

EVIDENCE-BASED HUMAN TRAFFICKING CURRICULUM FOR BSN STUDENTS: USE OF A MULTI- MODEL TEACHING METHODOLOGY

**Amber Murray, DNP, MSN, MPH,
PHNA-BC, RN**

**Public Health Program Director
College of Nursing and Health Sciences
Ashland University
Ashland, Ohio**

SIGNIFICANCE OF PROBLEM

- **Human Trafficking:**

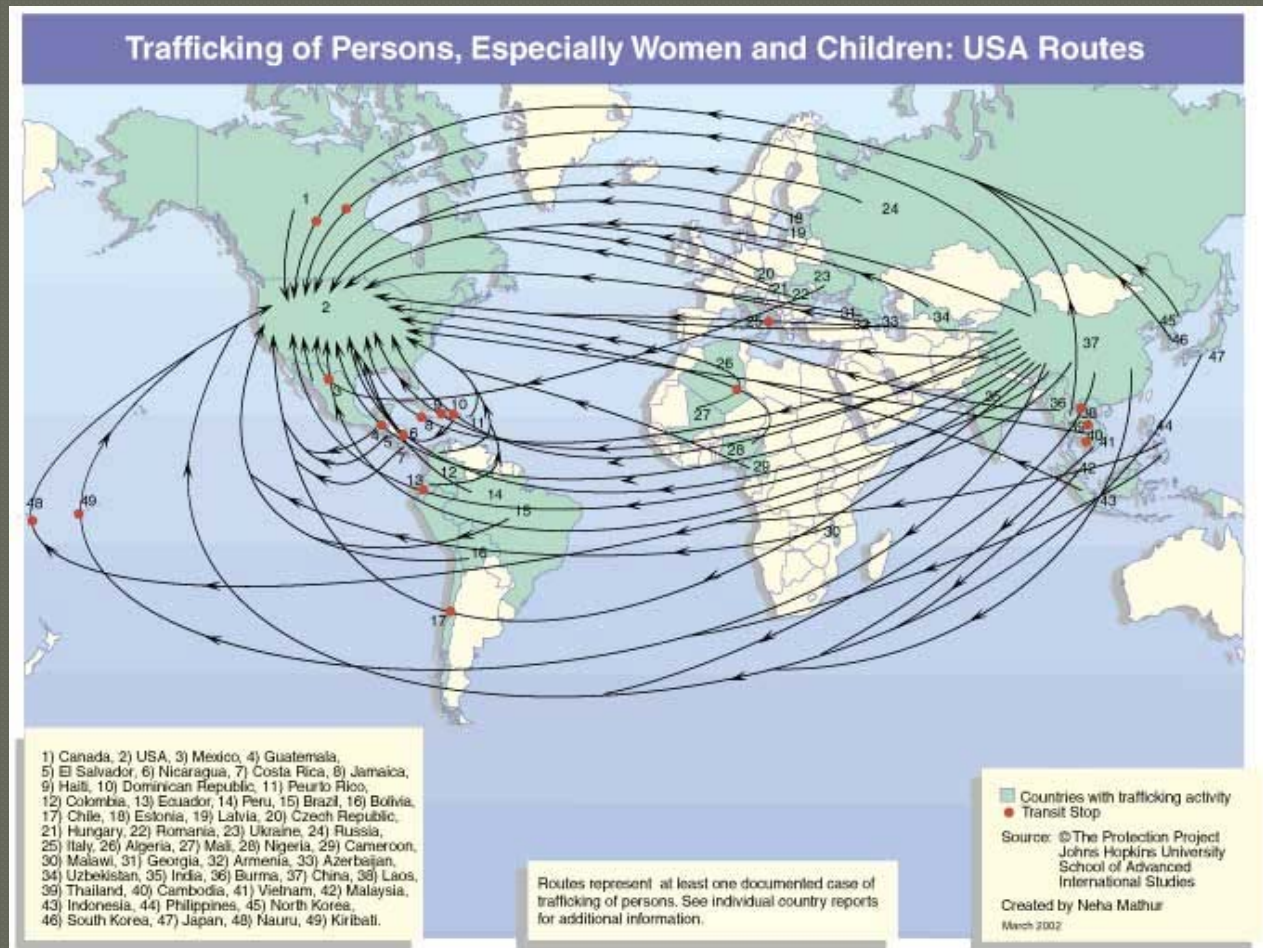
- The illegal trade of human beings for sexual exploitation and forced labor resulting in profits for traffickers
- Violation of human rights
- Modern day form of slavery
- A multi-billion dollar business
- The fastest growing and one of the most lucrative crimes worldwide
- U.S. is one of the largest markets and primary destinations for victims worldwide

