

COLLEGE STUDENTS' PERSPECTIVES ON HUMAN TRAFFICKING

A Thesis by

Bailey Patton

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The following faculty members have examined the final copy of this thesis for form and content, and recommend that it be accepted in partial fulfillment of the requirement for the degree of Master of Social Work.

Brien Bolin, Committee Chair

Karen Countryman-Roswurm, Co- Chair

Greg Meissen, Committee Member

DEDICATION

To my fiancé, parents, mentor, and supportive friends.

Injustice anywhere is a threat to justice everywhere.

Martin Luther King, Jr.

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First and foremost, I would like to thank my Lord and Savior. I am humbled by the opportunities I have been afforded and I give him the glory. I would also like to thank my mentor, Dr. Karen Countryman-Roswurm. Without her encouragement, guidance, and support I would not be where I am today. She has challenged me to live intentionally, dream big, and pursue excellence. Under her direction, I have grown professionally, but most importantly I have grown personally. I would also like to thank my fiancé for his continued love and support. He has believed in me and supported me through moments of triumph and defeat. His love is unconditional and I am blessed to walk through life with him. Thanks are also due to my loving family. They have instilled in me a love of education that compelled me to never quit learning. They have stood by my side through everything and never allowed me to give up. I also extend thanks to my dear friends. They fill me with laughter and help me keep things in perspective. Finally, I would like to thank the staff and faculty of Wichita State University. They have provided me with the tools I needed to be successful and given me the opportunity to excel.

ABSTRACT

Domestic minor sex trafficking (DMST) is an insidious and hidden form of abuse (Smith, Vardamen, & Snow, 2009; Clawson, 2010, Countryman-Roswurm, 2012). In the US, approximately 100,000 children are sexually exploited each year (Estes & Weiner, 2001; Smith et al., 2009). The complexity and scope of this issue requires a multi-disciplinary, collaborative approach led by professionals trained to identify and intervene on behalf of victims (ASERCA, n.d; Clawson & Dutch, 2008; Smith et al., 2009; Countryman-Roswurm, 2012; Rafferty, 2013; Countryman-Roswurm & Patton, 2014). Therefore, it is important to assess and enhance the knowledge and perceptions of DMST across disciplines. A University setting provides access to a range of disciplines and is typically structured to facilitate collaboration (Lattuca, Voigt, & Fath, 2004). This project examined 52 multi-disciplinary students' knowledge and perceptions of DMST before and after completing a one credit hour course on the topic. The results indicate that perception and knowledge about DMST were increased through participation in the course. The benefits of enhancing college students' perceptions of human trafficking and increasing their knowledge about human trafficking are discussed.

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CHAPTER 1

INTRODUCTION

The average person in the United States may be largely unaware that slavery still exists. With the Emancipation Proclamation and the passing of the 13th amendment in the 1860s, slavery and involuntary servitude have been officially abolished in the United States for over 100 years (Smith, Vardamen, & Snow, 2009; Farrell, McDevitt, & Fahy, 2010). However, in the United States and around the world, an insidious and hidden form of modern day slavery still occurs, human trafficking (Smith et al., 2009; US Department of State, 2013).

Human trafficking has been referred to as one of the most pressing social justice issues of the 21st Century (Smith et al., 2009; Countryman-Roswurm, 2012; US Department of State, 2013). Victims of human trafficking are stripped of their dignity as they are physically and emotionally abused by traffickers (Clawson & Dutch, 2008; Clawson, Solomon, & Grace, 2008; Hassin, Zimmerman, Abas, Light, & Watts, 2010; Rafferty, 2013). Indeed, the circumstances victims endure are similar to those described in torture research (Hassin et al., 2013). Without training, such abuse goes unnoticed by the law enforcement officers, social service providers and health care professionals who may encounter victims (Smith et al., 2009; US Department of State, 2013; Rafferty, 2013). The devastating effects of repeated abuse have long standing mental and physical effects on victims (Clawson & Dutch, 2008; Clawson et al, 2008; Hassin et al., 2010). Unfortunately, due to the hidden nature of the crime, many victims are never identified and do not receive services (Smith et al., 2009; Farrell et al., 2010; Reid & Jones, 2011; Okech, Morreau, & Benson, 2011).

Over the last decade, an increase in media attention has begun to shed light on this modern form of slavery, inspiring policy makers and advocates to take action (Estes & Weiner,

2001; Wilson & Dalton, 2008; Kotrla, 2010; Countryman-Roswurm, 2012; Countryman-Roswurm & Patton, 2013). In 2000, the United Nations took an important step forward in both defining human trafficking and creating an expansive policy to address this issue with the adoption of the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Children (Roby, Turley & Cloward, 2008). Currently, over 150 countries have signed the protocol and many have taken action to criminalize trafficking (US Department of State, 2013). The United States recognized the need for a national policy on human trafficking and passed the Trafficking Victims Protection Act of 2000 (TVPA) (Smith et al., 2009). As knowledge about human trafficking has increased, the TVPA has been updated and reauthorized in 2003, 2005, 2008 and in 2013 as an amendment to the Violence Against Women Act (Roby et al., 2008; Okech et al., 2011; Ellison, 2013).

As the first federal law enacted to prevent human trafficking, protect victims, and prosecute offenders, the passage of the TVPA signified progression in the fight to end human trafficking (Smith et al., 2009). However, the battle is far from won. In general, most people remain unaware of the severity and extent of human trafficking in our country (Smith et al., 2009; Countryman-Roswurm, 2012). Eradicating human trafficking will require an extensive amount of work from individuals across a wide range of disciplines (US Department of State, 2013). Such work begins with consistency when defining the issue of human trafficking.

1.1 Domestic Minor Sex Trafficking Defined

While there are multiple definitions of human trafficking, this study will subscribe to the definition found in the TVPA. The term human trafficking encompasses a variety of types of exploitation. Human trafficking should be conceptualized as an overarching term that can be further broken down into specific types (Countryman-Roswurm, 2012). Domestic trafficking is

that which occurs within the United States and any territories or properties of the United States (TVPA, 2002). International trafficking refers to trafficking that occurs in countries besides the United States and/or across the border of the United States (TVPA, 2000). As defined by the TVPA (2000) sex trafficking occurs when “a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age” (p.8). The TVPA (2000) specifically defines a commercial sex act as “any sex act on account of which anything of value is given to or received by any person” (p. 7). In contrast, the TVPA (2000) defines labor trafficking as “the recruitment, harboring, transportation, 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, or slavery” (p. 8).

