



## **Course Syllabus: The Invisible Population: Human Trafficking in Iowa**

**Number of Credits:** 1\*

**Course Instructors:** Mark Busch and Morgan Dodge

### **Course Description:**

The city of Des Moines has been named one of the top 100 human trafficking sites in the United States, with the state as a whole ranking highly in trafficked individuals. Youth are especially susceptible to being trafficked because of their lack of awareness of what human trafficking is. The likelihood of being trafficked increases if that individual is homeless or part of the LGBTQ community.

This course will explore what human trafficking is, who is vulnerable to being trafficked, and why trafficking humans has become such a problem globally. Research shows that education on the topic is fundamental to helping solve the problem, both for those in the education field, but also for students themselves.

Activities in this course will include discussions about identifying students who may be in a trafficking situation, specific populations who are targeted by traffickers, and how trafficking can affect victims. Participants will also create a plan of action to bring their new knowledge back to their schools to educate their fellow staff and their students.

### **Learning Objectives:**

Upon completion of this course, students will be able to:

- Identify the statistics of how trafficking affects this country and the state of Iowa
- Demonstrate awareness of how, where, and why trafficking happens
- Identify the needs of students who have been trafficked
- Develop techniques for talking with their students about the issue of human trafficking

### **\* Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

### **Other Course Information:**

#### **Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

#### **Participation**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

**INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Assignment Checklist**

| <b>Week</b> | <b>Topic/Activity</b>  | <b>In Class</b> | <b>Out of Class</b> |
|-------------|--|-----------------|---------------------|
|             | <u><b>Getting to Know the Class; Additional Readings:</b></u><br>Take the time to get to know the class layout, read |                 | 2 hours             |

|          |   |                   |                    |
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|          | over the Help section, and review any other materials present in the class to get started. Take your time!  |                   |                    |
| <b>1</b> | <b><u>Week One</u></b>  |                   |                    |
|          | <b>Discussion:</b> Introductions – Class participants will introduce themselves to each other and talk about why they are taking this course.   | 1 hour            | 2 hours 30 minutes |
|          | <b>Discussion:</b> What is Human Trafficking? – Participants will learn the federal definitions (Including laws) of human trafficking, as well as the difference between labor and sex trafficking. Discussion will focus on participants’ knowledge of the topic prior to the course versus what they learned.   | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> Global and National Statistics – Participants will learn about what is happening with human trafficking on both the global and national levels in order to gain a grasp on how widespread this issue is. Discussion will focus on their own research about statistics on a chosen country other than the United States.                          | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> Human Trafficking in Iowa – Participants will learn about how Des Moines and Iowa became one of the top 100 sites for human trafficking in the United States. Discussion will focus on participants’ potential experience working with trafficked individuals, as well as their thoughts on why Iowa continues to be a hot spot for trafficking. | 1 hour 30 minutes | 2 hours 30 minutes |

|          |  |                   |                    |
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|          |  |                   |                    |
| <b>2</b> | <b><u>Week 2</u></b>   |                   |                    |
|          | <b>Discussion:</b> Why is Trafficking so prevalent? – Participants will learn about how human trafficking perpetuates itself, as well as potential motivations for traffickers to continue to exploit others. Discussion will focus on how participants believe we can begin to curb the incentives and have consequences outweigh them.   | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> Trafficking and Homeless Youth – Participants will learn about how those experiencing homelessness are especially affected by human trafficking. Participants will discuss their reactions to what they’ve learned, as well as how utilizing strategies traditionally used to help homeless students can also be used to help students who may be trafficked. | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> Trafficking and the LGBTQ Community– Participants will learn how and why LGBTQ youth are also targeted to be trafficked. Discussion will be focused on participants’ experience with the LGBTQ community and how they can engage their students on these two topics.  | 1 hour 30 minutes | 2 hours 30 minutes |
|          | <b>Discussion:</b> Effects of Trafficking on Youth – Participants will learn how being trafficked can affect youth physically, mentally, and emotionally. Participants will discuss how they can make their  | 1 hour            | 2 hours 30 minutes |