GLOBAL STATISTICS

● International Labour Organization:

- Forced Labor Victims:
 - Almost 21 million people globally
- Exploited by private individuals or enterprises
 - Almost 19 million victims globally
 - 4.5 million are victims of forced sexual exploitation
- Exploited by state or rebel groups:
 - Over 2 million globally

INTERNATIONAL TO DOMESTIC



NATIONAL STATISTICS

- ◉ As of September 13, 2017, the National Human Trafficking Resource Center hotline received reports of:
 - 4,460 human trafficking cases inside the U.S.
 - 13,897 calls
- ◉ In 2016, the National Human Trafficking Resource Center hotline received reports of:
 - 7,621 human trafficking cases
 - 26,727 calls
- ◉ In 2012, the National Human Trafficking resource Center hotline received reports of:
 - 3,272 human trafficking cases
 - 13,325

NATIONAL STATISTICS cont...

- In 2016, the National Center for Missing & Exploited Children estimated that **1 in 6** endangered runaways were likely sex trafficking victims.
 - - 86% of these ST victims were in the care of social services or foster care when they ran away

SIGNIFICANCE TO NURSING

- ◉ Most significant obstacle for rescue & treatment of victims is **identification**
 - Reasons:
 - Global & domestic characteristics are inconsistent with one another
 - Victims comprise both adults and children
 - Human trafficking exists in various forms & accompanying signs & symptoms hinder detection
 - Lack of knowledge among HCP

Any contact with healthcare

88%

Lederer, L. J., Wetzel, C. A. (2014). The health consequences of sex trafficking and their implications for identifying victims in healthcare facilities. *Annals of Health Law*, 23, 61-91.

HUMAN TRAFFICKING: MISIDENTIFICATION IMPLICATIONS

- ◉ Domestic Minor Sex Trafficking (DMST) victims are perhaps the most difficult to recognize
- ◉ Misidentified as juvenile delinquents charged with drug possession
- ◉ Misidentified as habitual runaways
 - I.e., 57% of runaway youth at a New Orleans runaway shelter were DMST victims; NONE were identified as such
- ◉ In Ohio's five metropolitan cities of 115 DMST victims, only four victims (3.5%) were properly identified by a HCP. (Williamson et al., 2012).

What are the Needs of Trafficked Persons?

The following services delivered in a
**CULTURALLY COMPETENT, TRAUMA-
SENSITIVE** manner:

Safety	Basic Needs (Food, Clothing)
Safe, Temporary Housing	Residential Trauma Treatment
Medical Care/Counseling	Permanent Housing
Comprehensive Case Management	Legal Advocacy
Workforce Development Training	Educational Services
Interpretation/Translation	Spiritual Services
Alcohol & Other Drug Treatment	Life Skills
Culturally Appropriate Social Support	

SIGNIFICANCE TO NURSING EDUCATION

- Healthcare providers unaware of s/sx of human trafficking (IOM report, 2013)
 - IOM (2013) recommends HT training activities for HCP
- Traditional education within collegiate healthcare programs is ineffective
- Disparity between nursing education & nursing practice
 - Only 10% of nursing students are adequately prepared to provide safe & effective nursing care (Shin, Sok, Hyun, & Kim, 2014)
- Changes in nursing curriculum to correspond to current practice is essential
 - National League for Nursing confirms innovative teaching techniques are essential in BSN programs

SIGNIFICANCE TO NURSING EDUCATION cont...

- Integration of human trafficking content into BSN curriculum
 - Increases nursing knowledge and skills to properly ID human trafficking victims

STATEMENT OF PURPOSE

- **PICOT:**

- “In undergraduate nursing students, how does a mixed method of teaching compared to a single method affect learning?”

- ***Purpose of project is two-fold:***

- 1) Literature review: search for most effective teaching method for BSN students to increase:
 - 1) Student Learning
 - 2) Critical Thinking
 - 3) Student Engagement
 - 2) Determine whether an association exists between exposure to human trafficking material, using an evidence-based multimodal teaching method, and an increase in knowledge
- Student's learning was evaluated for differences in knowledge using a pre- and post-test design

REVIEW OF LITERATURE

● Theoretical Framework

- Kolb's Experiential Learning Theory
 - Knowledge created through experience
 - Effective for nursing students by way of developing clinical judgment
 - Learning is a continuous process
 - Meets needs of all learners

● Evidence-Based Practice Model

- Rosswurm & Larrabee Model
 - Guided development of the teaching intervention

REVIEW OF LITERATURE cont...

