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Forefront of Human Rights Issues: Integrating Human Trafficking into the Social Work Curriculum

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Note: In this manuscript, ‘victims’ and ‘survivors’ have been interchangeably used and ‘survivors’ of human trafficking may be stated as ‘victims’ for narrative efficiency and in recognition of their crime victimization. However, the authors acknowledge that the term victim is not meant in any way to be demeaning or to label these individuals. We honor their integrity and their life journey.

Abstract

Curriculum content including learning strategies about human trafficking can be integrated into social work programs through the core content courses, enabling future practitioners to competently serve and advocate for victims as well as examine human trafficking policies at national and global levels. However, teaching about human trafficking is difficult due to the lack of evidence-based information. Using existing information, students can gain an understanding of an insidious worldwide phenomenon, which targets the most vulnerable populations including children, women, and youth for mere economic gains. This paper describes strategies for incorporating the topic of human trafficking as a social justice issue into core social work courses. This curricular area offers a topic of global and local significance that should be of paramount concern to the social work profession and its educators.

Keywords: human trafficking, trafficking victims, social justice issue, social work education/curriculum, social work practice, sex trafficking

The international community often refers to human trafficking as modern day human slavery (Trafficking in Person Report, 2013). The issue of human trafficking has received increased attention in recent years from a broad range of groups including government officials, media outlets, faith-based organizations, and feminist groups. While the trafficking of human beings is not a new crisis, recent policies and investigations have increased protection for victims and awareness across countries (e.g. Trafficking Victims Protection Reauthorization Act of 2013, H. R. 898- Trafficking Victims Protection Reauthorization Act of 2013, 2013; United Nations Office on Drugs and Crimes, 2014). Social workers are in a particularly important position to identify, assist, and advocate for victims of trafficking.

Information about human trafficking can be integrated into the social work curriculum through the core content courses. The integration can enable future practitioners to competently serve and advocate for victims of trafficking. This paper discusses the importance of including trafficking information in social work courses, provides basic background information needed to teach about human trafficking, and suggests classroom strategies to engage students in learning about human trafficking.

Trafficking: A Human Rights and Social Justice Issue

The United Nations Universal Declaration of Human Rights (1948) states “all human beings are born free and equal in dignity and rights.” Article 4 explicitly states “no one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms” (section 7) (United Nations, 2015). Inherent in this definition is the premise that all people have a right to their own livelihood, safety, and freedom. Human trafficking is an obvious violation of human rights as individuals are exploited, coerced, and forced into unsafe labor practices or actual slave labor conditions (Bales & Lize, 2005; Cox & Pawar, 2012; Gallagher, 2002).

Despite the dire nature of human trafficking, there is still a tendency for society to ignore the depth of the problem. People in general believe, for example, that prostitutes are at risk to become trafficked and some may view this as a reason to blame them. In fact, these women often endure serious physical problems due to daily repeated unwanted sexual engagements and serious physical and sexual assaults (e.g. violent rapes and unprotected sex) by various individuals including traffickers, pimps, and clients (Zimmerman et al., 2003).

Additionally, widespread misinterpretations exist regarding trafficking. For instance, most believe that females are trafficked and males migrate, whereas both could be victims (Clawson, Layne, & Small, 2006). Though statistics indicate that females are often exploited and identified/reported and men are not, in actuality, men frequently endure abusive and unfair labor conditions (Busch-Armendariz, Nsonwu, Heffron, & Mahapatra, 2014; Clawson et al., 2006).

Sadly, trafficking victims forced into prostitution, domestic servitude, or other labor industries are sometimes denied basic human rights because they are mistaken for undocumented migrants and thus, vulnerable to arrest and deportation. This idea is especially dangerous though prominent in the current political milieu in the United States, which is marked by anti-immigrant sentiments (Bhuyan, 2010; Jordan, 2002). Government officials often do not differentiate

between undocumented migrants and trafficked persons, ignoring international human rights law, resulting in the deportation of trafficking victims (Jordan, 2002).

Guided by their professional core, social workers can advocate for and provide services for those persons who are trafficked, addressing the human rights concerns (Steen, 2006; Witkin, 1998). The profession's ethical principles promote social justice, honor the dignity and worth of people, and recognize the importance of human relationships (National Association of Social Workers, 2008).

