
STUDY ABROAD OBJECTIVES: CONNECTING OUTCOMES WITH PRACTICE WHILE ABROAD

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STUDY ABROAD 101

- Benefits of study abroad opportunities:
 - Growth related to communication and social interaction.
 - Academic competence.
 - Creation of significant cultural experiences.
 - Development of a sense of personal and professional diversity.
 - Self-exploration.
- Common misperceptions with study abroad:
 - If we go to a different country, we'll become culturally competent by default.
 - Learning will just happen while abroad.
 - Reverse planning – “Riding the London Eye would be so cool!”

PROGRAM BACKGROUND

- **HDFS 4800/5800- Special Problems- Human Trafficking** is an upper level undergraduate and graduate level study abroad course intended to examine human trafficking both in the United States and abroad. Students will gain a better understanding of modern day slavery within historic, legal, economic, political, and social contexts. We will discuss the physical, emotional, and psychological outcomes experienced by victims of human trafficking and the methods used to recruit and control them. Students will also examine the roles that entities such as the government, society, culture and individuals play in recognizing and addressing human trafficking across the world.
- **UCRS 4500- Global Leadership through Service** is a course that serves as an introduction to leadership through the social change model of leadership development, which focuses on the importance of collaborative leadership for a broader purpose. Service-learning and volunteerism will serve as the vehicle for leadership development for students as they learn and develop cultural competency.

EXAMPLES OF OBJECTIVES AND PRACTICES

Program	Objective	Practice
Romania	Define key terminology associated with human trafficking.	<ul style="list-style-type: none"> • In-class discussions (pre-departure) • Critical contemplation papers • Course readings
Romania	Understand the extent and scope of human trafficking, both domestically and internationally.	<ul style="list-style-type: none"> • In-class discussions (pre-departure) and guest speakers (pre-departure) • On-site training by agency leaders (abroad) • Field trips and site visits (abroad) • One-on-one check-ins (abroad) and group debriefing sessions (abroad) • Travel blog
China	Develop cross-cultural communication skills and cultural competency in the Yunnan Province in China.	<ul style="list-style-type: none"> • Student matches with Chinese partner institution to complete course activities, host during meals, serve as roommates throughout project • Cultural norms and etiquette presentation delivered by on the ground partner agency • D.I.E. Photo Journaling of “scenes” that cause cross-cultural shock
China	Understand the Social Change Model of Leadership Development and what it means to be an agent of positive social change.	<ul style="list-style-type: none"> • Lesson on Social Change Model • Presentation from partner agency’s goals and work • Assessing where partner agency’s work falls into practice of the Social Change Model

3. **Group Participation:** We will be attending and engaging in various workshops with agencies/organizations across the country. Students are expected to participate and be actively engaged in these sessions; you will also be required to reflect on a variety of prompts and engage in related discussions during class and while abroad. In-class participation will be worth **10%** your final grade.
4. **Human Trafficking Activities Abroad:** The emphasis of this course will be placed on participating in activities related to the prevention of human trafficking while abroad. Students will be expected to prepare and present workshops/activities to a variety of audiences. These activities will be worth **40%** of your final grade.
5. **Travel Blog:** Students will be required to complete various journal or blog entries on our course blog regarding the topics and work covered each day. Posts might include answers to questions posed by the instructors, your own personal reflections of course readings, in-class experiences, and other topics related to human trafficking. The travel blog posts will be worth **30%** of your final grade.
6. **Critical Contemplation #1:** Select **one** specific type of modern human trafficking or slavery in a particular location (i.e., country or region) and describe it in detail. The Critical Contemplation #1 will be worth **10%** of your final grade and it is due **Friday, June 9th**.
7. **Critical Contemplation #2:** Select one story from *Enslaved* and reflect on it; discuss why you selected the story and your reaction towards the experiences of the trafficked survivor. Then, relate your reactions to the selected chapter to your experiences abroad. The Critical Contemplation #2 will be worth **10%** of your final grade and it is due **Thursday, July 6th**.
8. **GRADUATE Independent Project:** Graduate students enrolled in the course will be required to complete an independent project during the course; students will develop a plan prior to departure that will be discussed with the instructor(s). Proposed plans should show evidence of critical thinking, independent thought, and applicability to the work that will be done abroad. The independent project will be worth **20%** of your final grade.

Week 3

TOPICS: eLiberare, cultural immersion, Ratiu Center for Democracy, COMBAT THB (Combat Measures against Human Trafficking in the Tourist Industry)

READINGS:

COMBAT Trainers Manual and related Toolkit. Available on Blackboard.

Kasten, L., & Sage, J. (Eds.). (2006). *Enslaved: True stories of modern day slavery*. New York, NY: Palgrave Macmillan.

Ratiu Center for Democracy (2016). *Annual report – 2016 in review*. Available at http://www.ratiudemocracycenter.org/new/wp-content/uploads/2017/04/AR2017_En07apr.pdf

ASSIGNMENTS:

Blog Posts #6, #7, and #8

ASSESSMENT RECOMMENDATIONS

- Pre-Post assessment on course objective topics.
- Personal journals every other day and instructor critical responses to each journal.
- Final presentation on assigned topic and overall experience.
- Interactions with assigned partner(s) or groups.
- Leading class topic and discussion on assigned topic.
- Critical group reflection and debrief every other day.
- Leading lessons and activities for partner agency's community clients and reflecting for continued improvement.
- D.I.E. photo journaling every other day (Describe, Interpret, Evaluate).
- Online journaling or blog posts.
- On-site trainings, workshops, or programs; organizations or student created or led within the community.

CONNECTING THE DOTS

- There are multiple dimensions of assessment.
 - Not just one tool or method; often, we use multiple methods.
 - It all depends on location, goals, and topic/context of the study abroad experience.
- Multi-point assessment of study abroad outcomes.
 - Assessment may occur at various points throughout the experience.
 - One point of assessment (i.e., a final paper at the end) is not enough to adequately assess progress throughout the course and overall outcomes.
- Transformative approach to study abroad experience.
 - What happens when students come home?