

**Project HEAT (Health Educators Against Trafficking)**  
**Nova Southeastern University**  
**College of Allied Health and Nursing (CAHN)**  
**Department of Health Science**

**CAHN FACULTY  
NEED ASSESSMENT REPORT #1**

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# **1 Introduction**

It is estimated that 2.5 million people are currently trafficked nationally. It has been determined that healthcare providers, clinic workers and, emergency room personnel need awareness and training as well as standard screening and interview protocols.

## ***1.1 Purpose***

The purpose of this need assessment is to lay the groundwork necessary for the development of a victim centered curriculum to increase healthcare professionals' ability to recognize and identify victims of human trafficking.

## ***1.2 Scope***

Nova Southeastern University's (NSU) College of Allied Health and Nursing (CAHN) trains students in a variety of health care fields. The Specific Aims of the need assessment are:

- (1) Identify the level of CAHN faculty awareness, knowledge, and skills in identifying human trafficking victims.
- (2) Determine the need CAHN faculty have for awareness, knowledge, and skills in identifying human trafficking victims.
- (3) Determine the need CAHN faculty have for their students to be aware, knowledgeable, and skilled in identifying human trafficking victims.

# **2 Methodology**

## ***2.1 Sample***

NSU CAHN faculty were recruited (N=58) via e-mail (62% female, M<sub>age</sub>=51, age range: 31-76 years, 72% white). Faculty indicated speaking languages other than English (38%), of those reported, they indicated speaking French (10%), German (12%), and

Spanish (15%). Most respondents (38%) had 21 to 30 years of clinical experience (see Table 1.). The majority (62%) of participants did not currently practice clinically.

Table 1

*Clinical Years of Experience*

Years	%
1-10	18
11-20	33
21-30	38
31+	11

This sample may not be representative of all NSU CAHN faculty because of a 42% response rate. Although greater than an expected response rate of 25-30% for online surveys without reminders, this need assessment had 3 reminder e-mails within a 30 day period. It was expected that with reminders it would yield a response rate of 50 to 60%.

## **2.2 Procedure**

This voluntary, anonymous, self-report need assessment was collected by an online central database. The average time to complete the need assessment was 5.6 minutes. This need assessment completion average was below the suggested completion time of 10 minutes.

## **2.3 Measures**

*Level of Awareness, Knowledge, and Skills (LAKS).* General level of awareness, knowledge, and skills was assessed by three measures. Each reliable measure of awareness ( $\alpha=.77$ ), knowledge ( $\alpha=.94$ ) and, skills ( $\alpha=.95$ ) consisted of 3 likert type items each for a total of 9 items (see appendix A). Three qualitative items measured awareness, knowledge, and skills: “I define human trafficking as:”, “Describe the training and/or education you have received in identifying victims of human trafficking.”, “What steps would you take after identifying a victim of human trafficking ?”, respectively.

*Need for Awareness, Knowledge, and Skills (NAKS) and Need for Awareness, Education, and Skills for Students (NAKSS).* These “needs” were measured by 18 likert type descriptive items (see appendix A).

### **3 Results**

#### ***3.1 Data Analysis***

The recruitment procedures are viable for future projects: one refusal, 30 days for recruitment time, and less than 1% missing data. Missing data were substituted with the median. Although below the target sample size (N=102), one can make inferences based on the p value, strong reliable correlations and few distinct factors. The qualitative data analysis strategy utilized the interpretive phenomenological analysis (IPA) approach, which means these open-ended survey data were compared, coded, and interpreted.

#### ***3.2 Findings***

Statistical findings are presented by Specific Aim:

- (1) Identify the level of CAHN faculty awareness, knowledge, and skills in identifying human trafficking victims.

Respondents (N=58) reported that they had very little to no awareness of human trafficking (93%), knowledge of human trafficking (98%), skills in identifying victims of human trafficking (97%). Additionally, qualitative data found all but one participant provided an incomplete description of human trafficking, including only one or two aspects such as, “prostitution against one’s will;” “kidnapping;” and “selling for sex or labor.” Some misconceptions equated victims of human trafficking to “drug mules.” Thirty-seven participants reported no formal training in human trafficking. Nineteen participants shared anecdotal experiences that informed their knowledge of the issue, including general training in working with victims of abuse and/or torture; emergency medical service experience in a border state dealing with

human trafficking; and self study on human trafficking. For 35 respondents, a course of action when a victim of human trafficking was identified, would involve contacting “authorities,” such as “law enforcement.” Fourteen participants would direct victims to “social support services,” “shelters,” and “safe havens.” Seven participants stated they “did not know” what to do.

(2) Determine the need CAHN faculty have for awareness, knowledge, and skills in identifying human trafficking victims.

Respondents (N=58) reported that there is very much to a great faculty need to be aware of human trafficking (62-72%), knowledgeable of human trafficking (71-74%), skillful in identifying victims of human trafficking (64-67%), as assessed by three items each, respectively.

(3) Determine the need CAHN faculty have for their students to be aware, knowledgeable, and skilled in identifying human trafficking victims.

Respondents (N=58) reported that there is very much to a great student need to be aware of human trafficking (78-79%), knowledgeable of human trafficking (72-74%), skillful in identifying victims of human trafficking (69-72%), as assessed by three items each, respectively.

These data indicate that there is a 7 to 16 percentage point difference between faculty and student need for awareness across three items. These data indicate that there is a 5 percentage point difference between faculty and student need for skills across three items. Response differences among demographics (gender and present clinical practice) were examined. No significant differences were found between participants who were female/male or in clinical practice/not ( $p > .05$ ).

## 4 Conclusion

This need assessment lays the groundwork necessary for the development of a victim centered curriculum to increase healthcare professionals' ability to recognize and identify victims of human trafficking. This mixed method approach findings support that NSU CAHN faculty resemble much of society with minimal awareness and knowledge of human trafficking. Human trafficking was reduced to vague concepts and an incomplete victim profile emerged, which challenges the accuracy of human trafficking victim identification.

NSU CAHN faculty described primary steps of action that could criminalize a victim, as compared, to the initial step in the U.N. Toolkit (2008) of the non-criminalization and safety of the victim. This has immediate effect for a victim and has long-term implications for health care professionals to carry out the principles of do good and do no harm. Despite these reported deficits in the area of human trafficking, NSU CAHN faculty believe faculty should be aware, knowledgeable and skilled in identifying victims of human trafficking. To a greater degree NSU CAHN faculty believe their students should be aware, knowledgeable and skilled in identifying victims of human trafficking.

NSU CAHN faculty play a key role in the development of students and they have expressed support for student education and/or training on human trafficking. These findings suggest that Nova Southeastern University College of Allied Health and Nursing is a supportive environment for training, professional development, and formal health education on human trafficking. Hence, NSU is primed for curriculum development in

human trafficking for the production of future health care professionals skilled in the management of present day challenges in clinical practice.