It is important to note that if a victim is under the age of 18, there is no requirement to prove force, fraud or coercion (TVPA, 2000). Based on the definition in the TVPA, any minor taking part in a commercial sex act is considered a trafficking victim (Kotrla, 2010; Countryman-Roswurm, 2012). With this in mind, DMST will be defined in this research as “a type of violence (including verbal, emotional, physical, and sexual abuse) against children and youth which may include coerced or forced sexual acts in exchange for, or the promise of money, drugs, food, clothing, shelter, or other survival needs (ASERCA, n.d; Countryman-Roswurm, 2011).”

Unfortunately, not all professionals classify minors as victims. Some conceptualize DMST as prostitution and believe it is the child’s choice to participate (Clawson & Dutch, 2008; Countryman-Roswurm, 2012). Often children are arrested for prostitution and charged with a crime (Smith et al., 2009; Reid & Jones, 2011; Mir, 2013). Instead of viewing the victim’s distrust of law enforcement and inclination to protect their trafficker/pimp as a survival mechanism and the result of a traumatic bond, such behavior is considered an indication of a

child's choice to participate in prostitution (Hanna, 2002; Smith et al., 2009; Mir, 2013). False perceptions and paradigms like this hinder a survivor's ability to receive services, as they are not conceptualized as victims (Halter, 2010; Mir, 2013).

It is also important to note that physical movement is not a requirement of trafficking (Clawson, 2010). A victim may be exploited within his or her hometown, never crossing a state or international border. While the various types of human trafficking often intersect (Countryman-Roswurm, 2012), this study will focus specifically on college students' perceptions and knowledge of youth involved in commercial sexual exploitation herein termed domestic minor sex trafficking (DMST).

1.2 Scope and Characteristics of Victims of Domestic Minor Sex Trafficking

Human trafficking is an issue which touches all communities (Hughes, 2007; Kortla, 2010; Countryman-Roswurm, 2012). The 2013 Trafficking in Persons Report estimates that 27 million men, women and children are trafficking victims at any one time. Within the United States, more US citizens are trafficked than foreign nationals, and the youth are among particularly at risk (Hughes, 2007; Kortla, 2010). It is estimated that 100,000 youth are victims of sex trafficking and some 325,000 are at risk (Estes & Weiner, 2001; Smith et al., 2009). However, due to the hidden nature of sex trafficking, questionable research methods employed to assess the number of victims, and misidentification of victims, these numbers are, at best, estimates (Smith et al., 2009; Clawson, 2010; Rafferty, 2013).

While the exact number of DMST victims may be unknown, it is certain that youth are particularly susceptible to sex trafficking (Smith et al., 2009). DMST victims come from a variety of backgrounds, however certain life circumstances and characteristics make children more susceptible to the advances of traffickers/pimps than others (Logan, Walker, & Hunt, 2009;

Smith et al, 2009). Pre-teen and adolescent girls are most vulnerable to the deception used by traffickers/pimps (Logan et al., 2009; Smith et al., 2009; Clawson, 2010). In addition, children who have a history of physical and/or sexual abuse, are living in extreme poverty, have a history of parental or personal drug and alcohol abuse, are runaway or homeless, or have lost a parent due to death, divorce or abandonment are at an increased risk of becoming victims (Logan et al., 2009; Smith et al., 2009; Clawson, 2010).

1.3 Next Steps

Combating DMST is no easy task. The complexity and scope of the issue demands a multi-disciplinary approach (Clawson & Dutch, 2008; Smith et al., 2009; Countryman-Roswurm, 2012; Rafferty, 2013; Countryman-Roswurm & Patton, 2014). Communities that have been able to successfully implement intervention and prevention programs, such as the Anti-Sexual Exploitation Roundtable for Community Action (ASERCA), are those that allow for collaboration across professions and disciplines and as a result, are better able to meet the needs of DMST victims (Countryman-Roswurm, 2012; Countryman-Roswurm & Patton, 2014.). It is equally important that multi-disciplinary professionals most likely to encounter victims be educated on how to identify and properly intervene on behalf of victims (Smith et al, 2009; Rafferty, 2013; US Department of State, 2013). Without training on human trafficking, victims go undetected and are ultimately denied the opportunity to obtain much needed services (Smith et al., 2009). With this in mind, it is imperative to assess the level of knowledge and perceptions of DMST across disciplines as well as develop an understanding of how education can affect knowledge and perception.

A college campus is an ideal environment for such a research inquiry because at any time there are a number of students who will ultimately be employed in variety of professions. As a

result, it is possible to examine perceptions and knowledge of human trafficking across academic and professional disciplines, age groups, and life experiences. Furthermore, by understanding and enhancing college students' perspectives and knowledge of human trafficking, it is possible to prepare future professionals to intervene and act on behalf of human trafficking victims. The current study seeks to examine the following research questions: 1) Will college students' knowledge of human trafficking, specifically DMST, increase after completing the Domestic Minor Sex Trafficking course at Wichita State University? 2) Will perceptions held by college students regarding human trafficking, specifically DMST, be enhanced after completing the Domestic Minor Sex Trafficking course at Wichita State University?

CHAPTER 2

LITERATURE REVIEW

DMST affects a large number of children across the United States (Estes & Weiner, 2001; Smith et al., 2009; US Department of State, 2013). Yet the number of victims identified and traffickers prosecuted pale in comparison to the estimated number of children affected (Farrell et al., 2010). A large part of this disconnect can be attributed to the lack of training and faulty perceptions of professional who are most likely to encounter DMST victims such as law enforcement officers, social service providers, and health care professionals (Ferrell et al, 2010; US Department of State, 2013). A deeper understanding of both the general perception regarding human trafficking and the training provided to professionals is important.

2.1 Education and Training for Multidisciplinary Professionals

Due to the hidden nature of DMST, a majority of victims are never identified (Shared Hope, 2009; Reid & Jones, 2011; Farrell et al.; 2010). When victims go unidentified, anti-trafficking laws go unused, allowing traffickers to operate without penalty or consequences. At the same time, victim services are not accessed forcing the victim to suffer physical and emotional abuse in silence (US Department of State, 2013).

Victims are often in plain sight of law enforcement, social service providers or health care professionals and still remain undetected. In such instances, lack of training on the part of the professional is typically to blame (Smith et al., 2009). This lack of training greatly hinders efforts to combat trafficking. If a victim is mislabeled or undetected, that victim misses out of the opportunity to receive vital support and recovery services and the cycle of abuse is allowed to continue (US Department of State, 2013). Professionals likely to encounter trafficking victims, such as law enforcement, social service providers, and health care professionals, must have a

foundational knowledge of how to identify and intervene on behalf of victims (Rafferty, 2013; US Department of State, 2013). Unfortunately, current research indicates that most professionals in these fields lack training to identify human trafficking victims or to intervene once identified (Wilson et al., 2006; Farrell et al., 2010; Hounmenou, 2010; Wilson & Dalton, 2010; Wong, Hong, Leung, Yin & Stuart, 2011). However, when training and education are provided, the ability of professionals to identify victims and intervene appropriately is greatly enhanced (Wilson et al., 2006; Farrell et al., 2010; Hounmenou, 2010; Wilson & Dalton, 2010).