Understanding Human Trafficking

Despite increased media attention regarding human trafficking, along with a growing number of studies and articles, teaching others--whether the general public or those in academic environments, about human trafficking has challenges. One challenge can be attributed to the lack of rigorous research studies and grounded evidence-based practice information. A second challenge is the difficult, often disturbing content to be delivered to students. Our task as educators is to foster learning that helps students grasp the complexity and gravity of trafficking as a global and local problem. Issues including how to provide services to victims, what types of support survivors need, lack of clarity on numbers of individuals trafficked, and the recognition that trafficking victims are a hidden population and difficult to reach illustrates the need for a greater depth of knowledge to better inform students and professionals in the field. Additionally, engaging students to develop research projects in this study area is challenging due to the range of methodological and ethical issues for researchers (Brennan 2005; Clawson, Small, Go, & Myles, 2003; Gozdziaik & Collett, 2005). Later in this article, some of these methodological and ethical issues are introduced. However, by using available information, educators can foster learning in a wide range of issues and circumstances surrounding the topic and aid students in gaining an understanding of the dynamics of human trafficking. Before introducing a broadly constructed curricular approach for new course content on trafficking, we will provide a few key points about the definitions related to persons who are trafficked, the magnitude of the problem, and some examples addressing current laws and legal concerns faced by those in these difficult personal situations.

Definitions of Trafficking

Defining human trafficking is a complex endeavor and various non-profits and governmental agencies have their own definitions. A commonly cited definition of human trafficking is obtained from the United Nations' *Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime* (United Nations Office of Drugs and Crimes, 2004), which defines trafficking as follows:

...the recruitment, transportation, transfer, harboring or receipt, of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of position of vulnerability or of the giving or receiving of payments of benefits to achieve the consent of person having control over other person, for the purpose of exploitation (p. 41).

The United States has a similar definition. The Trafficking Victims Protection Act of 2000 (TVPA) enacted by Congress defines human trafficking as the “recruitment, harboring, transporting, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, slavery or forced commercial sex acts” (TVPA, Section 103) (U.S. Department of State, 2016). Prosecution of trafficking cases and legal protections for victims in the United States depend on individual cases falling within this definition. The key components in both United Nations and United States’ definitions are coercion or force and exploitation: Is a person being forced or coerced to provide labor or being exploited into working with no other real option? If the answer to either question is yes, the person may be a victim of trafficking.

Trafficking and prostitution. Prostitution, in countries where this is legal, is viewed as a career choice for men and women who engage in the sale of sex acts. There is debate about prostitution legal reform in the U.S. and other countries (for example, visit the website “Prostitutes’ Education Network”) considering decriminalizing the sex industry and improving the quality of life for sex workers at one end of the debate and abolition of the industry at the other (Prostitutes’ Education Network, 2014). Those who are in sex trafficking situations are often referred to as “prostitutes”; although, those individuals are in coercive and exploitative circumstances and have not made a “career” choice. Despite this distinction, there is controversy in discussions related to prostitution and human trafficking. As stated, some advocates, particularly from faith-based organizations, argue that all prostitution is involuntary on some level and that prostitutes should be considered sex slaves (McKelvey, 2004). On the other hand, some feminist groups/pro-sex-worker groups advocate for the rights of sex trade workers and see prostitution as slavery only when it is coerced and involuntary (Soderlund, 2005).

Trafficking and smuggling. In addition, the concept of smuggling often blurs the definition of trafficking. Smuggling involves the illegal transport of a human being into a country (Albanese, Donnelly, & Kelegian, 2004; Omelaniuk, 2005). Smuggling results in another individual profiting from illegal migration; however, the individual is freed upon their arrival in the destination country (Omelaniuk, 2005; Smith & Kangaspunta, 2012). Smuggling may turn into trafficking if people are exploited after being brought to the new country. If smugglers hold migrants and coerce or force them into prostitution, labor, or other dehumanizing activities (U.S. Department of State, 2009), the situation becomes one of trafficking or contributes to the issue of human trafficking (Jones, Engstrom, Hilliard, & Diaz, 2007). Again, the key question to ask is: Are the individuals being forced or coerced into activities against their will? When answering this question, there are still difficulties in identifying victims of trafficking (U.S. Department of Health, 2012).

Domestic trafficking. Although international trafficking has gained much attention in recent years, a body of written material is now focused on domestic trafficking in the United States (Clawson, & Goldblatt, 2007; Hodge, 2008; Kotrla, 2010). Identifying trends of domestic trafficking is difficult to determine, as similarly to international trafficking, many victims do not report. This is often due to negative repercussions from social service agencies as well as the perception law enforcement will not believe their stories, and may in fact arrest them on different charges (Hodge, 2008). The numbers of domestic sex trafficking victims could exceed

foreign nationals according to Hughes (2007). Therefore, it is essential social service providers identify these victims and stop further victimization at the hands of perpetrators.

Magnitude of human trafficking. The Polaris Project, an advocacy organization dedicated to ending word slavery, provides statistical information on human trafficking and is viewed as a reliable data source (see <http://www.polarisproject.org/>). They state trafficking is widespread and affects almost 161 countries. The most recent, *Trafficking in Persons Report* (U. S. Department of State, 2014), estimates there are 20 million individuals worldwide including men, women, and children who are involved in commercial sex or forced labor besides 44,000 survivors who have been identified in the past year. This report provides estimates of the total number of trafficked individuals as well as a summary of 186 countries' efforts to end trafficking. The International Labor Organization (2012), based on new improved methodology and data sources, estimates there are 20.9 million victims of modern day slavery around the world at any given time. Fifty-five percent are women and girls while 9.5 million (45%) are men and boys (International Labor Organization, 2012). Twenty-six percent of the total (5.5 million) includes child victims who are 17 or under 17 (International Labor Organization, 2012).

