

OVERVIEW

In this issue brief highlights of the Module 4 results and findings from the final outcome survey are presented. Detailed reporting for both Module 4 and the outcome survey will be provided in the final project report. This issue brief is the continual effort of Project HEAT to provide preliminary findings to the community expeditiously.

MODULE 4

Project HEAT's fourth and final module on instructional strategies for incorporating human trafficking into the curriculum was delivered in June of 2012. This small group of individuals represented doctoral level health care providers with more than 26 years of clinical practice and extensive training in domestic violence, child abuse and elder abuse. The majority of the participants attended at least one other Project HEAT workshop. Unanimously, participants reported that Project HEAT modules were professionally, personally and academically valuable. The majority of the participants reported they are "thinking" about updating their curriculum in the next six months. This is in line with previous reporting from other Project HEAT modules. Input from Project HEAT's Community Advisory Panel (CAP) indicated that this module provided a student's perspective, real life cases, experts with first-hand experience, and diverse experts. Although CAP members noted that there appeared to be some participant resistance to the information and there was a need for providing participants a "How To" strategy, they reported that these human trafficking modules were vital.



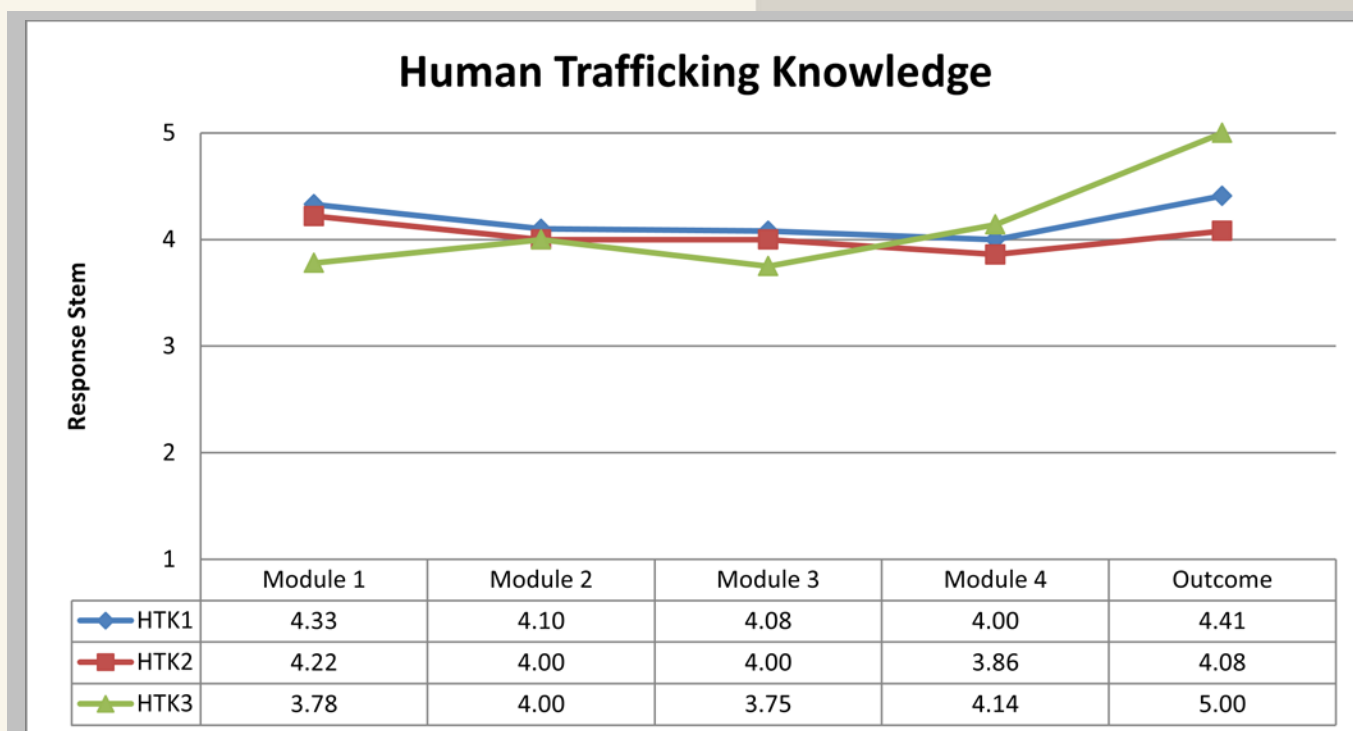
ONLINE OUTCOME SURVEY

Upon closing of the final Project HEAT module, all project participants were recruited to complete an online survey. This outcome survey included several items. Participants (n=12) self-reported Project HEAT module attendance indicated that 75% attended Module 1, 67% attended Module 2, 58% attended Module 3, 42% attended Module 4 and 25% reviewed available online project resources. Participants reported they would accept and use teaching materials on human trafficking. All participants reported "as a result of Project HEAT I will change my curriculum." In this brief one project outcome finding is presented. The human trafficking knowledge post mean scores of the four modules were compared to the outcome online survey mean scores.