2.1.1 Training for Law Enforcement

To date, the majority of research on the effects of human trafficking training on knowledge and perceptions has been conducted with law enforcement officers (Wilson et al., 2006; Wilson & Dalton, 2008; Farrell et al., 2010). Walsh & Kleuber (2006) surveyed 83 police departments from across the country to determine the general perceptions of law enforcement agencies regarding human trafficking and their ability to handle human trafficking cases. Results indicated that most agencies did not provide law enforcement officers with training on human trafficking. As a result, the majority of those surveyed held faulty views on both victims and traffickers. Additionally, respondents largely saw human trafficking as a problem in other jurisdictions. Those agencies that indicated that they had received training on human trafficking held much more realistic views about the issue and had more officers that were able to assist victims when detected.

In a similar study, Farrell, McDevitt & Fahy (2010) analyzed over 1,000 survey responses of police agencies from across the country. Results indicate that within a 6-year time span, less than 10% of agencies surveyed had identified human trafficking cases. Additionally, the majority of leaders within the police departments believed that trafficking did not occur

within their community. Agencies that provided officers with training on how to identify and respond to trafficking victims are more likely to increase identification of DMST victims.

The effect of human trafficking training is further illustrated by Wilson and Dalton's (2008) comparison of law enforcement responses to human trafficking cases in Toledo and Columbus, Ohio. The two cities responses to DMST cases differ significantly and are largely related to awareness and training on DMST. In Toledo, efforts have been made to promote identification of DMST victims, facilitate collaboration across agencies, and prosecute DMST cases. No such efforts have been made in Columbus. As a result, DMST survivors are typically identified as offenders within the Columbus criminal justice system and victims within the Toledo criminal justice system. In Ohio, when training and identification were established as a priority, more victims were identified (Wilson & Dalton, 2008).

2.1.2 Training for Social Service Professionals

Social service professionals' perceptions and knowledge of human trafficking are similarly effected by training and education (Polanco, 2007; Hounmenou, 2012). Hounmenou (2012) examined human service professionals' awareness of human trafficking in the state of Illinois. The majority of those human service professionals sampled believed that human trafficking was a problem. However, most held faulty beliefs about the types of prevalent human trafficking within the state. Additionally, those human service professionals who had not received training on human trafficking had little knowledge about human trafficking law and policy. Without training, both the identification of victims and the ability to connect victims with services were greatly hindered.

2.1.3 Training for Healthcare Providers

Health care providers are also likely to encounter victims of human trafficking (US Department of State, 2013). Unfortunately, health care providers also suffer from a lack of training on human trafficking. Wong, Hong, Leung, Yin & Stuart (2011) found that medical students had very little knowledge about human trafficking. However, the majority of medical students surveyed saw human trafficking as an important social justice issue and were interested in receiving training. Likewise, physicians within the state of Kansas believed that human trafficking was an issue within the state, but felt largely unprepared to identify or intervene with victims as only 6% reported having received any sort of training on human trafficking (Reinhard, Whitacre, Berg, & Harvey, 2012).

Research on the perceptions of human trafficking is not extensive. Limited results indicate that there is an overall lack of training on how to identify and intervene with human trafficking victims. However, when training is provided, there is improvement in identification and intervention tactics (Wilson et al., 2006; Farrell et al., 2010; Hounmenou, 2010; Wilson & Dalton, 2010). Future research should examine perceptions across the wide range of disciplines that encounter and work with trafficking victims. It will also be important to determine if and when perceptions of human trafficking change and knowledge increases.

2.2 Perceptions and Paradigms of Domestic Minor Sex Trafficking

2.2.1 Language and Labeling

Another barrier to DMST victim identification is the misconceptions and false perceptions held by those intended to serve victims as well as the general public. According to the TVPA, children under the age of 18 who are involved in a commercial sex act are considered victims of human trafficking (TVPA, 2000; Reid & Jones, 2011). However, when picked up by

law enforcement, DMST victims are often charged with prostitution (Smith et al., 2009; Reid & Jones, 2011; Mir, 2013). Further contributing to this misclassification is the terminology used by professionals when speaking about victims of DMST (Smith et al., 2009). DMST is commonly referred to as “child prostitution” by law enforcement, social service providers, health care professionals and the general public.

Several studies have found that often assessment and service provision sites did not identify or treat human trafficking survivors as victims (Smith et al., 2009; Hatler, 2010; Countryman-Roswurm, 2011; Reid & Jones, 2011; Mir, 2013). In a study of human trafficking services in 10 cities across the country, Shared Hope International (2009) found that the majority of assessment sites did not identify DMST survivors as victims. Halter (2010) found that police officers did not automatically view sexually exploited youth as victims. Instead, the police officers’ perception of whether the prostituted youth was a victim or offender was dependent on the youth’s cooperation, previous record, how they were identified, and whether a specific trafficker or exploiter was identified. In her work with DMST survivors, Countryman-Roswurm (2012) found that victims reported that they were mistreated by the social service systems. Survivors recalled being neglected and disempowered by service providers. Survivors felt they were discounted by staff because of their circumstances (Countryman-Roswurm, 2012).

Language is incredibly powerful. How a victim is labeled, either as a victim or a criminal, can have consequences. According to the Sapir Worf Hypothesis, language has the ability to shape one’s perspective of reality (Sapir, 1929; Whorf, 1940). Language then, has the power to affect how society views a victim and the victim’s concept of self. Furthermore, labeling theory suggests that “social groups create deviance by making rules whose infraction creates deviance and applying those rules to particular people and labeling them outsiders” (Becker, 1963, p. 9).

Sexually exploited youth who are forced to engage in prostitution break a societal rule and as a result, are conceptualized as outsiders. Applying the label of prostitute suggests that the victim is somehow to blame for acts committed as a result of being trafficked and essentially negates the violence perpetrated against them (Reid & Jones, 2011). It overlooks the fact these youth do not engage in prostitution by choice, but usually as a means of survival (Hanna, 2002; Smith et al., 2009). At the same time, such a label disregards the trafficker's role in the exploitation (Hanna, 2002; Reid & Jones, 2011).