There exists controversy surrounding the extent of trafficking. In fact, there are no accurate statistics on the number of people trafficked each year. In addition, researchers face methodological issues identifying victims and little research has been done to gather information directly from victims (Brennan, 2005; Tyldum & Brunovskis, 2005). There are various reasons for lack of exact statistics. For example, determining who should be "counted" as a trafficked victim depends on a proper definition. In addition, determining at what stage of trafficking the case will be counted, recognizing individuals move between stages, as well as the discrepancy in numbers estimated between law enforcement and non-Governmental agencies make it challenging to have an exact number (Tyldum & Brunovskis, 2005).

The majority of data on trafficking victims includes approximations of numbers of women and children who have been sexually exploited. Furthermore, the U.S. State Department has called for increased awareness of trafficking of young boys for sex trade industry work (U.S. Department of State, 2008). To date, little research attention has been given to men and boys who are trafficked for labor in places such as sweatshops, the agricultural sector, and other domestic worksites (United States Department of State, 2005).

Countries vary in Combating Trafficking

The U.S. Department of State (Trafficking in Persons Report) places countries into tiers based on their governments' efforts to combat trafficking (U.S Department of State, 2014). Additionally, countries are classified based on their role in international trafficking. Countries may be origin countries from which victims are trafficked. They may be transit countries through which victims are trafficked. They may be destination countries to which victims are trafficked. Finally, some countries may be classified in all three of these roles.

Causes of Human Trafficking

People are trafficked into any number of industries including sex work, domestic servitude, or labor industries, such as agriculture and sweatshops (Konrad, 2002; Richard, 1999). Those trafficked into the sex industry are often forced to engage in prostitution and/or pornography as well as work in strip clubs. While sex trafficking tends to receive more attention, there is a greater trend to traffic humans for labor purposes (Feingold, 2005). At the most basic level human trafficking is an issue of economics (Wheaton, Schauer, & Galli, 2010). Victims fall prey due to the poverty, lack of opportunity in their community, corrupt governments, political volatility, and violence against women and children coupled with the prospect of something better in another community (Clawson et al., 2006; Everts, 2003; U.S. Department of State, 2006). For example, the constant demand of women in the sex industry is a supply factor leading to trafficking (Hodge, 2008). Pimps are traffickers and they sell women between each other for various reasons (Hodge, 2008). These perpetrators see trafficking as a means of economic gain. Organized crime networks traffic humans and make a substantial profit used to finance their own networks as well as terrorism (Farrell & Fahy, 2009; Monzini, 2004). In many cases, individuals are misled or lured to be transported on false pretenses including lucrative job opportunities overseas (Logan, Walker, & Hunt, 2009). In other cases, children are exploited by family members and are pressurized to migrate “as an opportunity to help the child “pay back” or support parents” (Goździak, 2008, p. 906). Trafficking has been estimated to be a \$20 billion (US State Department, 2012) to hundreds of billions of dollar industry (Polaris: Freedom happens now, 2016).

Legal Protections for Victims

Before the Trafficking Victims Protection Act (TVPA) was signed in 2000 in the United States, identifying victims and serving victims was extremely difficult. Internationally trafficked victims feared deportation if they were identified as being in the country illegally. TVPA recognized these individuals as victims, afforded them protections, and ensured assistance once identified as potential trafficking victims. Victims are now able to apply for temporary visas and permanent residency (Roby, Turley, & Cloward, 2008). TVPA also enhanced criminal penalties for trafficking and established a funding mechanism to assist other countries in combating human trafficking (Siskin & Wyler, 2013). Trafficking in Persons Report of 2013 indicates several countries including Afghanistan, Bangladesh, Somalia, and Zimbabwe, to name a few, have ratified the UN protocol to prevent trafficking (U. S. Department of State, 2013).

Even with the protections of TVPA, advocates find there can be problems protecting and assisting victims. In order to obtain all the legal protections afforded under TVPA, victims must cooperate with law enforcement. The certification process in which they are identified as victims requires them to relive traumatic experiences during the legal process. In some cases, victims fear their cooperation with law enforcement will result in their family being harmed (Aron, Zweig, & Newmark, 2006). In a recent study of 13 immigrant sex trafficking victims, the authors explained female victims of international trafficking need a safe environment not only because of extreme abuse by traffickers, but because they are also concerned about the safety of their family members and children back home (Faulkner, Mahapatra, Heffron, Nsonwu, & Busch-Armendariz, 2013). The TVPA, in 2008, eased the participation requirements of assisting law

enforcement in cases of severe situations of trafficking; for example, for victims with physical and psychological trauma (H.R. 7311: William Wilberforce Trafficking Victims Protection Reauthorization Act of 2008, 2008). This exception to the compliance requirement has no impact on the victim's 'T' visa application process allowing the individual to receive services and work legally in the U.S (Department of Homeland Security, 2016).

