indicated below the table.

**NAME OF PROJECT:** \_\_\_\_\_

**Participation Rating Scale:**  
*5 = Very Good, 4 = Good, 3 = Fair, 2 = Poor, 1 = No Participation*

Group Members	Amount of Work Contributed	Initiative	Cooperation	Quality of Work Contributed	Timeliness of Work Contributed

Optional Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Form completed/submitted by: \_\_\_\_\_

## Educational Project Grading Rubric

<b>Indicator</b>	<b>2 (Exemplary)</b>	<b>1 (Average)</b>	<b>0 (Inadequate)</b>
<b>Define/explain human trafficking, sex trafficking, and labor trafficking.</b>	Project sufficiently and clearly defines/explains human trafficking, sex trafficking, and labor trafficking.	Project sufficiently defines/explains human trafficking, sex trafficking, and labor trafficking, but lacks clarity.	Project insufficiently defines/explains human trafficking, sex trafficking, and labor trafficking.
<b>Discuss the signs/symptoms of human trafficking victims with emphasis on the signs the students would expect to see based on their field of study.</b>	Project sufficiently and clearly discusses the signs/symptoms of human trafficking victims with emphasis specific to field of study.	Project sufficiently discusses the signs/symptoms of human trafficking victims, but lacks clarity or emphasis specific to field of study.	Project insufficiently discusses the signs/symptoms of human trafficking victims.
<b>Explain what the students should do if they suspect someone is a victim of human trafficking with emphasis on what they should do based on their field of study.</b>	Project sufficiently and clearly explains what your classmates should do if they suspect someone is a victim of human trafficking with emphasis specific to field of study.	Project sufficiently explains what your classmates should do if they suspect someone is a victim of human trafficking, but lacks clarity or emphasis specific to field of study.	Project insufficiently explains what your classmates should do if they suspect someone is a victim of human trafficking.
<b>Discuss resources available to help human trafficking victims with emphasis on those resources that are most pertinent to the students based on their field of study.</b>	Project sufficiently and clearly discusses resources available to help human trafficking victims with emphasis specific to field of study.	Project sufficiently discusses resources available to help human trafficking victims, but lacks clarity or emphasis specific to field of study.	Project insufficiently discusses resources available to help human trafficking victims.
<b>Brochure is well-organized and easy to follow.</b>	Brochure is well-organized and easy to follow.	Brochure lacks organization or is difficult to follow.	Brochure lacks organization and is difficult to follow.
<b>Brochure is easy to read and does not include too much information.</b>	Brochure is easy to read and does not	Brochure is easy to read, but includes too	Brochure is difficult to read and includes

	include too much information.	much information throughout.	too much information throughout.
<b>Brochure is visually appealing; pictures and graphics enhance what is presented.</b>	Brochure is visually appealing; pictures and graphics enhance what is presented.	Brochure is visually appealing; but pictures and graphics do not enhance what is presented.	Brochure is not visually appealing or does not contain any pictures or graphics.
<b>Grammar and Spelling</b>	Brochure has less than 3 grammar or spelling errors.	Brochure has 3 – 5 grammar or spelling errors.	Brochure has more than 5 grammar or spelling errors.
<b>APA/Reference List – all references are formatted correctly.</b>	Reference list has less than 3 APA errors.	Reference list has 3 – 5 APA errors.	Reference list has more than 5 APA errors.
<b>Decide if you are going to complete this project by yourself or in a group of two or three by week 2. Post this information (individual or group project with group members' names) to the course site.</b>	Required information posted to the course site by the end of week 2.	Required information posted to the course site after week 2.	Required information not posted to the course site.
<b>Complete group contract if you are doing this project in a group of two or three by week 3. Post completed group contract to the course site.</b>	Required information posted to the course site by the end of week 3.	Required information posted to the course site after week 3.	Required information not posted to the course site.
<b>Submit the brochure, reference list, write-up of the experience, and the self/peer evaluation in week 7.</b>	All required information posted to the course site by the end of week 7.	Some required information posted to the course site after week 7.	All required information posted to the course site after week 7.
<b>Write-Up: Discuss which of the course objectives you met by completing this project</b>	Write-up sufficiently and clearly discusses which of the course objectives you met	Write-up sufficiently discusses which of the course objectives you met by	Write-up insufficiently discusses which of the course objectives



<b>and how you met the course objective(s).</b>	by completing this project and how you met the course objective(s).	completing this project and how you met the course objective(s), but the discussion lacks clarity.	you met by completing this project and how you met the course objective(s).
<b>Write-Up: Discuss how the process of developing the brochure enhanced your knowledge of human trafficking.</b>	Write-up sufficiently and clearly discusses how the process of developing the brochure enhanced your knowledge of human trafficking.	Write-up sufficiently discusses how the process of developing the brochure enhanced your knowledge of human trafficking, but the discussion lacks clarity.	Write-up insufficiently discusses how the process of developing the brochure enhanced your knowledge of human trafficking.
<b>Write-Up: Discuss how you plan to distribute the brochure to raise awareness about human trafficking.</b>	Write-up sufficiently and clearly discusses how you plan to distribute the brochure to raise awareness about human trafficking.	Write-up sufficiently discusses how you plan to distribute the brochure to raise awareness about human trafficking, but the discussion lacks clarity.	Write-up insufficiently discusses how you plan to distribute the brochure to raise awareness about human trafficking.
<b>Write-Up: If you worked in a group of two or three, discuss how the group worked together to complete the project and discuss how the group overcame any challenges that you faced in working together as a group.</b>	Write-up sufficiently and clearly discusses how the group worked together to complete the project and how the group overcame any challenges that you faced in working together as a group.	Write-up sufficiently discusses how the group worked together to complete the project and how the group overcame any challenges that you faced in working together as a group, but the discussion lacks clarity.	Write-up insufficiently discusses how the group worked together to complete the project and how the group overcame any challenges that you faced in working together as a group.

**Oakland University School of Nursing  
GRADE CONVERSION**

*Note: 70% = 2.5*

<u>PERCENTAGE</u>	<u>GPA</u>
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6
50.00 – 51.99	1.5
48.00 – 49.99	1.4
46.00 – 47.99	1.3
44.00 – 45.99	1.2
42.00 – 43.99	1.1
40.00 – 41.99	1.0