2.2.2 Societal Acceptance

A general paradigm of tolerance and even glorification of commercial sex further contributes to the growing number of DMST victims (Hanna, 2002; Smith et al., 2009; Kotrla, 2010). In our culture the term “pimp” and “ho” are used regularly and are equated to something cool and glamorous (Hanna, 2002; Kotrla, 2010). Because these terms have become accepted as part of everyday vernacular, the trauma and demoralization that victims suffer at the hands of “pimps” goes unacknowledged (Kotrla, 2010).

To ensure that victims of DMST are acknowledged as victims, paradigm shift must occur (Reid & Jones, 2009; Smith et al., 2009). Law enforcement, social service providers, health care professionals and other relevant professions must be trained not only to identify DMST victims, but also to conceptualize them as victims. Service providers must move past the idea of blaming the victim and understand the victim's behavior as a survival mechanism (Hanna, 2002; Smith et al., 2009; Reid & Jones, 2009). This change in terminology and perception ensures that DMST survivors are not subjected to re-victimization or labeled as offenders (Smith et al., 2009; Mir, 2013).

2.3 Hypotheses

The current study looks to build on existing research regarding professionals' knowledge and perceptions of human trafficking in addition to exploring the effects of education on these perceptions and paradigms. The majority of research to date has focused on the perceptions of law enforcement officers on human trafficking (Wilson et al., 2006; Farrell et al., 2010; Wilson & Dalton, 2010). With the exception of Balderas' (2006) comparison of law enforcement and college students' perceptions of human trafficking, current research is limited to assessing perceptions and knowledge of human trafficking within a specific discipline (Wilson et al., 2006; Polanco, 2007; Farrell et al., 2010; Hounmenou, 2010; Wilson & Dalton, 2010; Wong et al., 2011). Due to the importance of multi-disciplinary collaboration in combating human trafficking, more cross-disciplinary research is needed (Smith et al., 2009; Countryman-Roswurm, 2012). Furthermore, research that examines a specific educational intervention for increasing knowledge and enhancing perceptions is lacking. This study is unique in that it examines multi-disciplinary college students' perspective and knowledge on human trafficking before and after education is provided.

In order to gain a more complete understanding of perceptions across disciplines, this study examined the perceptions and knowledge of human trafficking in college students from a variety of majors and future career fields. To better understand the effects of education on perceptions of human trafficking, students' perceptions on human trafficking were assessed before and after a one credit hour course on domestic minor sex trafficking. The study examined two hypotheses: 1) College students will increase their knowledge on the subject of human trafficking, specifically regarding DMST, after completing the Domestic Minor Sex Trafficking course at Wichita State University. 2) College students will enhance their positive perceptions

regarding human trafficking victims, specifically regarding victims of DMST, after completing the Domestic Minor Sex Trafficking course at Wichita State University.

CHAPTER 3

METHODS

3.1 Instrument

Since no standardized questionnaire currently exists to assess participants' beliefs, thoughts, and knowledge regarding the assessment, identification, and termination of human trafficking/domestic minor sex trafficking cases, one was constructed specifically for this study (Appendix C). Participants were asked to complete the same questionnaire before and after taking the DMST course at Wichita State University in the spring of 2013. The first half of the pre- and post-test questionnaires assessed the demographic information of the participants including: age, gender, race, ethnicity, marital status, religious affiliations, political affiliations, and current status in school. Participants were also asked to disclose any previous human trafficking training they had received. The second half of the pre- and posttest questionnaires was designed to assess participants' perceptions and knowledge about human trafficking/DMST. Participants were asked to respond to 18 statements designed to assess perceptions of DMST. Participants responded using a four point likert scale with one being equal to strongly disagree, two disagree, three agree, and four strongly agree. An example of a statement presented is: "Human trafficking occurs only in other countries not the United States". Participants were then asked to answer eight questions assessing their knowledge of DMST. Participants responded using the same four point likert scale. Examples of these questions include "I know the structure of DMST". The final 16 statements were also designed to assess participants' knowledge of DMST. Participants were asked to select whether the statement was "true" or "false". Students could also select "I don't know" as a response to these questions. An example of this statement presented is: "Women and children are the primary population trafficked for sexual purposes".

Both the pre- and post-test questionnaires included a brief qualitative portion. The pre-test questionnaire included one open-ended question designed to gather information about what the participants hoped to gain from the course. This item was: “What do you hope to gain from taking this course?” There was also a place for participants to write additional comments or concerns. The post-test questionnaire included four open ended items meant to assess students overall class experience and the depth of knowledge gained. These questions were: “What do you feel you gained from this course?”; “What did you most like or appreciate about the class?”; “What most surprised, shocked, or upset you about the class?”; “What do you believe is the most important thing you learned from the class?” These items were intended to help improve the class structure and format for the future.

3.2 Procedure

Approval for this study was obtained from the Wichita State University Institutional Review Board for the Protection of Human Subjects (Appendix A). Data was collected from a convenience sample of students enrolled in a Domestic Minor Sex Trafficking course at Wichita State University in the spring of 2013. Domestic Minor Sex Trafficking was a one credit hour course held on two Saturdays from 8:00 AM to 5:00 PM at Wichita State University. At the first class meeting, prior to the discussion of the course syllabus or any class related business, students were administered a consent to participate and a pre-test questionnaire. Students were asked to read the consent to participate before completing the questionnaire (Appendix B). The consent to participate described the purpose of the study and explained the pre-test/post-test design. Those wishing not to participate in either the pre-test or post-test were instructed to return a blank survey. To ensure that the confidentiality of the students was protected, the pre-test and post-test questionnaires were coded. Students were asked to create a code on the pre-test

by answering four questions (Appendix C). This code was matched on the post-test. Pre-test and post-tests were matched for data entry based on this code.

Participation was voluntary and students did not receive compensation. Students were informed that they would incur no penalty for refusal to participate. Students were given as much class time as needed to complete the pre-test questionnaire.

On the final day of class, after all class discussion and activities were completed, students were administered the post-test questionnaire. Again, students were informed that participation was voluntary and no penalty would be incurred for refusal to participate. Students were provided as much class time as needed to complete the post-test questionnaire.

3.3 Participants

Fifty-two participants completed both the pre- and post-test questionnaires. Ages ranged from 19 to 70 with the majority of participants between the ages of 22 and 23. Females made up 84.6% of the participants with males representing the other 15.4%. The race of the participants consisted of 67.3% Caucasian/White, 13.4% African America/Black, 5.8% Asian, 5.8% American Indian/Alaskan Native, 3.8% mixed race, and 3.8% other. In terms of ethnicity, 1.9% identified as Hispanic/Latino. Overall, these numbers are comparable to the student body as a whole at Wichita State University where 64% of students are Caucasian/White, 6% are African America/Black, 7% are Asian, 1% American Indian/Alaskan Native, and 2% are mixed race (College Portraits, 2013). The majority of participants, 51.9%, reported that they were single, 26.9% were married, 3.8% separated, and 17.3% divorced.