Professional Service Needs of Victims

Regardless of how they were identified, persons who have been victims of trafficking have immediate, basic needs, such as housing, food, and safety (Aron et al., 2006; Clawson et al., 2003). As stated, victims of human trafficking live in the shadows of professional services mostly due to fear of retribution and deportation. As a result, many may not access services from mainstream agencies (Busch, Fong, Heffron, Faulkner, & Mahapatra, 2007). Because they are considered a hidden population, there has been scant research on victims' use of social services and needs (Brennan, 2005; Clawson & Dutch, 2008; Macy & Johns, 2011; Tyldum & Brunovskis, 2005).

Information that does address service needs suggests victims have multiple and complex needs. Aron et al. (2006) found that victims had different needs based on how they were liberated from their trafficking situation. For instance, in the U.S., those victims rescued during a law enforcement raid are particularly afraid due to their lack of understanding of the American justice system and their fear of law enforcement. Those who had a friend or ally help them escape their situation may be more prone to cooperate with law enforcement (Aron et al., 2006). Health care needs are not adequately met for trafficked people. In cases of sex trafficking, healthcare may be a particularly important need. Trafficked individuals are prone to an array of both communicable and non-communicable diseases including tuberculosis, cardiovascular diseases, diabetes, and dental problems (Gushulak & MacPherson, 2000; Samanta, Burden, & Jagger, 1991). Other factors impacting both physical and mental health include substance abuse, occupational illness, sexual abuse, psychological illnesses, isolation and poverty. A trafficked individual's health condition can be of great concern to officials and social workers working with them through the process after arrival in the new country. They may have pre-existing health problems or may acquire illness/disease as a direct effect of the journey (Gushulak & MacPherson, 2000). Their health condition can also be a threat to the general population of the destination country depending on the type of conditions and diseases they have acquired in their birth country or during their journey. Immediate and continuing health services are important for their long-term recovery and rehabilitation.

Mental health and emotional well-being is seriously impacted by the trafficking experience. As a result of extreme violence and trauma, depression, and suicide rates along with other psychological disorders are reportedly high for the population (Aroian, 1993; IOM (2003) study, as cited in, Yakashko, 2009). Delays in receiving assistance and lack of counseling and medication aggravate the situation. Some trafficking victims use mood-altering drugs, both legal and illicit drugs, and are at a higher risk of persistent substance abuse, especially if they were forced to participate in drug related activities during their captivity (Miller, Decker, Silverman, & Raj, 2007; Westermeyer, 1996; Zimmerman et al., 2003).

In addition, victims forced into the sex trade industry deal with the trauma of sexual abuse (Gulshulak & MacPherson, 2000; Human Rights Watch, *Rape for Profit: Trafficking of Nepali Girls and Women to India's Brothels*, 1995; Zimmerman et al., 2003). On many occasions, trafficking victims are confined in surreptitious locations far from the reach of law enforcement with restricted freedom or no freedom as they are constantly watched and controlled (Seelke & Siskin, 2008). Even after they are freed from their situation, victims may face social and emotional isolation from family members. A loss of known cultural and environmental support can add immense mental stress for this population (Busch et al., 2007). As well, some victims are afraid to return to their communities due to the shame they feel.

Service Delivery System. Service delivery for victims of human trafficking appears piece meal. There is little information as to how many agencies direct services exclusively to human trafficking victims. Once identified, victims may have their needs met by a variety of non-profits, legal agencies, and law enforcement officials (Clawson et al., 2003) with no recognition that their services provide a 'network' of service strategies for this unique population. Immigration and refugee agencies often provide a bulk of the services to international human trafficking victims (Caliber Associates, 2007) because of their legal status. In terms of mental health and counseling services, domestic violence and refugee service agencies are typically called upon to serve victims from trafficking experiences. In these cases, they adapt their services to meet the unique needs of victims (Clawson et al., 2003), yet provide services not clearly appropriate to meet the complex needs of individuals and their families. New organizations are emerging dedicated specifically to human trafficking and may be involved in research, training, policy development and legal assistance. Others are focused on case management, counseling, shelter, and assistance with employment and community integration (Shigekane, 2007).