● Objective:

- Explore methods of teaching within undergraduate nursing programs
- Determine which teaching technique is most effective for maximum student engagement & learning
- Determine preeminent teaching technique to demonstrate efficacy when integrating human trafficking content within BSN curriculum

● Evidence:

- Traditional teaching methods unaccompanied by innovative teaching strategies for BSN students has proven ineffective
 - Limits knowledge retention beyond classroom lecture
- National League for Nursing:
 - Advocates that nursing education become active, participatory, & experiential

MOST EFFECTIVE EBP TEACHING STRATEGY FOR BSN STUDENTS

- Evidence supports *active learning* in BSN programs to:
 - Increase student knowledge
 - Increase student critical thinking
 - Increase student engagement
 - Increase student development
- *Active learning*:
 - Based on Kolb's Experiential Learning Theory
 - Multiple styles of teaching
 - Visual
 - Auditory
 - Kinesthetic

EBP *ACTIVE LEARNING* TEACHING STRATEGIES FOR BSN STUDENTS

● **Types of Active Learning:**

- Flipped classroom
- Simulation
- Problem-based learning
 - le., case studies
- Storytelling
- Gaming
- Videos
- Concept mapping
- Role-Playing

METHODS

● Project Design

- Evidence-based education program
- Pre- and post-test design
- Inclusion/Exclusion Criteria
 - Senior level BSN students enrolled in PHN course
- Sampling Design
 - Non-probability based on a convenience sample
- Recruitment Procedures
 - All BSN students enrolled in the PHN course asked to participate in the pre- & post-test
 - Voluntary consent
- Sample Size
 - 38 Undergraduate, Traditional, BSN students

METHODS cont...

- Data Completeness
 - Response rate: 100%
 - Completion rate: 100%
- Instrument
 - Purpose:
 - Measure knowledge prior to & following teaching intervention to determine effectiveness of evidence-based teaching strategies
 - Questionnaire: 15 total questions
 - 4 multiple choice
 - 9 true/false
 - 2 Likert-scale questions
 - Demographics: gender, age, place of birth
 - Scoring based on a sum score of correct responses
 - Students given approximately 10 minutes to complete each

FINDINGS

- ***Demographic Description of Sample:***
 - American-born citizens: 100%
 - Ohio-born citizens: 81.6%
 - Females: 92.1%
 - Males: 7.9%
 - Age: 100% between 21-25 years old

FINDINGS cont...

McNemar Tests

	Pre Q1 & Post Q1	Pre Q2 & Post Q2	Pre Q3 & Post Q3	Pre Q4 & Post Q4	Pre Q5 & Post Q5	Pre Q6 & Post Q6	Pre Q7 & Post Q7	Pre Q8 & Post Q8	Pre Q9 & Post Q9	Pre Q10 & Post Q10	Pre Q11 & Post Q11
N	38	38	38	38	38	38	38	38	38	38	38
p-value	.000	.359	.000	.000	1.000	.125	.774	.022	1.000	.687	1.000

FINDINGS cont...

Paired Sample *t*-test & Effect Size

Paired Samples Test	Mean	df	Std. Deviation	Lower 95% Confidence Interval	Upper 95% Confidence Interval	Sig p-value	Cohen's d
Post-Pre Scores (Q1-Q13)	2.1	37	1.6	1.6	2.6	.00	1.3
Post-Pre ID Scores (Q5, 6, 9, 12)	0.1	37	0.4	0	0.3	.06	0.3
Q14 Post-Pre	1.5	37	0.7	1.3	1.8	.00	2.2
Q15 Post-Pre	1.6	37	0.8	1.3	1.8	.00	2.0

DISCUSSION

- An association exists between exposure of human trafficking content and changes in knowledge acquisition
- Findings concur with evidence-based practice:
 - Active learning teaching techniques increase student knowledge and facilitate students to build on previous existing knowledge

DISCUSSION cont...

- Increase in overall knowledge at the completion of the project
 - Improvement on 6 of the 15 questions
- Increase in knowledge and confidence levels related to:
 - Ability to properly identify signs and symptoms of human trafficking
 - Victimization of human trafficking

CONCLUSION

- Recognition of s/sx of human trafficking and proper identification of victims presents challenges to the healthcare profession
- Nurses have not been adequately trained to properly assess, identify, and treat victims of human trafficking
- Nurse educators are faced with challenges to properly educate students to increase:
 - Critical thinking
 - Student engagement
 - Student development

CONCLUSION

- Active learning has been widely supported as an effective teaching strategy
- Active learning strategies demonstrated an overall improvement in nursing student competencies within this project
- Nursing students should be educated about human trafficking using active learning teaching strategies:
 - To provide effective nursing care
 - To promote human rights among nursing clients
 - To support social justice among nursing clients

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