The Domestic Minor Sex Trafficking course was offered to both graduate and undergraduate students and the class was divided almost equally between the two degree types. Fifty percent of participants were currently pursuing their undergraduate degree, 46.2% were

pursuing a graduate degree, and 2% were non-degree bound at the time of the course. While multiple disciplines were represented in this sample, social work students made up the majority. Of the disciplines represented 59.6% were social work, 11.9% were psychology, 7.7% were criminal justice, 7.7% were nursing, and 11.5% were other. While some of the participants had participated in human trafficking training prior to the course, the majority, 69.2%, had no prior human trafficking training.

CHAPTER 4

RESULTS

4.1 Data Analysis

Participants' answers were coded and entered into SPSS for analysis. Items were categorized as either knowledge or perception. Those participants who did not complete a pre- and post-test were removed. These excluded 18 participants. Questions were reversed coded as needed so that correct answers reflected higher scores. Two items were excluded from analysis as there was no right or wrong answer. These two items were designed to measure the extent to which students knew or had provided services to a victim of DMST. An average score for each participant was then calculated for perception and knowledge responses. The knowledge questions were divided into two groups due to the response format. The first set of knowledge questions was asked using a likert scale while the second set was asked using true/false questions.

In order to determine if the class was effective at increasing knowledge and enhancing students' perceptions of human trafficking, a paired sample t-test was used to calculate the differences in college students' knowledge and perception of human trafficking from pre- to post-test. The participants' average score (m) increased on both knowledge and perception questions. Results were significant at $p \leq .05$. A one-tailed, paired sample t-test revealed that college students enhanced their perspectives of human trafficking from pre-test ($m=58.71$, $s=7.37$) to posttest ($m=65.63$, $s=6.27$), $t(51) = -6.507$, $p \leq .05$ (Table 1 and 2). Likewise, college students increased their knowledge about human trafficking from pre-test to post-test. A one-tailed paired sample t-test revealed that college students increased their knowledge on the first set of knowledge questions from pre-test ($m=19.49$, $s=3.96$) to post-test ($m=27.82$, $s=3.13$), $t(50) = -11.992$, $p \leq .05$. Participants knowledge also increased on the second set of knowledge

questions from pre-test to post-test ($m=25.57, s=5.74$) to posttest ($m=31.04, s=1.39$), $t(50)=-6.561, p \leq 0.05$ (Table 1 and 2).

TABLE 1
KNOWLEDGE AND PERCEPTION MEANS

Question Category	Mean	N	Std. Deviation	Std. Error Mean
Perception Pre-Test	58.71	52	7.39	1.02
Perception Post-Test	65.63	52	6.27	0.87
Likert Scale Knowl Pre-Test	19.49	51	3.96	0.55
Likert Scale Knowl Post-Test	27.82	51	3.13	0.44
True/False Knowl Pre-Test	25.57	51	5.74	0.80
True/False Knowl Post-Test	31.04	51	1.39	0.19

TABLE 2
PAIRED SAMPLE T-TEST RESULTS

Variable	t	df	Sig. (1-tailed)
Perception	-6.507	51	.000
Likert Knowl	-11.992	50	.000
True/False Knowl	-6.561	50	.000

Note: Significant at the $p \leq 0.05$ level.

A full analysis and coding of the qualitative responses was beyond the scope of this study. However, an initial analysis revealed that the majority of students felt that the domestic minor sex trafficking course was educational and challenged them to think differently about the issue of human trafficking. Many students felt that the class was too brief and expressed the desire for additional time to discuss topics more in depth and learn more about the issue.

CHAPTER 5

DISCUSSION

5.1 Limitations

Since this study was a non-probability sample, results are not generalizable. Additionally, there was not equal distribution of participants across demographics. The majority of the class was female social worker majors so the results are more heavily weighted toward this demographic. Due to the expertise of faculty within in the social work department and the creation of the Wichita State University Center for Combating Human Trafficking, participants may have been more familiar with the issue of human trafficking than most. There was also a three week time differential from pre-test to post-test that could have affected students' responses. Additionally, due to the limits of a one credit hour class, information was covered quickly. Some students reported feeling overwhelmed and desired more time for processing of the information provided. Longer time to discuss and process the information might have resulted in even greater results.

5.2 Implications

If strides are to be made in the effort to combat human trafficking, identification and proper intervention with trafficking victims is essential (US Department of State, 2013). When victims are not identified, they are not served. In addition to identification, professionals must be educated on human trafficking so that false perceptions are acknowledged and addressed. A lack of understanding regarding human trafficking often leads to mistreatment of the victim (Countryman-Roswurm, 2012). When professionals are trained to identify victims and educated on the nature of trafficking, victims will be best served (Smith et al., 2009; Countryman-Roswurm, 2012). As results indicate, it is important to enhance the perceptions of human

trafficking held by professionals across disciplines, and to provide training to educate these professionals on how to identify and intervene on behalf of victims. Results of this study indicate that education is an effective means of increasing knowledge and enhancing perceptions of human trafficking. After completing a one credit hour course on DMST, students showed increased in knowledge and enhanced perceptions of DMST.

Identification of trafficking victims is, in large part, dependent on those individuals that the victim first encounters (Smith et al., 2009; US Department of State, 2013). However, because trafficking victims may come in to contact with a variety of professionals, the most successful training programs target a diverse group of personnel (Smith et al., 2009). Like previous research, the current study found that when training is provided, individuals across disciplines are more confident in their ability to intervene with trafficking and are more aware of misconceptions regarding human trafficking (Wilson et al., 2006; Farrell et al., 2010; Hounmenou, 2010; Wilson & Dalton, 2010; Wong et al., 2011). This study was unique in that it assessed the effects of a single educational intervention. This study provides important information about the impact of training on knowledge and perceptions.

This study was also unique because it was conducted on a University campus. The University setting offers a unique training ground for multidisciplinary professionals. If college students receive human trafficking training during the course of their undergraduate and/or graduate degrees they will enter the workforce prepared to identify and intervene in cases of human trafficking. By enhancing college students' perceptions of human trafficking and increasing their knowledge about this issue, a workforce of educated and competent professionals is created. Creating a network of well-educated individuals, poised to identify and intervene in trafficking cases, greatly enhances the efforts to combat trafficking (Clawson &

Dutch, 2008; Rafferty, 2013). Students who receive human trafficking training through the course of their college degree would enter their chosen career field understanding their role in combating human trafficking as it relates to their chosen profession.