In an attempt to coordinate service delivery, some communities have come together to form coalitions to assist coordinating services to victims (Clawson et al., 2003). Coalitions provide an opportunity for law enforcement and non-governmental agencies to communicate about the needs of victims (Busch et. al., 2007; The Florida State University Center of Advancement of Human Rights, 2003). They also provide a unique opportunity for advocates to come together to raise awareness about trafficking. Two examples can be found in Atlanta and Austin. In Atlanta, many identified cases of child trafficking victims led to the formation of a successful coalition. The Atlanta coalition began a public dialogue that resulted in their opening of a safe house for child victims of prostitution and trafficking (Boxill & Richardson, 2007). Similarly, in Austin, Texas the Central Texas Coalition Against Human Trafficking was established in 2003 in response to the region's first case of human trafficking (Busch et. al., 2007). The case involved three minors and thus drew the attention of law enforcement and social service agencies to the extent of the problem and the need for provision of services. Since then, the Coalition has grown and currently hosts an annual conference, has hired full time case managers and additional staff members and has a wide variety of members from non-profits, law enforcement, and medical professionals.

Following this overview of human trafficking and the complexities, is a curricular model that can be utilized by social work educators in an effort to expand our professional knowledge

base to social work students in the classroom as well as social work practitioners in community workshops and conference education programs.

Social Work Education

Given the magnitude and needs of human trafficking survivors, social workers are and will continue to engage in assisting victims of human trafficking. Therefore, it is crucial social workers know how to identify people who have experienced human trafficking and assist potential victims they interact with in a range of practice settings. Overall, it is important the issue of domestic and international human trafficking be incorporated into social work's core content curriculum areas as well as elective course offerings. Table 1 provides an educational curriculum model for educating professional social workers and other helping professionals in this area and can serve as a guide for the development of a university or college level course. After examination of the chart, each area is addressed briefly below.

Table 1. A Curriculum Model for Educating Professional Social Workers and other Helping Professionals in the area of Human Trafficking

Primary Areas for Curriculum Model	Key Learning Areas in each Curriculum Component
<p>1. Human Behavior and the Social Environment</p> <p>The Context of Human Trafficking including identification of risk factors</p>	<ul style="list-style-type: none"> • Learn about the importance of the geographic, social, and economic contexts that foster human trafficking globally, nationally, and regionally • Understand how vulnerable children and adults become trafficked for forced labor or sexual exploitation • Consider "who gains" from human trafficking and what are the potential types of gains that foster the development of human trafficking and contribute to its extensive growth globally • Examine how family and/or community contributes to the engagement of an individual into the experience of being trafficked • Examine the factors of "demand." Sexual behavior, sexual deviance, and sexual violence that surround the trafficked experience • Consider supply factors including gender, race, political and cultural issues that may be important in a discussion of trafficking • Examine risk factors for those trafficked and heightened vulnerability as person remains in experience of trafficking
<p>2. Practice including early engagement, mental health and health problems, longer term social program and service needs, mental health treatment needs, along with community practice</p>	<ul style="list-style-type: none"> • Early engagement issues/considerations when working with a person who was or is a victim of human trafficking • Identify the bio-psychosocial and spiritual needs of the person who was or is involved in human trafficking (assessment skills) • Build therapeutic treatment skills and techniques that are useful in individual therapy, group therapy, family therapy • Identify/advocate for resources that may include housing, financial assistance, employment or other economic resources

- Identify the social-emotional needs of the person engaged in human trafficking and is wanting to leave the experience, recognizing the complexity and chronicity of needs
- Assessment the social-emotional needs for the person who has left the human or sexual trafficked experience and needs emotional healing
- Learn how to build coalitions and collaborations—“service networks” among a broad inter-professional audience that could include law enforcement, legal professionals, medical professionals, other health care professionals, mental health specialists, educators, volunteers, among others
- Learn about post-trauma and post-traumatic stress disorder (PTSD) that usually exists for the person who has or is in the human trafficking experience
- Consider strategies to assist in the establishment of healthy relationships &/or communities including family members if appropriate
- Understand the important factors in the transitioning experience for the person who has recently left the experience of human trafficking, including the importance of a “safe shelter” experience, and the later steps of moving into their own personal home environment
- Create an eco-systemic approach to foster a viable network for the person who may be leaving the human trafficking experience and engage a wide range of service professionals, family and friends
- Locate, where possible, support group experiences that may help the person during re-engage process
- Building networking skills that will aid in the transition process for the person
- Identify how and when to engage with possible institutional supports that may include church membership, attending school for workforce entry, and other community social programs
- Recognize ethical issues in working with the person who has been or remains in an experience of human trafficking
- Consider the gender and racial marginalization and oppression that contributes to both the recruitment and the abusive nature of human trafficking

3. Social Policy, Human Rights, and Social Justice

- Identify the laws, e.g., criminal laws, immigration laws and regulations, etc., that protect a person who is engaged in or has recently left a trafficking experience; recognize unique sovereignty issues in countries
- Identify and provide legal advocacy and support to the person in order to secure protective orders, immigration services, regaining legal status, when necessary
- Identify economic policies that may be significant to the needs and circumstances for the person who has left a human trafficking experience, e.g., income supports, educational financial resources, funds to help with transition expenses, where possible