|          |   |          |                    |
|----------|---|----------|--------------------|
|          | classrooms more accommodating for students who may be facing these issues.  |          |                    |
| <b>3</b> | <b><u>Week 3</u></b>  |          |                    |
|          | <b>Discussion:</b> How to Identify and Get Help for Trafficked Youth – Participants will learn some of the common signs to watch for in their students. They will also learn why it can be so difficult to identify students experiencing trafficking. Participants will be given resources for getting help for their students. Participants will discuss what they’ve learned and how they can be vigilant in their classrooms, as well as additional ways of getting help if their students need it. | 1 hour   | 2 hours 30 minutes |
|          | <b>Discussion:</b> Prevention Efforts – Participants will learn about the different strategies being employed to prevent and eradicate the practice of human trafficking. Participants will discuss how they think these programs are either effective or not.  | 1 hour   | 2 hours 30 minutes |
|          | <b>Implementation Plan</b> – Participants will complete an implementation plan that is focused on what they’ve learned and how they plan to take it back to their classrooms.   | 2 hours  | 3 hours            |
|          | Total Class Time  | 15 hours | 30 hours           |

**Coursework**

Participants can earn up to 75 points total for the course. The following table depicts the breakdown of points possible for the required coursework

| <b>Activity</b>                 | <b>Points</b> |
|---------------------------------|---------------|
| 10 Discussions (5 points each)  | 50            |
| Final Implementation Plan/Paper | 25            |
| <b>Total</b>                    | <b>75</b>     |

**Grading Scale – Graduate Credit**

|                      |   |
|----------------------|---|
| 100-90% (75-68 pts)  | A |
| 89-80% (67-60 pts)   | B |
| 79-70% (59-53 pts)   | C |
| 69-60% (52-45 pts)   | D |
| 59%-Below (44-0 pts) | F |

**Grading Scale - License Renewal Credit**

|                        |    |
|------------------------|----|
| 100-80% (75-60 points) | P  |
| 79%-Below (<60 points) | NP |

**Student Requirements**

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

**Americans with Disabilities Act:**

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

**Grading Rubrics for Individual Activities**

**Discussion Forums (55 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It’s highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it’s important to make posts in a timely manner to benefit from peer responses.

| <b>Grading Rubric for Discussion Forums</b>               |  |               |
|---|--|---------------|
|   |  | <b>Points</b> |
| <b>Critical Thinking</b>                                  | Makes connections to the other content and real-life that are supported by reference(s) and example(s) | 1             |
|   | Offers new ideas, connections, or applications   | 1             |
|   | Expresses and justifies personal opinion   | 1             |
| <b>Assignment Specific Criteria</b>                       | Addresses all parts of the assignment, cites sources   | 1             |
| <b>Participation (Responses to at least 2 peer posts)</b> | Responds to other posts (when available)   | 1             |



|                              |  |   |
|------------------------------|--|---|
| <b>Total Points Possible</b> |  | 5 |
|------------------------------|--|---|

### **Implementation Plan (25 points possible)**

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

| <b>Grading Rubric for Implementation Plan</b> |  |               |
|---|--|---------------|
|   |  | <b>Points</b> |
| <b>Critical Thinking</b>                      | Highlights any new knowledge gained as a result of course.                             | 5             |
|   | Offers new ideas, connections, or applications   | 5             |
|   | Expresses and justifies personal opinion   | 3             |
|   | Discusses Overall Implications   | 2             |
| <b>Assignment Specific Criteria</b>           | Addresses all parts of the assignment, cites sources                                   | 2             |
| <b>Mechanics</b>                              | Writing is clear, well developed, and organized, No or few grammar and spelling errors | 2             |
| <b>Implementation</b>                         | Clearly states ideas to use in the future  | 2             |
|   | States resources to be used  | 2             |
|   | Is realistic in their approach – understands limitations may exist                     | 2             |
| <b>Total Points Possible</b>                  |  | 25            |