Furthermore, Universities are representative of a variety of disciplines and are often structured to facilitate collaboration. Such collaboration enhances the services provided to victims of human trafficking (ASERCA, n.d; Clawson & Dutch, 2008; Smith et al., 2009; Countryman-Roswurm, 2012; Rafferty, 2013; Countryman-Roswurm & Patton, 2014). Through the use of multidisciplinary teams and collaboration, service provision is coordinated and the needs of the victim are fully acknowledged and addressed (ASERCA, n.d.; Clawson & Dutch, 2008). As Countryman-Roswurm (2012) notes, a collaborative, multidisciplinary approach “bridges the gap between direct practice, research and policy,” and allows victims to be served in a holistic and complete manner. By educating multi-disciplinary students on human trafficking, Universities have the opportunity to help link practice, research and policy.

5.3 Future Research

This study provides support for the use of training to increase knowledge and enhance perceptions of human trafficking. Future research should examine the effects of a longer intervention, perhaps a semester long course, on participants’ knowledge and perceptions. Many students felt the time was too short and they didn’t have as much time to absorb the material as they would like. A more in-depth training could yield even bigger improvement. Future research should also examine individual factors that might affect knowledge and perceptions of human trafficking such as chosen discipline, religious affiliation, and political party. Such research will provide insight into how to best address the issue of human trafficking in a variety of populations and would provide valuable information on how to tailor trainings to these populations.

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APPENDIXES

APPENDIX A

IRB No. _____
Reviewer _____

**Wichita State University Institutional Review Board (IRB)
for the Protection of Human Subjects**

Application for Approval of Research Involving Human Subjects

Double click gray boxes to enter information. Please check spelling, punctuation, and grammar before submitting.

Name of Principal Investigator(s): Karen Countryman-Roswurm, Ph.D.
(For a student project, Principal Investigator **must** be a WSU faculty member; student is listed as Co-Investigator.)

Departmental/Program Affiliation of PI: Social Work Campus Box: 154 Phone (316) 978-7250
E-mail karen.countryman-roswurm@wichita.edu

Name(s) of Co-Investigator(s):

Co-Investigator(s) is/are: Faculty Member Graduate Student Undergraduate Student
Other, please specify _____

Type of Project: Class Project Capstone Project Thesis or Dissertation Funded Research Unfunded Research Secondary Data Collection/Analysis Program Evaluation
 Revision or Extension of Previous Approved IRB - Project Title:

Title of Project/Proposal: Students Beliefs, Thoughts, and Knowledge of Human Trafficking/Domestic Minor Sex Trafficking

Expected Completion Date: May 1, 2013 **Funding Agency (if applicable):** N/A

Please attach additional sheets, if necessary, with numbers of responses corresponding to those listed below.

1. Describe the research in non-technical language.

The purpose of the current research is to assess the beliefs, thoughts, and ideas of students regarding human trafficking/domestic minor sex trafficking in order to 1) evaluate the effectiveness of and 2) assist in developing the human trafficking/domestic minor sex trafficking course offered through the Wichita State University, School of Social Work. To accomplish this aim, the current study will be disseminated as a pretest posttest survey design in Social Work 611C (Domestic Human Trafficking), a 1 credit hour course which meets 2 Saturdays (March 16th and March 30th, 2013). The pretest survey will be disseminated and collected prior to the start of class on March 16th and the posttest survey will be disseminated and collected at the end of class on March 30th. The survey instrument is an original measure and is attached below. Data gathered will be used to assist in the development of the Domestic Human Trafficking course that will be offered as a new course in Spring 2014 as a full semester, 3 credit hour course.

2. Describe the study/research design.

The study will use a pretest posttest survey design. Data will be gathered through use of the pretest and posttest surveys provided below. The instrument is an original survey designed by the investigator who is an identified expert/practitioner in the area of human trafficking and who is/will be the instructor of the Domestic Human Trafficking course. The instrument begins with a set of questions that allows the student to create an anonymous coding system in order to match the pretest with the posttest. Items then include demographic questions such as the student's age, race, sex, and experience with other human trafficking training. The following questions seek to measure the students' beliefs, thoughts, and knowledge regarding human trafficking/domestic minor sex trafficking. Finally, open-ended questions, which vary between the pretest and posttest, are used in order to determine the students' needs, expectations, and perceptions of their course experience.

3. Describe the benefits of the research to the human subjects, if any, and of the benefits to human or scientific knowledge.

The students who participate in the proposed research study will benefit from the opportunity to reflect on their experiences and knowledge gained from taking the Domestic Human Trafficking course. Furthermore, in addition to assisting the Investigator in developing the Domestic Human Trafficking course at WSU, the proposed study will benefit collegiate educators who seek to prepare students for serving human trafficking survivors in professional settings. And finally, at a time in our state which the issue of human trafficking is at the forefront of social service concern (i.e. frequently in the media and currently on the Kansas Attorney General Schmidt's and Kansas Governor Brownback action agendas), this research will serve as an additional and highly valuable tool to local agencies/organizations serving high-risk populations and in developing local and state level policy in regards to the training and educational needs of professional staff.

4. Describe the subjects, how the subjects are to be selected, how many are to be used, and indicate explicitly whether any are minors (under age 18 per Kansas law) or otherwise members of "vulnerable" populations, including, but not limited to, pregnant women, prisoners, psychiatric patients, etc.

Participants in this study will be selected due to their enrollment in the Social Work 611C Domestic Human Trafficking course. It is expected that the majority of the student participants will be enrolled in the bachelor and master social work program, however, as the course is offered as a general education further study course, there may be students from other disciplines. Thus, this study will utilize a convenience sample made up of the students who are enrolled in the 611C course and who attend on March 16th, 2013 and March 30th, 2013. Subjects will be selected due to their willingness to participate. All participants will be volunteers. All participants will have the opportunity to decline completion of the survey. All participants will be informed that their participation or lack of participation in the proposed study will not affect their progress in the 611C course in any way. There will be no underage participants. Approximately 100 students who are enrolled in the course will have to opportunity to participate in the proposed study.

5. Describe each procedure step-by-step, including the frequency, duration, and location of each procedure.

- A. The pretest will be administered to all voluntary participants enrolled in the Social Work 611C course before the start of the first day of class, March 16th, 2013. In doing so, first, the pretest/posttest survey will be described to students and they will have an opportunity to ask questions. Students will be then be provided a consent letter and it will be explained that completion of the survey implies their consent to participate in the proposed study. Students will also be told that they may withdraw from the study at any time with no penalty to them in any way.
- B. The posttest will be administered to all voluntary participants enrolled in the Social Work 611C course at the end of class on the second and final day, March 30th, 2013. In doing so, first, the pretest/posttest survey will be described to students and they will have an opportunity to ask questions. Students will be then be provided a consent letter and it will be explained that completion of the survey implies their consent to participate in the

proposed study. Students will also be told that they may withdraw from the study at any time with no penalty to them in any way.