- Identify health programs and policies that may be necessary and vital to the person, providing health screening services, appropriate medical treatment services, and health education programs, where needed
- Gain advocacy skills to promote improved policies and programs that can increase the quality of services for those men and women who are in or have been in experiences human trafficking
- Gain knowledge and skills to prevent men and women from being lured into sexual trafficking through policy changes, including building community education programs, fostering media campaigns, and promoting economic programs that diminish the likelihood for engaging in the trafficking experience

4. Research

- Examine existing policy and practice research that addresses the range of needs and issues experienced by persons involved in and those who leave their experience as a person who was trafficked
 - Create or engage in ways to evaluate the effectiveness of social service, medical, and legal programs that serve those who were or have been involved in an experience of human trafficking
 - Build narrative materials related to this audience of men and women who have experienced human trafficking that can be used to educate other professionals across a range of disciplines, e.g., legal professionals, police and other law enforcement professionals, mental health professionals, medical professionals, journalists in the media, religious leaders/members, volunteers, and others.
 - Develop research approaches to better engage in needed research in the human trafficking area
-

Human Behavior and the Social Environment

Importantly, we want social work students to gain familiarity with a range of theoretical and content knowledge about human behavior and the social environment. Economic theories and relational theories are both central when addressing human trafficking. The knowledge and understanding needed to work with those who are or have been trafficked requires students to have unique information on the geographic, social, and economic contexts that foster and sustain human trafficking globally, nationally, and regionally. Content must aid students in their analysis of those factors that support interventions at all levels including micro (individual and families), mezzo (groups, organizations, and communities), and macro (larger geographical environments, governments, policy, and broader cultural level). Content must include questions asking as to the economic gains of trafficking. It must consider what motivates people to traffic others and determine if there are certain cultural paradigms more likely to contribute to people becoming trafficked. In addition, content must consider the socio-cultural factors heightening a person's recruitment into trafficking as well as the developmental factors. In this regard, students can explore the impact trafficking would have on the development of victims, particularly child victims. These questions and others must be examined in a social work course addressing areas of human behavior and the social environment.

Social Work Practice

Social work practice can and should examine various aspects about people who enter into and leave their experience as a victim of trafficking. Identifying the physical issues, the social issues as well as the psychological and spiritual needs of survivors are paramount. These assessments will be considered continuously, as various aspects of need and concern will be brought forward as others are being addressed. At times, the safety and security of the professional relationship itself may aid the person in their willingness to consider how they will bring about different changes in themselves and in their view of what is ahead for them.

Cultural competency is a crucial issue when working with victims of trafficking. Victims and victims' advocates have noted the need for culturally competent services for victims (Busch, et al., 2007; Yakushko, 2009). Victims may need translation services as well as access to familiar foods, religious services, and a familiar ethnic community. For instance, Busch and colleagues (2007) conducted interviews with victims of trafficking who complained of being given frozen and canned food, which they did not know how to prepare. Other victims reported feeling uncomfortable with the mental health and support services offered to them. For instance, some victims did not want group counseling or workshops because they did not feel comfortable discussing their feelings with other victims. In general, an ongoing dialogue is needed between survivors and victims to ensure culturally competent service providers.

Micro practice. Social work students planning to work in clinical practice will need to learn about a range of concepts including post-traumatic stress disorder, chronic depression, and anxiety. Social work clinicians must be open to the client who has difficulty talking about the experiences of being trafficked.

Intervention approaches may need to be flexible and are dependent on the assessment of the survivors' capacities and needs. In particular, the person who has experienced brutal conditions, abusive environments, may not be as willing to trust their own ability to heal. Success may seem unattainable. Thus, we may need to provide more time when engaging in different intervention models and approaches. For example, the amount of face-to-face meeting time may be much more frequent and the person may require longer or shorter sessions.

Identification of victims will be particularly important for those working with at risk populations including women immigrant, refugee, or trafficked populations. However, social workers may encounter victims in other settings, such as financial assistance agencies, healthcare settings, domestic violence shelters, and sexual assault services. Social workers in these settings need to be able to identify the signs of trafficking and that their client has been coerced and exploited. They must be aware of indicators their client is being controlled, is unable to leave his or her current situation, has recently arrived in the United States, and/or lacks any identifying documents (U.S. Department of Health, 2006). Some of the signs may be general indicators or be very specific to certain groups, such as children, those who are sexually exploited, used as domestic servants, laborers, or forced to committing petty crimes (United Nations Office of Drugs and Crimes, 2010). Identification is crucial.