HUMAN TRAFFICKING KNOWLEDGE SCORES

A human trafficking knowledge (HTK) measure consisted of 9 items with 5-point likert type response stems, where 1=Nothing, 2=Not Very Much, 3=Some, 4=A lot, 5=A Great Deal. The HTK scale focused on HT, the Health Care Professional Role in HT Prevention, and Instructional Strategies to implement HT content in curricula. HTK was assessed before and after each module. HTK 4 module post scores and outcome survey scores are compared (see Figure 1-3).

Figure 1



HTK1: I know what human trafficking is. *

HTK2: I know how common human trafficking is.

HTK3: I know about the consequences of human trafficking. *

*Outcome score is higher than individual post scores

HUMAN TRAFFICKING KNOWLEDGE SCALE ITEMS 4-6

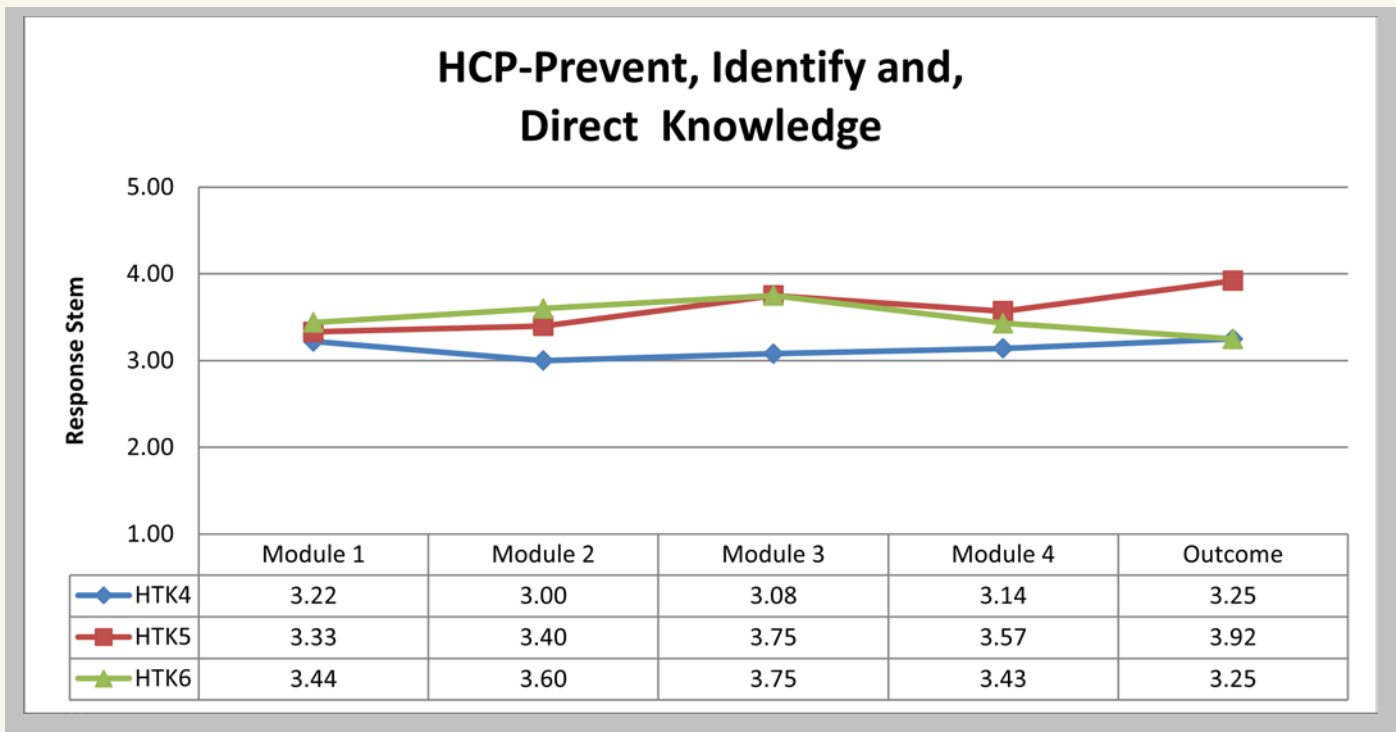
HTK4: As a healthcare professional I know how to prevent human trafficking. *

HTK5: As a healthcare professional, I know how to identify victims of human trafficking in the healthcare setting. *

HTK6: As a health care professional, I know how to direct victims of human trafficking to appropriate resources.

*Outcome score is higher than individual post scores

Figure 2



HUMAN TRAFFICKING KNOWLEDGE SCALE ITEMS 7-9

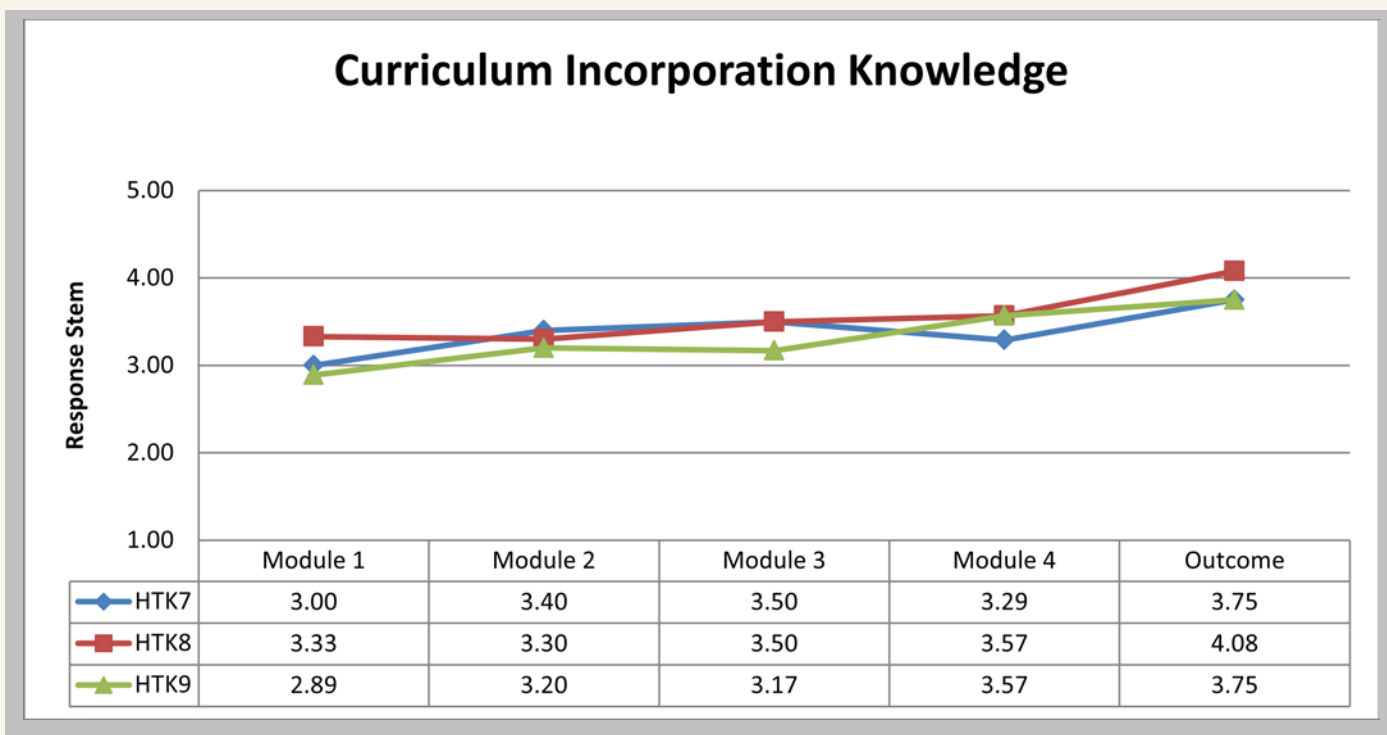
HTK7: I know how to incorporate this new material into my existing curricula. *

HTK8: I know what learning resources to use when presenting the topic to students. *

HTK9: I know what learning activities to assign my students for them to gain knowledge in identifying victims of human trafficking. *

*Outcome score is higher than individual post scores.

Figure 3



Except for HTK2 and HTK6 all Human Trafficking Knowledge outcome scores were higher than module post scores.

SEE FINAL REPORT FOR DETAILED ANALYSES AND REPORTING