- C. Each survey will take no longer than thirty minutes. Class time to complete the surveys will be allowed by the Investigator, who is also the course professor.
- D. Each pretest and posttest will be coded so that the questionnaires can be matched. This code number is for tracking purposes only. In no way will these codes be used to identify participants. Code numbers will be random and in no way connected to participants. The codes will be used to compare perceptions changed and knowledge gained over the time of the course.

- 6. Describe any risks or discomforts (physical, psychological, or social) and how they will be minimized.

The participant may feel some discomfort in answering personal demographic questions, as well as, questions which refer to the sensitive subject of human trafficking/domestic minor sex trafficking and their overall course experience. However, risks and discomforts of completing this survey will be minimal and the participant will be able to decline participation in the proposed study or may choose to not complete the survey as their situation warrants. It will be communicated to students that there is no penalty for non-completion of the survey.

- 6. Describe how the subject's personal privacy is to be protected and confidentiality of information guaranteed (e.g. disposition of questionnaires, interview notes, recorded audio or videotapes, etc.).

The pretest and posttest surveys utilize a coding system to protect confidentiality and anonymity. Participants will specifically be told not to provide their names on the questionnaire.

Pretest and posttest surveys will be kept by the Investigator in a private and locked office, and used only for the purposes of this program's evaluation and subsequent presentations and publications.

- 7. Describe the informed consent process and attach a copy of all consent and/or assent documents. These documents **must** be retained for three years beyond completion of the study. Any waiver of written informed consent must be justified.

A consent letter will be read aloud for all students enrolled in 611C. A copy of the consent letter will also be provided to all students. The consent letter clearly states that participants can withdrawal from the study at any time without any negative or positive consequence in regards to their educational progress. Individuals choosing to participate in the study will confirm their participation by completing the survey. Their consent will be implied in this manner. The letter will also inform participants that their information will be kept confidential. See Attached Letter of Consent.

- 9. Attach all supporting material, including, but not limited to, questionnaire or survey forms and letters of approval from cooperating institutions.

Attached are copies of the consent letter, as well as, a copy of the pretest/posttest survey.

The Principal Investigator agrees to abide by the federal regulations for the protection of human subjects and to retain consent forms for a minimum of three (3) years beyond the completion of the study. If the data collection or testing of subjects is to be performed by student assistants, the Principal Investigator will assume full responsibility for supervising the students to ensure that human subjects are adequately protected.

Signature of Principal Investigator

Date

Signature of Co-Investigator (for student project)

Date



WICHITA STATE
UNIVERSITY
FAIRMOUNT COLLEGE OF
LIBERAL ARTS AND SCIENCES
School of Social Work

APPENDIX B Consent to Participate

PURPOSE: You are invited to participate in a study in regarding students' beliefs, thoughts, and knowledge of human trafficking/domestic minor sex trafficking. We are conducting this study in order to respond to the needs and expectations of students and assist in development of WSU's new human trafficking/domestic minor sex trafficking course.

PARTICIPANT SELECTION: You were selected as a possible participant in this study because you are enrolled in the Social Work 611C Domestic Human Trafficking course. Based upon current course enrollment, it is estimated that approximately 100 students will have to opportunity to participate in the proposed study.

EXPLANATION OF PROCEDURES: If you decide to participate, you will complete a pretest and posttest survey that may require up to thirty minutes of your time in class. The professor will allow for time to complete the survey. The pretest and posttest survey includes a coding system that will ensure confidentiality/anonymity while allowing your pretest and posttest to be matched. You will not be required to disclose your name or specific information that might identify you. Following the coding system, the pre and posttests include items that ask for demographic information such as your age, race, sex, and experience with other human trafficking training. There are also questions that ask you about your beliefs, thoughts, and knowledge regarding human trafficking/domestic minor sex trafficking. At the end of survey there are open-ended questions, which vary between the pretest and posttest. The pretest question is regarding your expectations of the course while the posttest questions allow you to reflect on your perceptions of experiences of the course.

DISCOMFORT/RISKS: You may feel some discomfort in answering personal demographic questions, as well as, questions which refer to the sensitive subject of human trafficking/domestic minor sex trafficking and your overall course experience. While the risks and discomforts of completing this survey will be minimal, you are free to decline participation in the evaluation or may choose to not complete the pretest and/or posttest as your situation warrants. There is no penalty for non-completion of this study.

BENEFITS: If you choose to participate in the proposed research study, you may directly benefit from the opportunity to reflect on your experiences and knowledge gained from taking the Domestic Human Trafficking course. Furthermore, by participating, you will be assisting the Investigator in developing the Domestic Human Trafficking course at WSU as well as other collegiate educators who seek to prepare students for serving human trafficking survivors in professional settings. Finally, at a time in our state which the issue of human trafficking is at the forefront of social service concern (i.e. frequently in the media and currently on the Kansas Attorney General Schmidt's and Kansas Governor Brownback action agendas), this research will serve as an additional and highly valuable tool to local agencies/organizations serving high-risk populations and in developing local and state level policy in regards to the training and educational needs of professional staff.

CONFIDENTIALITY: Any information obtained in this study in which you can be identified will remain confidential and will be disclosed only with your permission. A coding system is used to match your pre and posttests. You will not be required to disclose your name or specific information that would identify you.

COMPENSATION OR TREATMENT: Wichita State University does not provide medical treatment or other forms of reimbursement to persons injured as a result of or in connection with participation in research activities conducted by Wichita State University or its faculty, staff, or students. If you believe that you have been injured as a result of participating in the research covered by this consent form, you can contact the Office of Research Administration, Wichita State University, Wichita, KS 67260-0007, telephone (316) 978-3285.

REFUSAL/WITHDRAWAL: Participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your future relations with Wichita State University including, but not limited to, your progress or completion of Social Work 611C, your progress with your general education curriculum, or your progress in the School of Social Work. If you agree to participate in this study, please complete and return the pretest and/or posttest survey to the Investigator. You are free to withdraw from the study at any time without penalty.

CONTACT: If you have any questions about this research, you can contact Karen Countryman-Roswurm, LMSW, Ph.D. at 978-7298. If you have questions pertaining to your rights as a research subject, or about research-related injury, you can contact the Office of Research Administration at Wichita State University, Wichita, KS 67260-0007, telephone (316) 978-3285.

If you are experiencing emotional and/or mental distress and would like to speak to someone further, the WSU Counseling & Testing Center provides professional counseling services. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, you may call COMCARE Crisis Services at (316) 660-7500.