A vital step for the person who has recently left a trafficking experience is the need to develop a safety plan. Service providers must be prepared to inform individuals of their rights as a victim, and, where available, refer them to financial resources that exist in many states for victims of trafficking. Whether they encounter victims of trafficking, who are referred to them, or they identify existing clients who are victims of trafficking, social workers in clinical practice must be comfortable with addressing trafficking issues.

Community practice including organizational partnerships and collaboration. In many cases, social workers may encounter trafficking victims who have been referred to them through other providers. Many victims are referred to multiple agencies for assistance. Refugee Services of Texas at Austin is one such agency that not only coordinates the state's largest coalition against human trafficking (formally known as the Central Texas Coalition Against Human Trafficking (CTCAHT)) with members including an array of local social service agencies and the law enforcement, but also provides many opportunities for university students to work as interns and provide support/help to this vulnerable population. In these cases, students must prepare to adapt their services to meet the needs of victims.

Where social workers are in countries or regions with fewer social programs and/or public policies, the use of wraparound services (Furman, Negi, Schatz, & Jones, 2008) or trauma recovery response teams may be considered (Schatz & Furman, 2002). Central Texas Coalition Against Human Trafficking (CTCAHT) established in 2003 in Austin, Texas is a great example of collaboration among a range of service providers, the US Attorney's office, law enforcement, and the University of Texas at Austin to address human trafficking cases in the state. The stakeholders share a common protocol and the services, for example, are provided through the Refugee Services of Texas in Austin, which is the single point of contact (SPOC) for all victims of trafficking (See Figure 1). The CTCAHT also partners with Austin Human Trafficking task Force to discuss investigation and coordination of human trafficking cases ("Task force members: Who we work with," 2006). Not only are these collaborations most effective in addressing human trafficking, but also provide students opportunities to understand the broad field of macro social work practice including community organizing, task-oriented group work, human service management, and program evaluation.

Figure 1: Trafficking Victim Assistance Program (Central Texas Coalition Against Human Trafficking (CTCAHT)). Note: Federal Bureau of Investigation(FBI); U.S. Immigration and Customs Enforcement (ICE); Refugees Services of Texas in Austin (RST); Domestic Violence (DV); Single Point of Contact (SPOC); U.S. Committee for Refugees and Immigrants (USCRI); International Organization for Migration (IOM); 'T' Visa –T Nonimmigrant Status; Department of Homeland Security (DHS); Federal Bureau of Investigation (FBI); Department of Health & Human Services(HHS). Source: Based on interviews with members of Central Texas Coalition Against Human Trafficking (CTCAHT), Austin, Texas.

Education. In teaching clinical students about the issue of trafficking, real stories provide the best understanding of the horrors victims face. Although media sources are often available, ideally a guest lecture by a victim of trafficking provides interface for students to gain real life understanding. However, locating a victim who is emotionally ready to tell their story can be difficult. In addition, the class should be prepared for this type of “real world” experience. An alternative is to locate a member of a coalition group to provide a guest lecture. Another option is to use media outlets, as many national news organizations have done in-depth reports on trafficking, state and national organizations, and annual conferences on human trafficking (Humantrafficking.org, 2010; National Conference of State Legislatures, 2010; United Nations: Cyberschoolbus- Global teaching and learning project, 2010; U.S. Department of Justice, 2010).

Classroom discussions can focus on working with trafficking victims on an individual and systemic level. Ethical discussions can center on the implications of identifying victims of trafficking and exploring their willingness to cooperate with law enforcement. Finally, dialogues on working with victims in counseling settings should focus on the complexities of working with someone who has been brutally victimized, isolated from their family and may identify with and defend their captor (Florida Coalition Against Domestic Violence, 2010).

Group work with victims of trafficking offers important experiences for social work practice students. Students can explore the ethics and complexities of working with victims rescued from nearby locations, engaging with police, attorneys, the courts, and various social programs. In some group scenarios, the instructor might indicate that members of the group may have established relationships with each other from their captivity. It is important to consider and

observe group dynamics. In other situations, victims may also have been humiliated in front of each other or they may have different levels of cooperation with law enforcement leading to a lack of trust between the victims. Students can use case vignettes to discuss the complexities of group work with victims from the same or similar trafficking incidents (Batstone, 2007; National Multicultural Institute, 2010; Waugh, 2008).

Course content focusing on community practice provides excellent opportunities to integrate human trafficking issues into social programs, public institutions, such as prisons, human services, or family services departments. Most states have multi-organizational coalitions on sexual assault that may be beneficial in addressing sex trafficking. While coalitions provide an excellent interface for non-profit organizations, law enforcement agencies, and healthcare workers (Clawson et al., 2003), collaboration might also raise conflicts connected to who has authority in one realm or another. One common conflict arises between law enforcement and victims' advocates. If a victim decides not to cooperate with law enforcement, an advocate may feel pressured by law enforcement to convince the victim to cooperate. Likewise, law enforcement might feel pressured to reveal information about ongoing trafficking investigations. Each of these situations requires delicate handling and ethical considerations, which students can explore through case study vignettes. Case studies are effective in introducing students to the complex issues involved in real-life situations such as coalition work (Fisher, 2009; Jones, 2005; Waugh, 2008).

Social Policy, Human Rights, and Social Justice

There is a growing need to devote more time in the social work curriculum to understanding and advocating for human rights. Students need to have a basic understanding of human trafficking in the global perspective, but must be open and aware human trafficking exists in their own city and/or state. There are many ways human trafficking information can be incorporated into social policy, human rights, and social justice course content.

Many social work policy texts have content on human trafficking (e.g., Cox & Pawar, 2012; Jimenez, 2010), often in discussions addressing human rights. In addition to requiring students to read about trafficking, they can also be organized into small groups to discuss some of the complex issues related to human trafficking. Small structured group discussions are an effective tool for facilitating student discussion on value-laden issues (Batstone, 2007; Brandler, 1999; Schatz, 2003). For example, in small groups, students can examine vignettes and decide whether the individual is a sex trafficking victim or a sex 'trade' worker. Using the conclusions they come to in this exercise, students can then create their own definition of sex trafficking. Further, they could identify related biases, stereotypes, and myths that will help them better understand conditions of this population and the sociocultural aspects attached to the trafficking phenomenon.

An online 'discussion board' can incorporate a discussion (synchronous or asynchronous) to introduce students to the topic of human trafficking in the context of global violence against women with special emphasis on International Violence Against Women Act (I-VAWA). Additionally, weekly online discussion boards form an excellent platform to generate a colloquium environment stimulating a critical thinking process and peer-discussions. These may

relate not only to global level policy and practice issues, but also allows students to critically examine issues and actively be involved in direct exchange of their knowledge, understanding, experiences, perspectives, and biases about the topic.

Social policy classes typically require an assignment where students analyze a particular policy of their choosing. Human trafficking or a sub-area, such as sex trafficking or labor trafficking can be very a stimulating area for students to research. Students can examine statistical and contextual aspects of trafficking and examine global, national, or regional human trafficking policies and programs. Students can also be encouraged to talk with their local state legislators to educate them on human trafficking and listen to how legislators are building policies that protect victims and/or move to more prevention of trafficking. An example of students' advocacy is a group known as the International Justice Mission Chapter at the University of Wyoming at Laramie, which was instrumental in pushing the recent (February of 2013) human trafficking bill in the state resulting in the first human trafficking law in the state. Earlier, Wyoming was the only state in the U.S. that did not have a human trafficking legislation.

Research

Research classes offer another important opportunity to examine human trafficking. As discussed earlier, trafficking victims are under recognized. This factor poses serious problems for researchers hoping to access people who are/have experienced trafficking. Thus, research content can address trafficking as content and consider possible creative research study designs to access this population. Additionally, most of the gaps in research involve unreliable data on the number of trafficking cases and information on characteristics of victims and perpetrators. Innovative and specific research designs (using populations not studied before, such as 'traffickers') might work to remediate this limitation. Much of the research on trafficking has been focused on women and sexual trafficking, but there is limited research providing insights about trafficking of men and boys for bonded labor and sexual exploitation. Overall, both qualitative and large-scale quantitative research methods are needed to investigate those in trafficking situations (Gozdziac & Collett, 2005).

Another hidden population is that of the traffickers. There is almost no research conducted with this population with the intent to understand the nature of their association with the crime of human trafficking. Some of the challenges in studying this population are primarily due to the inability of the criminal justice system to hold them responsible for their crimes (Busch-Armendariz, Nsonwu, Heffron, & Mahapatra, 2012).

With the help of in-class learning exercises, students can brainstorm methodologies allowing them to answer basic research questions, such as what resources trafficking victims need, how to prevent trafficking, and how to identify trafficking victims. Students can also brainstorm ways to derive estimates on the numbers of trafficking victims and the movement of those who are trafficked over several year periods. In addition, students will be able to develop theoretical knowledge in this particular area through developing research papers including implementing all steps of research design and writing Institutional Review Board proposals. Each of these issues is complex, but they provide an excellent opportunity for students to explore designing appropriate research studies addressing the issues.

Conclusion

Social work curriculum should embed educational content on human trafficking into the core courses in university graduate and undergraduate programs. Additionally, educators could also build elective courses that address various types of human trafficking. These are vital global and national concerns for social workers. As a discipline, we should examine human trafficking in line with our promotion of human rights, client/consumer dignity, and well-being. Human trafficking is one of the most pressing human rights issues that social workers face in every country. Basic curricular models presented here and accompanying teaching tools allow educators to incorporate human trafficking into classroom activities and discussions in the entire core content curriculum. All social workers need an understanding of human trafficking so that our profession remains at the forefront of advocating against human trafficking.

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