You are under no obligation to participate in this study. Your completion of the pretest and/or posttest survey indicates that you have read the information provided above and have voluntarily decided to participate. Again, completion of the survey is your implied consent. If you would like, you will be given a copy of this consent form to keep for your own records.

Thank you for your participation.

APPENDIX C

Human Trafficking/Domestic Minor Sex Trafficking (DMST) Course Questionnaire

Date: _____

Because we will ask you to participate in pre and post test surveys, we must create a code that we can use to match the first questionnaire to the second questionnaire. In order to maintain anonymity we must create a code that only you will be able to recreate. Please answer the following questions in order to create your ID code for this questionnaire. If you do not know the answer to any of the code questions, please mark 0:

- (a) What is the second letter of your first name? _____
- (b) What is the first letter of the town you live(d) in before enrolling at WSU? _____
- (c) How many siblings do/did you have when you started at WSU? _____
- (d) What are the last 2 digits of your social security number? _____

Please write down your ID code by writing below each answer to the questions above:

Demographic Questions:

In this first section, we want to ask you some questions about yourself:

- 1. What is your age? _____
- 2. Are you a:
 - Male Female
 - Transgender Male to Female Transgender Female to Male
- 3. What is your racial background:
 - Caucasian/White African American/Black Asian
 - American Indian/Alaskan Native Two or more races: _____
 - Other
- 4. What is your ethnicity?
 - Hispanic/Latino Non-Hispanic/Non-Latino

5. Are you:

Single Married Separated Divorced Widowed

6. What is your religion now?

Christian Catholic Presbyterian Jewish Baptist Protestant

Muslim Buddhist Other

7. How important is your faith to you?

Extremely Important Very Important Important

Not Very Important Not Important At All

8. How spiritual are you?

Extremely Spiritual Very Spiritual Spiritual

Not Very Spiritual Not Spiritual At All

9. Do you identify yourself as a:

Democrat Republican Other, please specify: _____

10. Would you consider yourself to be:

Liberal Conservative Other, please specify: _____

11. Are you currently pursuing a:

Undergraduate Degree Graduate Degree

Other, please specify: _____

12. What program degree are you currently pursuing:

Social Work Psychology Sociology Criminal Justice

Nursing Other, please specify: _____

13. Have you been accepted into the degree-bound program at WSU?

Yes No Other, please specify: _____

14. Are you currently employed in a position related to your degree?

Yes No

15. Have you previously received training and/or education on human trafficking and/or domestic minor sex trafficking:

Yes No

16. If so, please specify:

Where: _____

By Whom: _____

In What Capacity: _____

What Topics Were Covered: _____

Assessment/Identification/Termination Questions:

In this second section, we want to ask you about your beliefs, thoughts, and knowledge regarding the assessment, identification, and termination of human trafficking/domestic minor sex trafficking cases:

<i>I believe...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
1) human trafficking only happens in other countries, not the United States				
2) DMST is prostitution and not a form of human trafficking				
3) women, children, and youth choose to exchange sex or sexual favors for food, shelter, money, or drugs because they want to				
4) the term prostitution is appropriate for adults who are identified as exchanging sex or sexual favors for food, shelter, money, drugs, or anything else				
5) the term prostitution is appropriate for minors who are identified as exchanging sex or sexual favors for food, shelter, money, drugs, or anything else				
6) the term prostitute is appropriate for adults identified as exchanging sex or sexual favors for food, shelter, money, drugs, or anything else				
7) the term prostitute is appropriate for minors identified as exchanging sex or sexual favors for food, shelter, money, drugs, or anything else				
8) prostitution is a crime in Kansas, therefore anyone				

identified as being involved in DMST is a criminal				
9) DMST is an issue that should receive state funding for the treatment of victims/survivors				
10) DMST is a problem that should receive state funding for public education				

<i>I think...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
11) that DMST is a problem in the United States				
12) that DMST is a problem in the Kansas				
13) that domestic and international trafficking are two separate issues that should be dealt with differently				
14) the issue of DMST and adults who are sexually trafficked are two separate issues that should be dealt with differently				
15) children and youth should be educated about trafficking as part of their general public education				
16) human trafficking is an issue that is the responsibility of law enforcement and social services				
17) human trafficking is an issue that is the responsibility of the entire community including law enforcement, social workers, NGO's, faith groups, etc.				
18) survivors of human trafficking should be the leader in their own treatment plan				

<i>I know...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
19) the risk factors of human trafficking/DMST				
20) how to identify a victim/survivor of human trafficking/DMST				
21) the places or people I should contact to help a client				

if I identify that they are being subjugated to human trafficking/DMST				
22) how I can help someone who is subjugated to human trafficking/DMST				
23) the structure of human trafficking				
24) the methods recruiters and pimps use to traffic people				
25) the reasons why victims subjugated to human trafficking do not leave their situation				
26) trafficking is a form of labor and/or sexual exploitation that preys upon vulnerable populations				

	True	False	Don't Know
27) women and children are the primary populations trafficked for sexual purposes			
28) I know someone who has exchanged sex or sexual favors for food, shelter, money, drugs, or something else			
29) In my place of employment, I have worked with someone who has exchanged sex or sexual favors for food, shelter, money, drugs, or something else			
30) DMST can occur in small towns and big cities			
31) DMST is frequently associated with being runaway, homeless, or lacking adult supervision/care			
32) DMST is frequently associated with mental health issues			
33) DMST is frequently associated with poverty			
34) DMST often happens to vulnerable or marginalized populations who lack options			
35) Those trafficked have shorter life expectancies than the general population			
36) People can walk away from their trafficker whenever they choose			

37) Those trafficked are compensated for their work			
39) If a trafficked person is compensated (i.e. food, shelter, drugs, money, etc.) then the situation is not considered human trafficking/DMST			
40) It is common for relatives/family to act as the trafficker/pimp			
41) Traffickers specifically look to prey upon and exploit vulnerable populations			
42) Human trafficking victims/survivors are subjugated to emotional, mental, physical, and sexual abuse			
43) In many ways, human trafficking is similar to domestic violence			
44) There are no currently no laws to protect human trafficking victims/survivors			
45) It is mandatory for a social worker, law enforcement officer, educator, or nurse/physician to report anyone he/she suspects to be a victim of human trafficking/DMST			

In your own words:

In the following section, we would like to hear comments from you.

PRETEST OPEN-ENDED QUESTIONS

1. What do you hope to gain from taking this course?
2. Additional Comments:

POSTTEST OPEN-ENDED QUESTIONS

1. What do you feel you gained from this course?
2. What did you most like or appreciate about the class?
3. What most surprised, shocked, or upset you about the class?
4. What do you believe is the most important thing you learned from the class?
5. How has this class impacted you professionally?
6. What could be done to improve this course?
7. Additional Comments: