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# CONCEPTUALIZING THE PREVENTION OF HUMAN TRAFFICKING: SURVIVORS PERSPECTIVES

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CONCEPTUALIZING THE PREVENTION OF
HUMAN TRAFFICKING:
SURVIVORS PERSPECTIVES.

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DISSERTATION
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A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Social Work
at the University of Kentucky

By

Jessica James Donohue-Dioh

Lexington, Kentucky

Co- Directors: Dr. Melanie Otis, Professor of Social Work

and          Dr. Justin "Jay" Miller, Professor of Social Work

Lexington, Kentucky

2018

ABSTRACT OF DISSERTATION

CONCEPTUALIZING THE PREVENTION OF
HUMAN TRAFFICKING:
SURVIVORS PERSPECTIVES.

The following study seeks to conceptualize the prevention of human trafficking from the perspective of survivors. The study design was informed through a Public Health Framework and the application of Postmodernism, Social Constructionist Theory, Ecological Perspective and Empowerment Perspective. An integrative mixed-method, participatory research design was applied, namely Concept Mapping. Data was collected over approximately two-months, and included 35 survivors of human trafficking from 4 different states. Data collected from survivors resulted in a statement set (N = 108) and a 10-Cluster Final solution depicting the ways in which survivors conceptualized prevention. Additional outputs provide insight as to survivors' perspectives on importance and feasibility of the prevention data.

Jessica James Donohue-Dioh

12/13/2018
Date

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By
Jessica James Donohue-Dioh


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DEDICATION

To my Dad, the first person to ever believe in me. To my wonderful partner, Ndiba, for always encouraging me, no matter the path I pursue. Most importantly to my heart and soul, Jemea and Diele. You were ushered into this experience without an option. Thank you for your kindness, compassion and strength. Thank you for sitting me down and talking to me when I was too buried in my work and you needed me to be present with you. After all, this work that I love so much, it is meaningless if it doesn't serve the future well, the future that is in each of you. I love you all.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

**CHAPTER I: INTRODUCTION TO HUMAN TRAFFICKING**

The International Labor Organization (ILO) reports human trafficking is one of the fastest growing criminal industries in the world (2014a). In their *Profits and Poverty* report, ILO, estimates $150.2 billion dollars in annual profits come from forced labor (2014b). The U.S. Department of State (USDOS) identifies human trafficking as one of the most "egregious" human rights violations of the 21st century, occurring in every country throughout the world (2008, p.3). In the recent report, *Global Estimates of Modern Slavery,* ILO estimates "24.9 million people were in forced labour", this includes multifarious labor sectors as well as those in the sex industry (ILO, p7, 2017). Approximately 25% of those exploited are children and 71% are women and girls (ILO, 2017). The level of severity is evidenced in these statistics, and so it is without question that when such a severe human rights violation continues to plague our society there must be action.

The social work profession makes a clear commitment to the most vulnerable, oppressed and marginalized members of society (National Association of Social Work [NASW], 2017). This study pairs social work's commitment with human trafficking to make a meaningful contribution in the elimination of this human rights violation. For the last 18 years the United States (U.S.) has dedicated significant resources as well as legislative support to combating human trafficking. The main foci of these efforts have been awareness campaigns, prosecution of traffickers, service provision and assistance to the identified human trafficking victims and survivors (Administration for Children and Families [ACF], 2016).   However, human trafficking prevention efforts have lagged

behind, as have that research endeavors which incorporate survivors' perspectives and expertise.

The following chapter begins by establishing a foundation for the dissertation study based on legislative developments, including the development of the definition of human trafficking, introduction of the 3-P paradigm, and a description of legislative mandates. This section will provide consistency and create common language to frame for the remainder of the dissertation. Following the section on legislative development, the incidence of human trafficking is presented according to current statistics and collaborative evidence. Lastly, this chapter outlines the purpose of this study, including application of a public health framework and ties to the social work profession.

## Legislative Development

While human trafficking is not a new phenomenon (Butler, 2015), the current conception of sex and labor trafficking made its entrance into the public arena only after the global role out of the *Protocol to Prevent Suppress and Punish Trafficking in Persons Especially Women and Children,* supplementing the *United Nations Convention against Transnational Organized Crime,* commonly referenced as the Palermo Protocol (Office of the High Commission for Human Rights [OHCHR], 2000). The Palermo Protocol marked the first major global movement towards the modern conceptualization of human trafficking or modern-day slavery. The Palermo Protocol included more precise terminology and broadened the discussion of human trafficking to expand beyond sex trafficking (OHCHR, 2000). A significant component of the Palermo Protocol focused on the global anti-human trafficking movement, encouraging nations to develop and adopt comprehensive anti-human trafficking legislation within their own governments. As such,

the United States introduced and adopted the Trafficking Victims Protection Act (TVPA) of 2000. This initial legislation has set the foundation for the current understanding of human trafficking in the U.S., incorporating both sex and labor trafficking. While there was and continues to be related and complimentary legislation, the TVPA marks the first federally defined terms of sex trafficking and labor trafficking.

**Defining Human Trafficking**

It is important to establish a clear and consistent understanding of terminology and definitions in order to accurately contextualize this study within the broader human trafficking literature and movement. Human trafficking is not the only term used by service providers, law enforcement, academia or the general public; *modern day slavery* is a term frequently cited, particularly outside of the US (Bales, 2005; 2012 Polaris, 2017). Additionally, the terms are not defined consistently by all nations, legislation or the general public.

This study utilizes the term human trafficking, which is congruent with federal legislation in the United States. Human trafficking is defined, therefore, based upon the U.S. Trafficking Victims Protection Act (TVPA) of 2000. Human trafficking is an umbrella term and can include various subcategories (e.g. child sex tourism, domestic servitude, organ trafficking). While there is some discrepancy between international subcategories, the U.S. federal legislation (TVPA and subsequent reauthorizations) breaks down human trafficking into two distinct groups, sex trafficking and labor trafficking. Within each of these there are additional subcategories further clarifying what is and what is not considered human trafficking.

The TVPA (2000) defines "severe forms of human trafficking in persons" (Sec 103, p.1470) as the following:

(A)    sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age;

OR

(B) 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.

The act goes on to state that sex trafficking includes "the recruitment, harboring, transportation, provision or obtaining of a person for the purpose of a commercial sex act." (Sec 103, p.1470).

Furthermore, the *Trafficking in Persons Reports* from the USDOS provides sub-categorizations of sex and labor trafficking into seven categories. These are broken down as follows (2016): Sex trafficking – Sex Trafficking and Child Sex Trafficking, and Labor trafficking – Forced Labor, Domestic Servitude, Forced Child Labor, Bonded Labor and Debt Bondage.

Throughout this study the term human trafficking will be used to collectively reference sex and labor trafficking as defined above. As appropriate, specific subcategories of human trafficking may be utilized for optimal contextualization and understanding. In addition to defining human trafficking, the TVPA also delineated a 3-P Paradigm to combat human trafficking. This is defined in the following section.

**3P Paradigm**

Federal legislation not only assigned   terminology and definitions for human trafficking, but the TVPA (as well as international protocols) called upon anti-human trafficking efforts to incorporate a "3P Paradigm" (USDOS, 2017) The 3-P Paradigm references the critical and comprehensive areas necessary for combatting and ending human trafficking from the perspective of these landmark legislations, as well as international protocols (OHCHR, 2000; USDOS, 2017). As indicated by the name, the 3-P Paradigm identifies three critical areas to focus attention, Prosecution, Protection and Prevention. This paradigm is cited as the gold standard for anti-human trafficking efforts (USDOS, 2016), including laws, policies, public awareness, education, and service provision.

Prosecution is a necessity to bring justice for those who are currently being exploited and to put an end to the ongoing abuses perpetrated by traffickers in real time (Samarasinghe & Burton, 2007; USDOJ, 2017). Protection recognizes the need to keep safe those victims and survivors (as well as their families) who have been identified and continue to be vulnerable (Oxman-Martinez, Hanley, & Gomez, 2005; USDOS, 2017). Lastly, prevention is a focus on putting a stop to human trafficking (USDOS, 2017). Prevention is the focus of the current study under the premise that with effective prevention there is the potential to significantly reduce human trafficking as a whole; as author and world-renowned abolitionist, Kevin Bales, has declared, it is possible to eradicate human trafficking in our lifetime (2005).

**Legislative Mandates**

The passage of the TVPA included various mandates: reporting incidence of human trafficking, various types of activity and patterns of human trafficking. Reporting mandates produce annual reports both nationally with the U.S. Attorney General Report and globally with the U.S. Department of Justice Traffic in Persons Report. Additionally, the TVPA included immigration remedies for foreign nationals and funding for programs and services related to public awareness, education, and victim services, among other things. The TVPA has maintained bipartisan support, undergoing several reauthorizations since its initial adoption. While the foundation was set in 2000, the subsequent reauthorizations of the TVPA have allowed for expanded, as well as refined, definitions of human trafficking, stronger penalties, required interagency collaborations, expanded benefits for victims and survivors, improved services and protections (hotline, workers' rights, safe place, etc.), and increased attention towards prevention (Polaris, 2008).

Examples of the interagency collaboration includes: the U.S. Department of Labor (DOL) publishing a list of 139 goods which are made in 75 different countries through forced and child labor (DOL, 2016), and the National Center for Missing and Exploited Children (NCMEC) (2018) estimates highlighting the risk of human trafficking for runaway youth;1 in 7 of the 25,000 youth who ran away from home ended up exploited in sex trafficking in 2017. As mentioned, a part of the TVPA legislation and reauthorizations has been the continued allocation of resources with the intent of increasing awareness, improving education on human trafficking, and equipping organizations and law enforcement to appropriately respond to and serve victims and survivors. The Administration for Children and Families (ACF) (2017c) states that in the

last 7 years since 2011, there has been over 77 million dollars spent on anti-human trafficking efforts.    It should be noted that 2014 represents the first time in which funds were dedicated to U.S. citizens and legal permanent residents through Health and Human Services (HHS) (USDOJ, 2015, p.31-32).

Lastly, an important part of anti-human trafficking legislation has been the mandated annual reports. Previously mentioned, these two reports are the Attorney General's Annual Report (AGAR) to Congress on U.S. Government Activities to Combat Trafficking in Persons and the U.S. Department of State (USDOS) Trafficking in Persons (TIP) Report. These reports not only provide a comprehensive overview of human trafficking annually, they also allow for expansion and further contextualization of the who, where, why, what and how of human trafficking exploitation. Both reports try to include various perspectives of victims and survivors, traffickers, non-governmental organizations (NGOs), governments, and many other stakeholders. The USDOS TIP Report is cited throughout human trafficking literature and serves as a reference for many within the anti-human trafficking movement. Although the USDOS TIP Report is widely referenced, it is important to note contemporary criticism. For instance, it has been argued that the USDOS TIP Reports reflect political agendas, resulting in overly positive or negative portrayals of human trafficking unrepresentative of the reality on the ground (Weitzer, 2014).

Currently, the TVPA is in its 5th reauthorization, the Trafficking Victim Reauthorization Protection Act 2013 (Polaris Project, 2018).

**Incidence of Human Trafficking**

Anti-human trafficking efforts continue to receive multi-million-dollar allocations and bipartisan support to combat trafficking in persons (ACF, 2017c; USDOJ, 2017). Despite this continued support, national and international governmental and non-governmental organization (NGO) reports state that human trafficking continues to grow world-wide (ILO, 2014; USDOS, 2017). Additionally, human trafficking is cited across professional arenas (e.g. social work, public health, social justice literature, sociology, psychology, and medicine) as one of the most critical social problems facing our world today (Bloom, 2012; Cokar, Ulman, & Bakirci, 2016; Ramasamy, 2014).

In an effort to capture a more accurate picture of human trafficking as it occurs in the United States, the government has partnered with strategic NGOs, who have established histories of working in anti-human trafficking efforts as well as the capacity, to gather data and provide some analysis of the scope of the problem. One such NGO is Polaris Project (Polaris). Polaris has been a key stakeholder in anti-human trafficking efforts for nearly two decades, and has risen to the forefront for their partnerships, professionalism, services and comprehensive approach to anti-human trafficking efforts (USDOJ, 2015). Polaris is partnered with the U.S. government to administer the National Human Trafficking Resource Center (NHTRC), which includes the National Human Trafficking Hotline (Polaris Project, n.d.). Statistics from the hotline provide an ongoing synopsis of human trafficking in the United States, helping to paint the current landscape of human trafficking.

**Hotline Statistics**

Between 2007 and 2017 the National Human Trafficking Hotline received 36, 270 reports of human trafficking (identified through 143,029 various means of contact, i.e. hotline, email, text, etc.). From these reports there are an estimated 78,770 potential victims (Polaris Project, n.d.). In 2017 alone, there were 13,897 contacts, which resulted in 4,460 reported cases of human trafficking. These cases were predominantly sex trafficking (~83%), adults (~63%) and mostly U.S. citizens (Polaris Project, n.d.).

**Attorney General Report**

According to the 2017 Attorney General Report (AGR), the Department of Justice (DOJ) prosecuted 282 cases, with 553 defendants being charged; resulting in 499 convictions (USDOJ, 2017). These do not include activity from the Federal Bureau of Investigations (FBI) who reported 782 investigations and 2,693 arrests (USDOJ, 2017). Reporting on the number of clients (victims/survivors) served, the AGR states that from mid 2016 thru mid 2017, 8,003 clients were served through grant recipients "the highest number ever reported for a one-year period", with 4,349 of those being new clients (USDOJ, 2017). The data presented in the AGR includes clients served through DOJ's Office of Justice Programs (OJP) grantees.

In addition to the AGR TIP, many states began publishing their own reports, documenting efforts to combat human trafficking on the state level. One such state, included in the current study, is Ohio. The Ohio Attorney General's Office (OAGO) recently released their *2017 Human Trafficking Commission Annual Report* (HTC Annual Report) in January of 2018. This report included significant activities by various partners, commission members, and subcommittees, specifically the Ohio Revised Code

requires law enforcement to collect data on human trafficking (OAGO, 2017). In 2017, in the state of Ohio, 208 potential victims and survivors were identified, along with 221 suspected traffickers (OAGO, 2017, p.7-8).

Similarly, the Kentucky Statewide Human Trafficking Task Force published their annual report in 2017. The Task Force (2017) reported a total of 20 investigations involving 38 perpetrators. In addition, the Catholic Charities of Louisville, the central service provider, reported service provision to 43 victims/survivors, as well as education/awareness reaching over 26,000 individuals (OAGO-KY, 2017).

**Study Framework**

It has been established that human trafficking is one of the fastest growing criminal industries in the world, identified in every nation in the world, and impacting millions of people, including men, women and children (ILO, 2017). Prosecutions and convictions are at record highs across the United States (USDOJ, 2015; 2017). As well, services to victims and survivors are increasingly available with continuous improvement implemented through strategic planning, best practice, and research (USDOJ, 2015). The national hotline continues to see growth in the number of calls received, and most importantly identified victims and survivors and substantiated cases of human trafficking (Polaris Project, n.d.; USDOJ, 2015). This, in combination with the DOL and NCMEC statistics demonstrate an ongoing risk of being trafficking and the need for improved resources towards combating human trafficking.

In 2016, the Administration for Children and Families (2016) published an article in which they recapped remarks from Katherine Chon, Director of the Office on Trafficking in Persons (OTIP) housed in ACF. This article, as well as other publications,

made clear the intention of OTIP to shift from solely criminal justice and social service responses to human trafficking and instead begin to focus on a public health framework for combatting human trafficking (ACF, 2017a; ACF, 2017b). In addition to this new direction from ACF, the 2017 TIP Report dedicated an entire page, recognizing the importance of approaching human trafficking from a public health framework, much of which focuses on the need for more *Prevention* of the 3-P paradigm (USDOS, 2017). Historically a prosecutorial approach has been the primary means of combatting human trafficking, however, a public health framework has become pertinent with the growing realization, acceptance and widespread acknowledgment of the short and long term physical and psychological effects and societal harms occur as a result of human trafficking (Chang & Stoklosa, 2017). These same authors also argued that while a criminal justice perspective was useful and needed, it only addressed two of the 3-P paradigm; prosecution and protection. A Public Health Framework (PHF) works complementarily in addressing the third P of Prevention, as well as overlapping on Protection.

A Public Health Framework is concerned with improving the overall health and wellness of populations, be it physical health (communicable and non-communicable illness), social determinates of health, prevention of violence/abuse, or underlying causes related to poor or decreased health outcomes for populations (Canadian Public Health Association [CPHA], 2017; Center for Disease Control [CDC], 2015; World Health Organization [WHO], 2018). Of critical importance to this study, a public health framework seeks to answer the fundamental questions "Where does the problem begin? How could we prevent it from occurring in the first place?" (CDC, 2015).

A Public Health Framework signifies a focus on three key components, who, how and what (CDC, 2015). The *Who* addresses the professionals, disciplines, and stakeholders (survivors) who need to be included in and contributing to the conversation and efforts to combat human trafficking. The *How* considers the type of action being sought out, or targeted, for example: intervention, prevention, rescue, prosecution, or demand reduction. Lastly, the *What* identifies the entrenched cultural and societal issues which allow for the criminal and exploitative activity to take hold (e.g. devaluing of girls, marginalization, globalization) (ACF, 2016; CDC, 2015; USDOJ, 2017)

One example of this new agenda from the U.S government is a webinar aired through the Department of Health and Human Services (DHHS) on the *Emerging Issues on Human Trafficking Webinar: The Public Health Framework* (Chang & Stoklosa, 2017). The authors began with a simple example which can help to inform this study and the application of a PHF for informing prevention of human trafficking. Chang and Stoklosa (2017) provided an example of two people who discover a baby floating down a river. One of the individuals jumps in to save the baby, after which there is another baby and another. While one individual continues to try and save the babies from drowning, the second individual begins to run upstream. The first individual saving the babies is perplexed as to why the second is abandoning saving the babies. However, the second individual yells back that rather than saving the babies from drowning they want to go and find out how they are ending up in the river in the first place. This metaphor is also sometimes called upstream/downstream and makes clear that while it *is* important to save the babies from drowning, it is simultaneously important to try and prevent them from ending up in the river.

Many public health problems do not have clear and simple solutions, and often times it is understandable why resources have been invested in rescuing and intervening; the problems are occurring today and they are ongoing, which mandate attention (CDC, 2015; CPHA, 2017; World Health Organization [WHO], 2018). However, a public health framework is unique in that it goes beyond rescue or remediation of social problems and looks upstream to determine what is causing or contributing to the problem in the first place (Chang & Stoklosa, 2017)

**Public Health Framework and Social Work**

The *Who* in a PHF is the key stakeholder, for example organizations, companies, communities, schools, health systems, or individuals (Chang & Stoklosa). Key stakeholders as identified in this study are survivors of human trafficking. The social work profession has an established history of working with victims and survivors of both human trafficking as well as related personal crimes. Recently, several authors have cited the importance and necessity for social workers to be engaged and work with those impacted by human trafficking (Busch-Armendariz, Busch-Nsonwu & Cook Heffron, 2014; McIntyre, 2014; Orme & Ross-Sheriff, 2015). In additional to interpersonal training and practice skills applicable to engaging victims and survivors of human trafficking, social workers are trained in multiple levels of practice, complementary to a PHF (Berg-Weber, 2013).

**Survivor Informed.** The anti-human trafficking movement as well as the human trafficking literature are very clear in the call to have survivor informed laws, services, research, and programs (Bloom, 2012; Murphy, Bennet, & Kottke, 2016; Samarasinghe & Burton, 2007). Heissler (2001) in evaluating UNICEF programs indicated that children

(as it relates to sexual exploitation) are quite capable of not only protecting their own rights and that of their peers, but they (children) also will challenge the normative behaviors. Samarasinghe and Burton, (2007) go on to say that by involving youth in the anti-human trafficking movement we access more creative and innovative program ideas. Murphy et al., (2016) make similar assertions for youth who have been sex trafficked, stating that "we stand to learn more about the phenomenon as a whole and how to intervene most effectively" thus the creation of programs are likely to be more meaningful to at risk youth (p.109).

Survivor (stakeholder) informed research is not a new phenomenon and has been a critical turning point in many related social issues (e.g. intimate partner violence, mental health awareness, foster care, child maltreatment). One such example in the human trafficking literature comes from Busch-Armendariz and colleagues (2014) who reported four years of survivor informed qualitative data on victim and survivor needs, focusing almost exclusively on services and mental health.

Prevention, as a critical research focus, must also stay closely aligned with this call. No matter the type of human trafficking, the presence of contributions from those who have been exploited is needed to most appropriately and accurately inform efforts for prevention. Furthermore, their contributions may uniquely shape, inform and guide research endeavors (Chang & Stoklosa, 2017; Samarasinghe & Burton 2007).

Combatting human trafficking is not an either-or scenario. Current exploitation must be addressed through services, protections, investigations and prosecutions (USDOJ, 2017). Current efforts also need to include the exploration of preventative

measures that can ultimately decrease (ideally eradicate) human trafficking all together (Bales, 2005; Chang & Stoklosa, 2018).

**Social Justice.** A Public Health Framework includes a focus on social justice as a key foundation in allowing all people to lead healthy and fulfilling lives (CPHA, 2017). Again, in complementary fashion, social work identifies social justice as one of the six core values guiding the profession and the subsequent engagement with those who social workers seek to serve and work alongside (NASW, 2017). As identified in the NASW Code of Ethics, social justice is a value; however, it is further defined through the stated ethical principle "Social workers challenge social injustice.", part of which is to "pursue social change" as well as "promote sensitivity to and knowledge about oppression…," and lastly as a component of social justice, social work encourages the "meaningful participation in decision making for all people." (NASW, 2017, p.5). As stated by the National Association of Social Workers (NASW), "…to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty." (NASW, 2017, p. 1), social justice is not only a value, but a key component in achieving the mission of the profession and to which social workers are ethically held accountable.

## Study Purpose

Human trafficking is one of the most egregious human rights violations in the world (USDOS, 2008). Millions of people are exploited through the use of labor and sex every day (ILO, 2017). Traffickers find little to no value in the lives of these people, as evidenced by the words of a Mauritanian slaveholder, "We don't pay them. They are part of the land." (USDOJ, 2016, p.8) Teenagers are being deceived into thinking a boyfriend

cares for them, only to be sold for sex on the internet (USDOJ, 2016, p.10). All of which

contributes, along with demand, to human trafficking being a multi-billion-dollar industry

and among the fastest growing in the world (ILO, 2014). There have been repeated calls

to include survivors' perspectives, knowledge and expertise in the anti-human trafficking

movement (Rafferty, 2013, Murphy et al., 2007; USDOS, 2017), yet there are minimal

research studies to be found.

While prevention can be approached from multiple levels, as identified in the

Public Health Framework, primary prevention, stopping human trafficking from ever

happening in the first place (Chang & Stoklosa, 2017), has not received sufficient

attention. As indicated in the statements made by DHHS and other US government

offices, there has been a lack of attention paid to primary prevention (ACF, 2016).

This study is designed to contribute new empirical knowledge in the anti-human

trafficking literature and movement, addressing some of the aforementioned

shortcomings; lack of survivor representation and inattentiveness towards primary

prevention. Specifically this study seeks to conceptualize the prevention of human

trafficking from the perspective and experience of survivors.

**Study Significance**

First, this study responds to explicit calls, and the necessity, to focus more

attention on prevention work within the anti-human trafficking movement (ACF, 2017a;

ACF, 2017b Chang & Stoklosa, 2017).   In responding to the call for prevention efforts,

this study notably addresses the dearth in human trafficking prevention research, not to be

confused with human trafficking literature. As Gozdziak (2008) stated there is a lot of

interest in human trafficking and a lot written about human trafficking, but there is little

empirical research. Additional authors, Bloom (2012) critiqued the current research for not moving beyond studies estimating the scale of human trafficking, as well as attempting to map the routes of human trafficking, while others still insist on the use of rigorous and empirical data to inform prevention efforts.

Second, this study will bring to the forefront the voice and representation of survivors in the human trafficking research literature. In the subsequent chapters the representation, influence and voice of survivors is further explicated through the application of theory and perspective, as well as the chosen research methodology. In short, with the exception of selecting methodology, survivors will be directing this study through as the sole source and creators of the data, valuing of the data and ultimately conceptualization of prevention of human trafficking.

## CHAPTER II: LITERATURE REVIEW

This chapter presents a literature review on prevention of human trafficking, as well as on the combination of theory and perspectives applied to this study. After a terse review of the literature it was evident that there is minimal published research on preventing human trafficking. To be very clear, there is a wealth of literature on human trafficking, but the area of prevention research is scant. In the following sections the identified prevention literature is explicated according micro, mezzo or macro level. This is followed by the introduction of Postmodernist Theory, Social Constructionist Theory, Ecological Perspective and Empowerment Perspective, each of which is explained and then applied to the current study.

**Macro Prevention**

Macro level work is primarily focused on society and/or government as the point of action or change (Hopps, Lowe, Stuart, Weismiller & Whitaker, 2008; Miley, O'Melia, & DuBois, 2010). Throughout the prevention literature the dominant area tied to macro level prevention was public law. This may give the appearance of public law being an intervening force rather than a preventative one. The TVPA was, in fact, created in response to global and national outcry over the problem of human trafficking. However, from the perspective of a Public Health Framework, often times the prevention of a social issue is first sparked by the realization that the problem is happening (Chang & Stoklosa, 2017). This is to say that there can be a cyclical nature in the creation of primary prevention measures, as they may have initially come from the recognition of the problem and an awareness of the need to first intervene. The existence of public laws that target human traffickers as criminals and which recognize the complex needs of victims

and survivors is seen as fundamental in deterring human trafficking. From this perspective deterrence is a primary preventative action based on the philosophy that if a law is strong enough in language and possible punishments, it will dissuade a criminal from committing said act (Ekberg, 2004; Eriksson 2013; Rafferty 2013; Samarasinghe & Burton, 2007).

Lastly, building upon the existence of such laws with complimentary and related criminal code is critical to maintain a proactive position (Eriksson, 2013). For example, laws which include or promote societal vigilance, protecting borders and monitoring activities may not specifically address human trafficking, but can serve as complimentary to prevention efforts (Kaufman & Crawford, 2011; Oxman-Martinez et al., 2005)

**Mezzo Prevention**

The mezzo level is primarily related to organizations and formal groups (Miley et al., 2010). Pertinent areas to address human trafficking prevention at the mezzo level include education and community awareness/involvement. Education as mezzo level prevention addresses aspects such as teaching on human rights, gender issues and teaching about human trafficking (Rafferty 2013), with a concerted effort to include girls (Howard, 2013), rural women (Kaufman & Crawford, 2011), and the children of sex workers (Jana, Dey, Reza-Paul & Steen, 2014). Additional groups identified needing education on human trafficking range from those in the juvenile justice system (Eriksson, 2013) to government officials (Kaufman & Crawford, 2011). Additionally, several authors have identified specific parameters for education on human trafficking to act as preventative. For example, the information must be specific, culturally appropriate; including rights of migrant workers (Jana, et al., 2014; Samarasinghe & Burton, 2007),

those preparing to migrate (Kaufman & Crawford, 2011; Rafferty, 2013), and inclusive of education for parents and families connected to those migrating or moving for opportunities, especially children (Howard, 2013).

Community awareness/involvement is the second theme in mezzo level human trafficking prevention, and it takes shape in a couple of different ways. A more front line, hands on, role at this level includes training and encouraging surveillance of neighborhoods (Kaufman & Crawford, 2011; Samarasinghe & Burton, 2007), even intervening in suspected human trafficking activity (Kaufman & Crawford, 2011). A behind the scenes role involves community awareness with the goal of spreading pertinent information like hotline numbers (Eriksson, 2013) and especially building a higher level of awareness among women and girls (Kaufman & Crawford, 2011). Throughout the literature, specific types of awareness building activities are identified, including: media outlets (trailers, free screenings, television programs, and radio), as well as the creation of chat sites and more tangible items such as magazines, brochures and leaflets are identified throughout the literature (Murphy, et al., 2016; Oxman-Martinez, et al., 2005; Rafferty, 2013; Samarasinghe & Burton, 2007; Woznica, 2014). Some community awareness campaigns are more exclusively targeting clients of prostitutes and diplomatic staff (Dettmeijer-Vermeulen, 2012; Oxman-Martinez, et al., 2005).

**Micro Prevention**

The micro level is concerned with the individual or family and maintains a focus on empowering and helping individuals and families to make changes and/or decisions which can impact their personal outcomes (Miley, et al., 2010). Prevention at this level focuses on providing those services or programs that are intended to improve an

individual or families' quality of life and autonomy (Corcoran, 2008) as well as decreasing or eliminating victimization as a possibility. The literature in this area is divided into several themes, including: skill development, human trafficking specific education, and protective factors. Distinguishing between micro and mezzo level education is dependent upon the focus (communities versus individuals), keeping this in mind can be helpful in understanding the following literature.

Education that specifically includes the development of skills such as: problem solving, effective communication, negotiation and decision-making skills, resolving conflicts, managing interpersonal relationships, self-awareness, empathy towards others, and coping effectively with emotions and stress (Freccero, Biswas, Whiting, Alrabe, & Seelinger, 2017; Rafferty, 2013; Samarasinghe & Burton, 2007) serves to prevent or protect against human trafficking. In addition to these skills, which could be generally viewed as social and relational skills, education in a more traditional sense is seen as a critical component of prevention. Education is needed to provide training of technical skills, secondary school, job training and literacy (Jana, et al., 2014; Kaufman & Crawford, 2011; Limoncelli, 2017; Rafferty, 2013; Samarasinghe & Burton, 2007). One study documented over a 90% decrease of minors entering into sex trafficking after the opening of a school for the children of sex workers. This project was created and developed by a community of sex workers themselves in order to provide their children an opportunity for education (Jana, et al., 2014).

The literature also identifies the need for education specifically about human trafficking; the tactics used by traffickers, risk, recruitment and harms, as well as safe migration practices, family life education (Greenbaum & Bodrick, 2017; Kaufman &

21

Crawford, 2011; Lux & Mosley, 2014). In two different studies working with at-risk youth, participants were provided with information specifically about human (sex) trafficking, the tactics used by traffickers, and the real dangers of trafficking (Murphy et al., 2016; Pierce, 2012). Both studies reported results, from open-ended questions and evaluations, in which participants reported positive results on what they had learned and the information they received. One of the studies which included a demographic exclusively of Alaska Natives and American Indian female youth, indicated "huge improvement" in knowledge, specifically "knowing when someone is trying to exploit you sexually" and "feeling confident that you have the right to be safe and make your own choices" (Pierce, 2012, p. 50)

Lastly, prevention at the micro level protective factors or characteristics. The literature indicates when individuals have positive self-worth, self-value, are able to ask for help and make healthy decisions about their relationships, it positively impacts prevention of human trafficking (Murphy et al., 2016; Samarasinghe & Burton, 2007). In addition, education beginning in secondary school and up may also serve as a protective factor, especially for girls and women (Rafferty, 2013). These are viewed as protective factors taking the focus away some the prevention of a certain act (human trafficking), and instead focusing back on the individual as the focal point of positive protection (Kaestle, 2012; Samarasinghe & Burton, 2007).

**Summary of Prevention Literature**

Human trafficking is a complex crime involving individuals, companies and governments who exploit, dehumanize, and abuse others (USDOJ, 2017). This horrendous activity requires the attention of our entire society not only because it is a

human rights violation, but also due to the rapid pace in which human trafficking continues to grow (ILO, 2017), demonstrated by the multi-billion-dollar profits gained through exploiting men, women and children (ILO, 2014) and continually increasing calls to the national hotline (Polaris Project, n.d.). The current literature does not provide empirical research or tested methods in which to approach prevention of human trafficking, much of the human trafficking literature on prevention is narrative in form and less commonly presented as either qualitative or quantitative data. The literature which identifies survivors' contributions or perspectives on the prevention of human trafficking is minimal at best. It is clear that prevention can and does take place across all levels of society from the individual through to governments (Ekberg, 2004; Kaufman & Crawford, 2011; Murphy et al., 2016; Pierce, 2012; Samarasinghe & Burton, 2007).

Human trafficking is multifaceted and dynamic, making it all the more important to have systematic and empirically supported data guiding prevention at all levels (Rafferty, 2013). It is complex and profound to dissect, examine, and attempt to understand all of the moving parts presented in the prevention literature for human trafficking. Ultimately, this complexity requires further understanding and more nuanced research to shine light and begin implementation of evidence based (Rafferty, 2013) prevention efforts.

**Theoretical Foundation**

With complex social issues it is often beneficial to utilize social science theory as a mechanism for structuring and guiding social science research (Connolly & Harms, 2012). This section of the literature review identifies theories as well as perspectives which inform and support this study. A foundation in theory helps to explain social

phenomenon, offering context and structure, aiding in the understanding and contextualization of knowledge. Theory guides practice, exploration and inquiry by offering "a systematic ordering of ideas, drawn from a range of sources that help us to understand a person's circumstance and we might helpfully intervene." (Connolly & Harms, 2012, p.12). In addition to theoretical frameworks this study will utilize the application of *perspectives*. A perspective, sometimes used interchangeably with theory, is defined separately in this study to indicate those influences which offer an influence or a lens through which to consider the phenomenon, rather than seeking to explain a phenomenon. Included in the following sections is a brief description of Postmodernism Theory, Social Constructionist Theory, Ecological and Empowerment Perspectives, followed by application and contributions of each to this study.

**Postmodernism Theory**

Postmodernism was marked by a historic shift, from an absolute belief in the natural order of things, a determinist perspective leading to a singular truth, to that of pluralism, no longer insistent on "one story". The Constructionist tenet of appreciation for a multitude of stories and experiences by which we create understanding and exchanges of knowledge became the defining foundation of Postmodernism. (Howe, 1994).

Postmodernism viewed the notion of singular truth as being totalitarian, "coercing the present to fit some future ideal" (Howe, 1994, p.521). This is tied to the idea that someone (i.e. government), in this case helping professionals/practitioners, somehow know and work towards the "ideal order" of society, yet in post modernism there is no

24

one ideal, there is only a multitude, a plurality and "…truth is de-centred and localized so that many truths are recognized…" (Howe, 1994, p.520)

**Postmodernism Theory Applied.** Laws, programs and anti-human trafficking has long been rooted in the professionals "knowing" what is best, in applying Postmodernism to this study survivors will be the sole focus of knowledge (data), as well as full autonomy in determining which prevention data is best, most important and most feasible. Recognizing the pluralist nature of truth, Postmodernism upheld the belief that "different languages produce different values and worlds of meaning and experience" (Howe, 1994, p.522). Throughout this study survivors not only create the data through their contributions, but as much as possible *their* exact words are maintained in the data collection. Additionally, the role of the social scientist is not to cure, control or legislate a universal standard, but instead to work towards interpretation of the pluralist world bringing understanding to all parties (Howe, 1994, p.523). Guiding this study, the researcher (social scientist) works to bring the data and outcomes rooted in survivor participation to a broader audience of helping professionals and community members.

Lastly, Postmodernism as a guiding theoretical framework in this study provides an increased focus on social justice. This is accomplished by removing the social worker as the "sole arbiter" to determine or conceptualize prevention, and instead move survivors to the central position, valuing their experiences and expertise (Howe, 1994, p.525).

**Social Constructionist Theory**

Social Constructionist theory (SCT) has its roots in the Postmodernity movement of social science research and philosophies. Social Constructionism maintains that our

experiences and understandings of those experiences are constructed based upon previous experiences, as well as our social and cultural history (Delanty & Strydom, 2003). Ian Hacking (2003) further explains that while there are real behaviors and experiences, it is the ideas related to them which are constructed. He provides the example of child abuse, stating that the behavior of child abuse is real and has occurred, yet the meaning of child abuse was constructed in the early 1960s. The purpose of this is to make clear that regardless of the ways in which behaviors and experiences are constructed there are real occurrences.

**Social Constructionist Theory Applied.** There are multiple levels in which SCT informs this study. Beginning first with the background which was presented in Chapter I and the development of language and legislation, the exploitation of human beings was occurring well before the creation of the legislation or the assignment/defining of terminology. However, as SCT applies to this study, exploitation which was continuing to present itself on a global stage ultimately gave rise to the construction of *human trafficking*. There are many articles which document the decades and sometimes centuries old sale of people for both labor and sex (Butler, 2015), yet the construction of human trafficking had not yet become a part of the penal system or common vernacular until much later.

Secondly, and more directly related to this study, is the selection of a participation research design and methodology. The inclusion of survivors as key stakeholders, the primary source of knowledge and experience, creates the opportunity for their experiences to give rise to new constructions (conceptualizations) of the prevention of human trafficking. SCT implies that due to survivors' experiences of exploitation they

26

will create a new and maybe different constructions of prevention, potentially not yet explored in the anti-human trafficking field. Social Constructionism means that all new experiences, knowledge building activities, and other engagements are built atop that previous experience of being trafficked (Bloom, 2012). This is to say that a survivor has the propensity to see things differently and conceptualize prevention differently than someone who has never experienced such exploitation. The survivor's experience offers the opportunity to cultivate new conceptualization of preventing human trafficking. This is the essence of SCT, that experience influences the way in which a survivor thinks about human trafficking.

**Ecological Perspective**

The Ecological Perspective, within social work, can be traced back to one of the very first social work texts, *Social Diagnosis,* written by Mary Richmond (Connolly & Harms, 2012). In this original work Richmond (1917) stated that

Social diagnosis, then, may be described as the attempt to make as exact a definition as possible of the situation and personality of a human being in some social need – of his situation and personality, that is, in relation to the other human beings upon whom he in any way depends or who depend upon him, and in relation also to the social institutions of his community. (p.357)

In addition to Richmond's structuring of the person within their environment as central to understanding ability or potential to improve a social situation, Jane Addams, another noteworthy social work pioneer at the forefront of the settlement house movement pursued a similar path. The settlement house movement held central a focus on engaging new immigrants in their communities, as well as living in the same

27

community to best understand the needs which early social workers could address (Berg-Weber, 2013). The notion of working with the person in their environment was further solidified, with the introduction of Carel Germain's (1979) seminal work, *Social Work Practice: People in Environments,* also drawing attention to the practice of social work which maintained focus on the client within (not separate from) their environment.

In 1982 Carel Germain wrote "ecology can help us implement our historic person-situation commitment—not only alleviating problems but in preventing them as well" (p.20). While this was not the first time Germain presented or authored contributions on the utilization of the Ecological Perspective within social work (Germain, 1978), it was in this work that she made a connection to the *prevention* work in addition to the problem-solving work in which social work so frequently engages (Germain, 1982). Germain's work continued to develop in the language of Ecological Perspective, "person-in-environment" (Busch-Armendariz et al., 2014; Rothman, 2008). A central focus of the person-in-environment is what Germain labeled as the "goodness of fit". "Goodness of fit" is the perspective that when a problem is identified, it is labeled as a problem, but truly what is being identified is a poor fit between the individual needs and that which the environment has to offer (or not) (Germain, 1978; 1982). Germain's Ecological Perspective maintains that an individual and the various levels of interactions (micro, mezzo, macro) cannot be extracted from one another. The layers of systems are inextricably connected, and at times dependent upon one another to the point of influencing change through feedback and interactions (Connolly & Harms, 2012).

**Ecological Perspective Applied.** As previously identified in the Public Health Framework, prevention efforts take place at multiple levels, as does the occurrence of

societal ills, in this case human trafficking. In order to best understand both the occurrence of human trafficking as well as the conceptualizations of prevention it is crucial to acknowledge the multi-layered systems in which this all occurs. To view human trafficking through a singular lens, maybe that of micro, would be to discount the need for macro level laws, or yet another example, to provide mezzo level awareness campaigns and education without the perspective of micro level protective factors is to set individuals up for confusion at best and personal harm at worst. The Ecological Perspective maintains that due to the interconnectivity of all system levels, there will be an affect felt throughout, sometimes referenced as a ripple effect (Rothman, 2008). One could extrapolate that with sufficient public laws against human trafficking, which in effect do deter the criminal activity, the individual at the micro level may experience a better fit with their environment, increased freedom, increased opportunity, and decreased risk of exploitation (Germain, 1978, 1982).

A brief but relevant tie from the Ecological Perspective to the overall Public Health Framework further solidifies the inclusion in this study. Herrenkohl, Higgins, Merrick and Leeb (2015) state "A comprehensive prevention strategy seen through a population (or public health) lens locates the problem of concern [human trafficking] at the intersection between the individual and the environment" (p.24). This is to say that public health and the Ecological Perspective are unified in the perspective that the "goodness of fit" between an individual and their environment is what may either lead to protection against human trafficking or conversely, with an improper fit, what leads to breeder grounds for exploitation. It should be noted that Chang and Stoklosa (2017)

present ecological systems theory as a foundation for a public health framework, utilizing Bronfenbrenner's model of nested systems.

**Empowerment Perspective**

The Empowerment Perspective became a more significant focus within social work during the 1980s as a way to further promote social change (Connolly & Harms, 2012). While the term is used quite commonly, it is important to distinguish, the social work profession frames empowerment within the context of "self-empowerment" rather than a dynamic of being empowered by others (Connolly & Harms, 2012, p.151). This distinction is critical in that it captures the power structures which are often present in helping relationships. With this said, Adams (2008) defined empowerment as

the capacity of individuals, groups and/or communities to take control of their circumstances, exercise power and achieve their own goals, and the process by which, individually and collectively, they are able to help themselves and others to maximize the quality of their lives. (p.17)

Lastly, Empowerment Perspective has a focus on "wellness", elimination of social problems, and enhanced opportunities. Social workers and professional are seen as collaborative partners rather than authoritative experts (Perkins & Zimmerman, 1995).

**Empowerment Perspective Applied.** Applying Empowerment Perspective to this study is best articulated by Perkins and Zimmerman (1995) when they stated that Empowerment Perspective "compels us to think in terms of wellness versus illness, competence versus deficits, and strengths versus weakness." (p.569-70). This is to say that by focusing on prevention this study is inherently based in empowerment. Additionally, Empowerment Perspective is again realized through the selection of

survivors as key stakeholders, acknowledging and recognizing that survivors are capable and qualified to be a contributing voice and partner in shaping the global anti-human trafficking movement. Empowerment Perspective, by including survivors as collaborative partners in order to shape the future of the anti-human trafficking movement, opens opportunities for survivors to construct recovery and healing in a manner which they have envisioned (Murphy et al., 2016; Samarasinghe & Burton, 2007).

Empowerment Perspective is also central to the research methodology, Concept Mapping, chosen for this study. As delineated in Chapter III, Concept Mapping maintains a central focus on participants (survivors) contributions and voices throughout both qualitative and quantitative phases of data collection and processing. In this way the voices and perspectives of survivors, Empowerment Perspective, is not accidental, but is rather a crucial and fundamental foundation of the study.

**Summary of Theory and Perspectives**

As evidenced, Postmodernism, Social Constructionist Theory, Ecological Perspective and Empowerment Perspective each bring structure and strength to this study and research design. It is clear that while each on their own makes significant contributions, the collective influence of all four is where the true strength lies. Postmodernism creates space for multiple truths, while Social Constructionism acknowledges and appreciates a process of building and constructing upon previous experiences. Ecological Perspective introduces the multiple layers in which human trafficking occurs and can create ripple effects impacting all other pieces, just as previous experience contributes to the new construction of knowledge and ideas in SCT. They theories and perspectives can stand alone, but they are easily interwoven. Empowerment

31

Perspective is quite possibly the most influential on this study. As mentioned previously, the inclusion and central role survivors maintain in this study not only empowers the current participants, but this creates a foundation of empowerment for the data to build upon. Survivors are not just an influence in this study, survivors create the data, organize the data and then determine which data is important.

# CHAPTER III: METHODOLOGY

The purpose of this study is to conceptualize prevention of human trafficking from the perspective of survivors. As discussed in previous chapters, there is minimal literature that identifies primary prevention research, and even less which is informed through the voices and experiences of survivors of human trafficking. Additionally, this study follows the desired shift in focus of the anti-human trafficking movement to enhance Prevention efforts as the third prong of the 3-P Paradigm, having already engaged Prosecution and Protection efforts (ACF, 2017; USDOJ, 2017).

Given the limited relevant research, this study was exploratory in nature, as exploratory studies are best utilized when a research area is scarcely known or had little empirical inquiry, as is the case here (Grinnell, Williams, & Unrau, 2016). These studies seek to understand and learn about a particular research question or social phenomenon. Exploratory studies do not contribute to, nor do they answer questions of relationships (causation, mediation, etc.), nor can they explain why or how a social phenomenon occurs (Grinnell et al., 2016). Since this is the first study of its kind and there is no survivor informed prevention research it was determined that the study will consider "human trafficking" as a whole and not separate out sex or labor trafficking. In pursuit of the stated study goals, the following research questions were established:

RQ1: How do survivors of human trafficking conceptualize effective prevention efforts?

RQ2: How do survivors prioritize the importance of these conceptualizations?

RQ3: How do survivors prioritize the feasibility of these conceptualizations?

**Method, Theory and Perspective**

Critical to scientific inquiry is the decision of an appropriate research methodology which is in line with the stated goals of the study and which is also equipped to answer identified research questions. (Grinnell et al., 2016). The inclusion of survivors is critical to the current study, and as such the methodology should be participatory in design and capable of capturing survivors' voices through interpretive or qualitative data collection.  Additionally, in order to accomplish the stated research goals of conceptualizations of prevention, as well as understanding prioritization of prevention, it is necessary to implement a positivistic or quantitative approach (Grinnell et al., 2016). In line with the Public Health Framework, a mixed-method study captures the desired qualitative, survivor informed data, as well as the utilization of quantitative data driven results desired to inform prevention efforts (CPHA, 2017; Pluye & Hong, 2014), and as such this study will utilize Concept Mapping (CM), an integrative participatory mixed method research design.

Concept Mapping is rooted in and works favorably with the theoretical foundations of this study as outlined in Chapter II. Survivors have their own truths (Howe, 1994) and are able to contribute knowledge built upon those experiences (Hacking, 2003), to inform prevention efforts through the qualitative data collection process outlined below (Kane & Trochim, 2007) tying directly to Social Constructionism as well as Empowerment. Lastly, as survivor participants are free to contribute their own unique perspectives (data) on the conceptualization of the prevention of human trafficking, this method acknowledges the importance of the specific needs for each

34

individual survivor to recognize what is needed in order to improve the "goodness of fit" (Germain, 1978, 1982).

As presented in Chapter II, Social Constructionism recognizes the experience of an individual and the subsequent construction of new experiences and creation of new knowledge. Concept Mapping, through the qualitative phases of data collection, allows for participants to explicitly voice their perspectives, in their own words, from their own experiences and knowledge. These perspectives become the data upon which all additional analyses are conducted, demonstrating a complementary relationship between this methodology and Social Constructionist Theory (Hacking, 2003).

Additionally, the Empowerment Perspective is acknowledged throughout this methodological approach in the collection of statements referenced above, as well as through a process of rating and sorting, which takes the data offered by survivors as the central focus and most important data . In this way survivors also shape and define the outcomes of the study.

In accordance with standard ethical research practice, a full application for research with human subjects was submitted, and subsequently approved by the university Institutional Review Board (IRB)

**Concept Mapping**

Concept Mapping is a tried and tested rigorous mixed methods approach to social inquiry (Kane & Trochim, 2007). Concept Mapping is a participatory methodology, capturing the voice (statements) of participants related to a given focus prompt. While in some participatory research it is possible for the loudest or the most demanding participant to dominate and influence the outcome, CM is able to manage

such an impact through the inclusion of all statements from brainstorming sessions, the value of which is later determined through the input of every individual participant, again eliminating undue influence of one participant over another. Concept Mapping is also unique in its application in that the outputs provide tangible, directive measures which can be used for planning and evaluation (Kane & Trochim, 2007; Miller, 2016). The following provides a thorough overview of CM methodology and its application to this study.

Concept mapping is broken down into a multi-step process (Kane & Trochim, 2007; Miller, 2016; Trochim, 2006). These steps walk through participatory qualitative data collection and quantitative analyses of the data. Briefly stated the steps are: preparation, idea generation, statement structuring, analyses, interpretation and utilization.

**Step One: Planning & Preparation**

Planning and preparation can be considered the most critical step in Concept Mapping as it sets up the logistic and well as analytic foundation for the remainder of the study through the access and engagement of participants and development of the most suited focus prompt for the study (Kane & Trochim, 2007). This study is specifically focused on survivors' perspectives, and as a key component of the methodology, the participants should be intentionally selected based on that characteristic. In this way the sample is a non-random and purposive sample (Kane & Trochim, 2007).

**Preparation.** Preparation for a Concept Mapping study requires significant time and energy towards logistics and organization (Kane &Trochim, 2007). A key part of preparations for this study included the identification of agencies who have the potential

to interact with survivors of human trafficking who may be located in relatively close geographic proximity so that they may be available and accessible for participation in this study.

To gauge possible support in accessing survivor participants, the researcher contacted five facilitators (agency representatives, survivors, or other advocates) known from previous work in anti-human trafficking efforts. Four out of the five were specifically contacted based upon their geographic location within one midwestern state or one southeastern state. The fifth facilitator, while not in close geographic proximity to the location of this study, had access to share the study with a virtual alliance of survivors located in any number of regions. The outreach to these facilitators included a brief discussion of the research project and goals, an explanation of the research process (described below), expectations of participants, and the assurance the study has received IRB approval. Three of the five facilitators indicated enthusiastic support of this research, a fourth facilitator expressed reservation with regard to the requirement for participants to speak English, and a fifth facilitator never responded to the inquiry.

Additional preparations during this first phase included establishing a location where sessions can take place, logistic planning and materials planning. Kane and Trochim (2007) discuss the potential to have separate individuals oversee planning and preparation, and later facilitating the sessions and collecting data. IN this study, the identified facilitators took on some of the planning responsibility in gathering participants and identifying date, time and locations for meeting. This research author has previous CM experience (Miller & Donohue-Dioh, 2017; Miller, Donohue-Dioh & Brown, 2018; Miller, Duron, Donohue-Dioh, & Geiger, 2018), as well as clinical experience with

survivors of human trafficking, and as such was the lead (and only person) conducting data collection sessions.

**Participants.** Participants for this study were recruited primarily through the facilitators described above. All of the identified facilitators either provide services to adult victims and survivors of human trafficking and/or are made up of adult survivors of human trafficking and advocate for improved anti-human trafficking efforts. According to Kane and Trochim (2007) a minimal total sample size of 10 is required to conduct a Concept Mapping study, however, optimal sample size is in the range of 15-30 participants.

**Recruitment.** Each of the facilitators took on a slightly different role in helping to recruit participants. Some reached out to survivors   in their network setting up a time and place for the study sessions, which the researcher had confirmed, while other facilitators invited the researcher to already established group meetings for survivors.   As expected, challenges in participatory research include logistics for meeting. As such, there were 5 brainstorming session conducted, each of which had anywhere between five and seven participants. This study included 35 participants, 30 of whom completed Step Three described below.

**Focus Prompt.** A focus prompt is the question or statement which will guide participation in the study.   It is crucial that the prompt be framed accurately so as to provoke the line of inquiry related to the identified research questions. The development of this prompt can be accomplished through a couple of avenues, including a review of the literature and a small focus group of key stakeholders to test various options (Kane &

Trochim, 2007). The current study utilized a review of the literature for human

trafficking, as well as previous Concept Mapping studies to establish a focus prompt.

The prompt for this study was: *Generate statements that describe what can be done to prevent people from being trafficked.*

**Step Two: Brainstorming**

The second and third steps of Concept Mapping are the initial phases for

participant contribution and interaction. Step two was the first-time participants were

brought together. During this session participants received an explanation of the study, a

verbal overview of what is would be required of them, and an informed consent.

Participation was voluntary and incentivized with a gift card for time and commitment to

the study. In accordance with the IRB-approved protocol for this study, there was no

signed consent form, but instead consent was obtained by a participants' continued

presence for the brainstorming session. The focus prompt was shared with participants

and the brainstorming commenced.

All statements and discussion related to the study were recorded verbatim.

Participants were encouraged to share their thoughts and ideas in response to the prompt.

Following CM practice and procedures, the researcher interjected to ask clarifying

questions, break down statements, or read statements back to the participants, ensuring

accurate representation of the qualitative data throughout the brainstorming process

(Krippendorff, 2013). These sessions lasted approximately 60 minutes, well within

standard expectations (Kane & Trochim, 2007).

In general, it is helpful to have time scheduled between steps two and three,

however depending on logistics and access to participants steps two and three can be

adjusted as necessary for the participants' schedules (Kane & Trochim, 2007); the time

between steps two and three for this study ranged from one month to six weeks.

        **Content Analysis.** During the time between step two and three the researcher

engages in the first analysis in CM, Content Analysis (Krippendorff, 2013). All

statements must be review. At this stage, the Content Analysis process seeks to remove

duplicate statements, ensure compound statements are broken into singular statements,

and organize all statements into a consistent format. Content Analysis, in this application,

does not involve the removal of statements based upon researcher's perspective, personal

view, or support/discord with existing research/literature. Content analysis of the

qualitative ideas, thoughts and statements collected in the brainstorming sessions also

serves to synthesize the data into a manageable final statement set. It is important for the

integrity of the next step that the statement set is both representative of the initial

brainstorming sessions, but also manageable so that participants do not experience fatigue

related to the process and quantity of data (Kane & Trochim, 2007).

## Step Three: Sorting & Rating

        At this time participants were brought back together for "sorting and rating"

exercises. Each participant was given several items, a complete statement set (printed on

individual cards-one statement per card), labels, envelopes, pen, and two different rating

sheets. Participants were given specific instructions to first take the set of statement cards

and sort them into piles or groups. Participants were encouraged to organize the piles in a

manner which "makes sense to them", personally. They are asked not to sort them into

two piles (good and bad, etc.), but rather to think about the statement and how they relate

to one another in theme or content. Participants are reminded there is no one correct way

to sort the cards and that they may sort them into as many piles as they see fit. Once participants have sorted all of the cards they are asked to name or label each pile. Again, reminding participants there is not a correct name or label. Participants are asked to then place each of these piles into an envelope for data recording later. Once the sorting activity is complete, participants were asked to engage the statements one last time. The rating sheets which participants were given have a list of every unique statement next to a Likert type scale. There are two different rating sheets, one on *Important* and the second on *Feasibility*. These are the two variables selected for this study, however CM allows for customization of these variables. The participants are asked to go through each statement and rate each statement, in relation to the others, on how important it is (one rating sheet) and then on how feasible it is (second rating sheet) (Kane & Trochim, 2007; Miller & Donohue-Dioh, 2017). This concludes step three, as well as the main participation of stakeholders (survivors of human trafficking).

While most of the participants returned to the same group in which they had participated for brainstorming, there were two participants who requested to complete rating and sorting via mail, the researcher applied for a deviation to the IRB, which was approved allowing for the mail completion.

**Step Four: Analyses**

Step four begins the multiple analyses involved in Concept Mapping. Building from Content Analysis carried out in Step Two, these include similarity matrices, multidimensional scaling (MDS), hierarchical cluster analysis (HCA), and bridging analysis. As a part of these analyses multiple visual depictions in the form of maps, pattern matches, and bivariate plots are produced to be used in Steps Five and Six with

41

stakeholders (survivors) for verification, and possible planning and evaluation (Miller, 2016) as well as for research purposes (Kane & Trochim, 2007). In order to conduct these analyses all of the data from Steps Two and Three must be entered into the proprietary Concept Systems™ software. Included here are brief descriptions of the outputs.

**Similarity Matrices.** The first analysis conducted in Concept Mapping is that of similarity matrices. For each participant in the study a binary similarity matrix is computed representing the piles in which each participant sorted the statement set. Each participants' similarity matrix is then combined to form an aggregate similarity matrix representing all participants. The aggregate matrix contains values ranging from zero (indicating no participant grouped the two statements together) up to the total number of participants, indicating all participants grouped a pair statements together during the sorting exercise. The higher the scores on the aggregate similarity matrix, the more often participants sorted the same statements together (Kane & Trochim, 2007). The aggregate similarity matrix is then used for a second analysis, multidimensional scaling (MDS).

**Multidimensional Scaling.** MDS takes the scores from the aggregate similarity matrix and uses this to plot each statement in a two-dimensional space, ultimately representing all the statements as a point on a map (Point Map) indicative of the collective sorting of all statements by the participants. Ideally the aggregate similarity matrix would be plotted in a multi-dimensional space, being confined to a two-dimensional space creates what is referred to as *stress* (Kruskal & Wish, 1978). The stress index in MDS is a measure of how well the input data (aggregate similarity matrix) matches with the representation of that data on a Point Map created through

multidimensional scaling (Kane & Trochim, 2007). The stress index ranges from 0 to 1, the lower score indicating a more accurate representation of the data, with a stress score between 0.205 and 0.365 accepted as a good representation of the data (Kane & Trochim, p.98, 2007). In addition to the creation of the Point Map, MDS produced x and y coordinates for each statement on the map. These coordinates are then used in the next analysis to determine proximity of one statement to another.

**Hierarchical Cluster Analysis.** Concept Mapping utilizes Hierarchical Cluster Analysis (HCA) in order to determine the best groupings or *clusters* of statements as represented by points on a map. While there are several methods for HCA, Concept Mapping utilizes the coordinates from the Point Map constructed during Multidimensional Scaling to achieve the most optimal output (Kane & Trochim, 2007). HCA, simply stated, considers all the points (coordinates) on the map and determines which two points are closest together and groups those two. This process can continue until all the points on the map are clustered as one. However, the iterative process allows the researcher to observe the clusters as they are formed. A Point Cluster Map is created through this process, displaying the number of clusters as they are formed. A critical component of HCA is deciding on the number of clusters to maintain in a study. This is done through examining various cluster solutions and their respective statistics, particularly bridging values.

Bridging values are calculated per statement and then averaged according to clusters. To understand bridging values it is necessary to provide a brief review of why statements are placed in a specific spot on the Point Map. Through the MDS process some statements are placed on the Point Map because they were frequently sorted with a

prior statement already placed on the map. This type of statement is considered an "anchor" statement "because it reflects well the content in its vicinity." (Kane & Trochim, 2007, p.101). Dissimilarly, a "bridging" statement is placed on the map due to its having been sorted with one statement sometimes and with alternate statements, by other participants. In this way the statement creates a "bridge" between the multiple locations in which participants sorted the statement with other statements (Kane & Trochim, 2007). The bridging values for this study are presented and further discussed in the Results chapter.   Additional considerations in making the decision for the final cluster solution may involve the feedback of key stakeholders, impact to utilization of results, and consideration of the impact on meaning and sensibility when clusters are combined or conversely divided (Kane & Trochim, 2007).

The final exercise in this step is the rating of all statements included in the final statement set. Participants were given two rating sheets, one for each variable, in this study *Importance* and *Feasibility*. Participants were asked to read each statement and then rate the statement according to how important or feasible they determine it to be in relation to the other statements. These ratings were recorded and can be used for several possible outputs within Concept Mapping (Rating Maps, etc.). That being true, there are two specific outputs which are solely based on the ratings and not on the Point Map output. These outputs are the Pattern Match and the Go-Zone Graph

**Pattern Match.** The Pattern Match allows for comparison along the two variables selected for rating forms (i.e. importance and feasibility). This analysis takes all the statements which are part of a final cluster and pulls the related average score for each statement on importance and feasibility, for example, then an average (of the averages) is

calculated for each cluster. For example, a Pattern Match could be provided

demonstrating the similarity or dissimilarity in the way *labor trafficking survivors* rated

cluster A as compared to how *sex trafficking survivors* rated the same cluster for

*importance*.

**Go-Zone Graph.** And finally, the *Go Zone* analysis produces a new map entirely.

This map is built from the average scores on importance and feasibility for each

statement. Variables, such as importance and feasibility, are placed along the x and y

axes and then each statement is plotted accordingly based on the average score for each

variable. This map ultimately then provides a critical area, the "go-zone"; graphically this

is the upper right-hand quadrant, and it represents those statements which had high

ratings for both variables of *importance* and *feasibility* (Kane & Trochim, 2007).

## Step Five: Interpretation

CM provides many different outputs, all of which serve different purposes for

interpretation and utilization. Although all analyses are carried out, it is the role of the

research to determine which outputs are most useful in answering the research questions

at hand (Kane & Trochim, 2007; Miller 2016). To answer the research questions

presented in this study there are six outputs and accompanying statistics which will be

presented in the following chapter. These include a Point Map, Final Cluster Solution,

Cluster Bridging Map, Mean Cluster Rating Maps, a Pattern Match, and a Go-Zone

Graph. Each of these outputs will be explicated further in the results section to facilitate

the better understanding and application to this study.

**Step Six: Utilization**

In the final and sixth step of CM the researcher and participants may revisit the original focus prompt and based upon the results make decisions upon which clusters are identified as priorities for action/implementation/program development/etc. depending on the purpose of the study. This can be an ongoing process or collaboration with interested stakeholders in developing a needed response to outputs and implications of the data.

**Design Challenges**

Concept Mapping like all research methodologies presents its unique challenges. The process of data collection in CM can be intense for participants. The initial brainstorming session discussing often times dozens and dozens of ideas and thoughts related to the prompt could be overwhelming. Additionally when participants return for rating and sorting the process in and of itself can be challenging, reading through possibly a hundred statements and deciding how o group them together, followed by more decisions on how important and feasible the statement are for prevention. This could present significant pressure for participants, and/or confusion. This, among other reasons, is why it is important to recognize participant contributions. In this study, participants received cash card incentives for their time and experience commitment to the research. In addition to a time commitment from participants, there needs to be coordination of schedules so that the most participants possible can attend a brain storming session (Miller, 2016). CM may require multiple sessions of data collection at each phase (brainstorming and rating/sorting). Participants may also feel discomfort in a group setting and decide not to share their contributions. Lastly, the statistical analyses

are complex and build upon one another making it necessary to be certain through every step of the process that the results are accurate.

**Potential Ethical Issues**

Every research study has the potential for ethical issues, and CM presents some unique challenges which must be mitigated through planning and development of a study, particularly through IRB application/approval and ongoing informed consent and dialogue with research participants. One potential ethical issue is that the targeted participants for the proposed research study are survivors and victims of human trafficking. This is a population which is already vulnerable and has likely experienced trauma and may possibly suffer mental illness or anguish as a result. It is not the intent of this research to create any undue burden, emotional or otherwise, however this is a possibility due to the sensitive nature of exploitation. In order to alleviate as much as possible this concern, the researcher provided participants, from the beginning, with information on local and national agencies and hotline numbers who they can reach out to for additional support or help.

Another potential ethical issue is confidentiality. Because it is a requirement that participants are survivors of human trafficking it then follows that everyone who turns up to the sessions can be assumed to be a survivor. Not knowing who will attend a session, it is possible a participant may recognize or encounter another participant whom they know or are familiar with, but that they did not know was also a survivor or vice versa. This possible ethical issue can be mitigated by reminding participants that their involvement is voluntary and there is no penalty for dropping out. Additionally, if a participant feels

strongly about being involved they can be offered a more private means of providing statements and participating in sorting/rating activities.

The IRB committee who received this study had several concerns regarding the sensitive nature of research working with victims and survivors of human trafficking. The researcher met with the IRB committee to address concerns, number of participants present during any given session, confidentiality, and knowledge/experience of the researcher as related to the subject matter, among others. These concerns were adequately addressed and some concessions were made which would not compromise the study. Once the study commenced the researcher determined a need for alterations and deviations to the original protocol, specifically the ability to delineate sex from labor survivors, and vice versa, prior to brainstorming sessions, and the ability for participants to complete their rating/sorting via mail. These alterations and deviations were approved and so implemented along with the full approved protocol.

# CHAPTER IV: RESULTS

The primary focus of this study was to develop the area of human trafficking prevention, in particular from the input and experiences of survivors. In this chapter results from the research process are presented. Results are presented in accordance with the methodology delineated in Chapter III, including statements obtained through brainstorming, sorting, resulting in clusters, and rating resulting in a pattern match and go-zone graph. In addition to these results, there are multiple tables and graphs which are further explained in the context of the analyses and study.

Lastly, the results in this chapter are intended to help answer the original research questions presented in Chapter III:

RQ1: How do survivors of human trafficking conceptualize effective prevention efforts?

RQ2: How do survivors prioritize the importance of these conceptualizations?

RQ3: How do survivors prioritize the feasibility of these conceptualizations?

The demographic form which participants were asked to complete did not include questions enabling the researcher to decide as to whether or not human trafficking had occurred, but rather the facilitators who assisted in recruiting participants served as "gatekeepers". The researcher provided clear and specific information for the study, including eligible participants i.e. adult survivors of human trafficking. Participants were asked general questions about their exploitation which are included in Table 1.

**Participants**

   A total of 35 (N = 35) survivors of human trafficking participated in this study. Overwhelmingly participants were female (n = 30), the average age of participants was 42.94 (SD = 12.07) with a range from 20 to 64 years of age, and the majority of participants identified as Straight/Heterosexual (n = 25), one participant identified as "transfem and straight male" for sexual orientation. Additional demographic information are included in Table 4.1.

Table 4.1 Description of Sample

| Characteristic | N |
|---|---|
| Gender: | |
| Female | 30 (85.7%) |
| Male | 4 (11.4%) |
| FTM | 1 (2.9%) |
| Sexual Orientation: | |
| Straight/Heterosexual | 25 (71.4% |
| Lesbian/Gay/Homosexual | 1 (2.9%) |
| Bisexual | 6 (17.1%) |
| Not Listed-Specify | |
| -all of the above | 2 (5.7%) |
| -transfem and straight male | |
| Race: | |
| African American/Black | 11 (29.7%) |
| Caucasian/White | 16 (43.2%) |
| Asian | 5 (13.5%) |
| Native American | 2 (5.4%) |
| Mullato | 1 (2.7%) |
| Highest education level: | |
| High school diploma/GED | 14 |
| Associate's degree | 6 |
| Bachelor's degree | 7 |
| Master's degree | 3 |
| I do not have an education degree | 5 |
| Currently Employed: | |
| Yes | 23 (65.7%) |
| No | 11 (31.4%) |
| Missing | 1 (2.9%) |
| Current Marital Status: | |
| Married | 12 (34.3%) |
| Divorced | 10 (28.6%) |
| Never married | 9 (25.7%) |
| Missing | 4 (11.4%)* |
| Children: | |
| Yes | 28 (80%) |
| No | 7 (20%) |

*All missing data for marital status was marked as "no" for current marital status.

While recruitment for this study filtered through facilitators in one midwestern state and one southeastern state, participants reported being from 4 states, see Figure 4.1.

Figure 4.1 Participant Geographic Origin

## Where Particpants Live
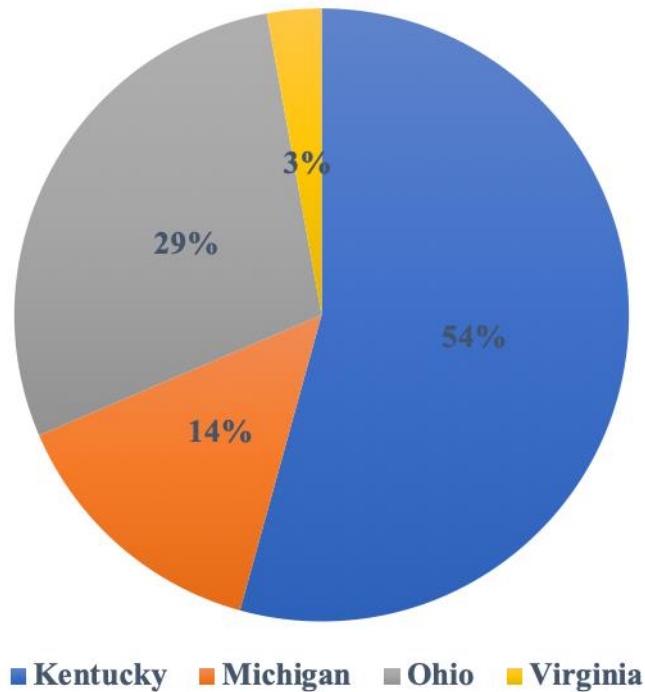


**Trafficking Information.** In addition to the demographic information
participants were asked several questions related to their past
victimization/exploitation experiences. Participants were predominantly sex
trafficking survivors (57%) and reported being trafficked by a female (54%). Additional
participant statistics related to their exploitation are quite varied and challenging to
accurately portray with a simple percentage, thus additional discussion is included at
this point to most accurately describe the participant group.

Participants were asked at what age they were trafficked first trafficked, the
range of responses are from 3 years old to 50 years old, several participants wrote
in additional information here indicating they had been trafficked at several
different times throughout their life (re-victimization). Participants were also
asked at what age they were free from being trafficked, these responses ranged

from 11.5 years old to 60 years old. Related to the age in which participants were free, they were also asked how they gained freedom. The responses included: police, education, running away, jail, court, social service workers, just to identify a few. Lastly in this section, participants were asked whether anyone helped them to get free. Only nine participants stated they had received help in gaining their freedom. The "help" identified by these nine respondents included: family, god, FBI, social service worker, social worker, a survivor, and a survivor run organization.

When asked about the number of traffickers a participant had throughout their exploitation the numeric data captured a range from 1 – 10, however only three participants responded having "1" trafficker. Notably, many participants wrote in responses unable to be captured purely quantitatively, including: "*Different at different times,*" "*300+,*" "*Every guy I so called dated,*" and "*Many*", while others still provided ranges of "*5 – 10,*" "*6 – 8,*" "*7 – 8,*" and "*4+*".

Lastly participants were asked about whether they had ever received services, only about half (48.6%) of the participants indicated they had in fact received some kind of services. Services reported included mental health, legal, physical health, sexual health, as well as those filled in my participants: education, care, employment, housing, prayer, safe place, and spiritual health.

Table 4.2 General Information Related to Trafficking Victimization

| Characteristic | Statistic |
|---|---|
| Type of Trafficking: | |
| Labor | 6 (17.1%) |
| Sex | 20 (57.1%) |
| Both | 5 (14.3%) |
| Missing | 4 (11.4%) |
| Gender of Trafficker: | |
| Male | 1 (2.9%) |
| Female | 19 (54.3%) |
| Both | 8 (22.9%) |
| Missing | 7 (20%) |
| How Many Traffickers: | |
| Minimum | 1 |
| Maximum | 10 |
| Age Trafficked: | |
| Mean | 20 |
| Minimum | 3 |
| Maximum | 50 |
| Age Free: | |
| Minimum | 11.5 |
| Maximum | 60 |
| Services: | |
| Mental Health | 24 (68.6%) |
| Legal Services | 12 (34.4%) |
| Physical Health | 10 (28.6%) |
| Reproductive Health | 6 (17.1%) |
| Currently Receiving Services: | |
| Yes | 17 (48.6%) |
| No | 13 (37.1%) |
| Unsure | 2 (5.7%) |
| Missing | 3 (8.6) |

**Brainstorming Prevention Statements**

As outlined in Chapter III, idea generation through brainstorming sessions is the initial qualitative interaction with participants, as well as a critical time in which the researcher captures the qualitative data and flushes out the intent and meaning of ideas so as to accurately represent participants' qualitative contributions via unique statements. To initiate this process participants received the IRB approved informed consent and were given time to review and ask questions regarding their participation. Consent and voluntary participation was demonstrated by a participant remaining for the brainstorming session. Per the IRB approval procedure, it was determined that participants should not sign a consent form so as not to have any records of identifying information such as their name. Following consent to participate, the researcher provided a brief introduction of self, inclusive of background working in anti-human trafficking, and a brief overview of the entire process was provided, reminding participants of the different phases and the overall concept of the study.

The participants were then asked to "*Generate statements that describe what can be done to prevent people from being trafficked.*" During this process the researcher recorded extensive notes to capture all statements and ideas, as well as discussion surrounding a statement or idea. When a statement or idea was not clear, the researcher would pause and request clarification through discussion and verbal engagement of the participants.   There were over 300 statements originally recorded. Utilizing Krippendorff's (2013) method for content analysis the 300+ statements were synthesized into a final statement set of 108. See Table 4.3

Table 4.3 Final Statement Set (N=108)

| | Statement | Importance Mean Rating | Feasibility Mean Rating |
|---|---|---|---|
| 1 | To prevent human trafficking provide a place where women/girls can get less provocative clothing. | 3.23 | 3.13 |
| 2 | To prevent human trafficking there needs to be more survivor led programs | 4.53 | 4.60 |
| 3 | To prevent human trafficking address environmental vulnerabilities. | 4.43 | 3.97 |
| 4 | To prevent human trafficking those being trafficked need to know there is help available. | 4.87 | 4.67 |
| 5 | To prevent human trafficking all people working with kids need to be trauma informed. | 4.57 | 4.43 |
| 6 | To prevent human trafficking documentaries need to be aired regularly as "after school specials". | 4.23 | 3.90 |
| 7 | To prevent human trafficking address mental health. | 4.37 | 4.33 |
| 8 | To prevent human trafficking talk openly about sex, development, bodies, etc. at home. | 4.40 | 3.93 |
| 9 | To prevent human trafficking follow-up on the sponsors of immigrants. | 4.03 | 3.83 |
| 10 | To prevent human trafficking make sure those helping are women helping women or men helping men. | 3.80 | 3.57 |
| 11 | To prevent human trafficking survivors need their criminal record cleared for work. | 4.63 | 3.67 |
| 12 | To prevent human trafficking educate more people through social media about the traps of traffickers. | 4.67 | 4.33 |
| 13 | To prevent human trafficking emergency responders need better training to identify the signs of trafficking victims. | 4.80 | 4.53 |
| 14 | To prevent human trafficking teach parents about how to keep their kids safe. | 4.30 | 4.20 |
| 15 | To prevent human trafficking victims need support without judgement. | 4.73 | 4.23 |
| 16 | To prevent human trafficking have safe place signs in motels and hotels. | 4.37 | 4.27 |
| 17 | To prevent human trafficking address economic hardship. | 4.30 | 3.77 |
| 18 | To prevent human trafficking sex education needs to include human trafficking. | 4.33 | 4.40 |
| 19 | To prevent human trafficking more accurate assessments are needed. | 4.30 | 4.00 |
| 20 | To prevent human trafficking educate parents in PTA meetings. | 4.10 | 4.03 |
| 21 | To prevent human trafficking people need connection. | 4.23 | 3.80 |

Table 4.3 (continued)

| 22 | To prevent human trafficking the U.S. government needs to focus their attention to places where people flee during global atrocities. | 4.23 | 3.90 |
|----|---|---|---|
| 23 | To prevent human trafficking educate everyone on what grooming looks like. | 4.60 | 4.30 |
| 24 | To prevent human trafficking teach the community to recognize the signs of traffickers. | 4.73 | 4.30 |
| 25 | To prevent human trafficking teach about healthy boundaries. | 4.73 | 4.37 |
| 26 | To prevent human trafficking every school needs to have a specially trained human trafficking advocate. | 4.33 | 4.00 |
| 27 | To prevent human trafficking there needs to be enough safe places for people to go. | 4.53 | 3.93 |
| 28 | To prevent human trafficking all children need to be taught how to protect themselves. | 4.50 | 4.10 |
| 29 | To prevent human trafficking monitor contracts of labor recruitment companies. | 4.43 | 4.27 |
| 30 | To prevent human trafficking people need to feel protected from the threat of traffickers. | 4.63 | 4.00 |
| 31 | To prevent human trafficking develop more jobs. | 4.10 | 3.63 |
| 32 | To prevent human trafficking continue sharing the missing children images on a regular basis. | 4.47 | 4.43 |
| 33 | To prevent human trafficking everyone needs a safe person to confide in. | 4.67 | 3.83 |
| 34 | To prevent human trafficking victims and survivors need one place where they can access all services. | 4.33 | 3.73 |
| 35 | To prevent human trafficking increase mentoring of vulnerable kids. | 4.60 | 4.10 |
| 36 | To prevent human trafficking there needs to be a dedicated "call number" for police dispatch. | 4.50 | 4.30 |
| 37 | To prevent human trafficking there needs to be more police presence. | 3.90 | 3.67 |
| 38 | To prevent human trafficking mandate posting the "signs" of human trafficking in work places. | 4.43 | 4.17 |
| 39 | To prevent human trafficking there needs to be more money for programming. | 4.60 | 4.07 |
| 40 | To prevent human trafficking law enforcement needs to have survivors working along-side of them. | 4.27 | 4.07 |
| 41 | To prevent human trafficking focus jointly on drug use prevention and human trafficking. | 4.37 | 4.03 |

Table 4.3 (continued)

| | | | |
|---|---|---|---|
| 42 | To prevent human trafficking mandated posters need to be presented as help, not law enforcement. | 4.23 | 3.97 |
| 43 | To prevent human trafficking survivors need intense treatment to deal with their relationship to trafficker. | 4.33 | 3.97 |
| 44 | To prevent human trafficking teach life skills. | 4.37 | 4.10 |
| 45 | To prevent human trafficking address social vulnerabilities. | 4.63 | 4.03 |
| 46 | To prevent human trafficking there needs to be more counseling groups for survivors. | 4.70 | 4.27 |
| 47 | To prevent human trafficking pay more attention to U.S. business practices. | 4.10 | 3.77 |
| 48 | To prevent human trafficking family members need to speak up about abuse. | 4.57 | 3.97 |
| 49 | To prevent human trafficking there needs to be more money for awareness and advocacy. | 4.83 | 4.27 |
| 50 | To prevent human trafficking people need to feel loved. | 4.50 | 4.03 |
| 51 | To prevent human trafficking teach children about treating others with kindness. | 4.20 | 3.97 |
| 52 | To prevent human trafficking children need to be able to tell a professional what's happening without the family getting in trouble. | 4.40 | 4.03 |
| 53 | To prevent human trafficking teachers need better education on recognizing the signs of a child being trafficked. | 4.67 | 4.40 |
| 54 | To prevent human trafficking there needs to be follow-up with newly arrived immigrants. | 4.50 | 3.93 |
| 55 | To prevent human trafficking teach about healthy relationships. | 4.53 | 4.20 |
| 56 | To prevent human trafficking governments must be held responsible for mismanagement of resources. | 4.30 | 3.83 |
| 57 | To prevent human trafficking victims need to know what human trafficking is. | 4.97 | 4.60 |
| 58 | To prevent human trafficking child molesters should be castrated. | 3.53 | 2.93 |
| 59 | To prevent human trafficking survivors need to be allowed to be "raw" talking to adolescents. | 4.33 | 3.90 |
| 60 | To prevent human trafficking educate children in clubs and extra-curricular activities. | 4.30 | 4.07 |
| 61 | To prevent human trafficking teachers need to build trust with children. | 4.63 | 4.27 |
| 62 | To prevent human trafficking educate children at 4/5 years old about trafficking. | 4.03 | 3.50 |

Table 4.3 (continued)

| | | | |
|---|---|---|---|
| 63 | To prevent human trafficking survivors need to go into schools to talk with children about human trafficking. | 4.60 | 4.27 |
| 64 | To prevent human trafficking there needs to be more community resources. | 4.87 | 4.53 |
| 65 | To prevent human trafficking provide safe spaces for kids to go to, regardless of what their issue is. | 4.83 | 4.10 |
| 66 | To prevent human trafficking signs need to be posted at kid level/height. | 4.30 | 4.00 |
| 67 | To prevent human trafficking everyone needs more awareness. | 4.77 | 4.57 |
| 68 | To prevent human trafficking listen to the everyday people in the communities and on the ground. | 4.33 | 3.93 |
| 69 | To prevent human trafficking raise awareness in the suburbs. | 4.60 | 4.20 |
| 70 | To prevent human trafficking educate young boys about how to treat girls. | 4.47 | 4.00 |
| 71 | To prevent human trafficking bring more survivors out of the shadows to tell their stories. | 4.40 | 4.10 |
| 72 | To prevent human trafficking break cycles of sexual abuse within families. | 4.80 | 3.93 |
| 73 | To prevent human trafficking monitor smaller business more closely. | 4.33 | 4.03 |
| 74 | To prevent human trafficking build up self-esteem for victims. | 4.53 | 3.87 |
| 75 | To prevent human trafficking provide information for undocumented immigrants through their children enrolled in school. | 4.37 | 4.13 |
| 76 | To prevent human trafficking people need to reach out and say something when they're concerned or suspicious. | 4.87 | 4.17 |
| 77 | To prevent human trafficking victims need consistent relationships with helping professionals. | 4.70 | 4.17 |
| 78 | To prevent human trafficking missing persons reports need to state "could be trafficked". | 4.57 | 4.43 |
| 79 | To prevent human trafficking improve communication between parents and kids. | 4.43 | 3.93 |
| 80 | To prevent human trafficking provide education for people in developing countries. | 4.30 | 3.67 |
| 81 | To prevent human trafficking provide education to legal stake holders such as attorneys/prosecutors/judges and juries. | 4.53 | 4.23 |

Table 4.3 (continued)

| 82 | To prevent human trafficking have more offices for human trafficking so victims know where they can go. | 4.73 | 4.40 |
|----|----------------------------------------------------------------------------------------------------------|------|------|
| 83 | To prevent human trafficking parents need to be more engaged with their children. | 4.40 | 3.83 |
| 84 | To prevent human trafficking people need to value all human beings. | 4.67 | 3.97 |
| 85 | To prevent human trafficking teach children how speak up for themselves. | 4.67 | 4.20 |
| 86 | To prevent human trafficking have survivors go into companies to share their stories. | 4.17 | 3.77 |
| 87 | To prevent human trafficking explain what "safe place" means. | 4.63 | 4.43 |
| 88 | To prevent human trafficking require better background checks for international adoption   agencies. | 4.53 | 4.13 |
| 89 | To prevent human trafficking provide education to trauma therapists. | 4.63 | 4.40 |
| 90 | To prevent human trafficking mandate that everyone who works around children receive training. | 4.70 | 4.30 |
| 91 | To prevent human trafficking survivors need role models of how to break the lifestyle. | 4.60 | 4.17 |
| 92 | To prevent human trafficking change peoples' morals. | 4.10 | 3.63 |
| 93 | To prevent human trafficking victims and survivors need an anonymous text, chat or call hotline. | 4.50 | 4.10 |
| 94 | To prevent human trafficking have mandatory classes on fundamental rights (including labor rights) for people entering the U.S. | 4.40 | 4.03 |
| 95 | To prevent human trafficking victims need "workers" that follow through. | 4.60 | 4.20 |
| 96 | To prevent human trafficking there needs to be mandatory sex education pre-puberty. | 4.23 | 4.00 |
| 97 | To prevent human trafficking victims need someone to help them separate truth from their reality. | 4.37 | 3.70 |
| 98 | To prevent human trafficking get rid of demand for sex trafficking. | 4.60 | 3.47 |
| 99 | To prevent human trafficking provide education about modesty. | 4.00 | 3.47 |
| 100 | To prevent human trafficking implement a values class into school curriculum. | 4.30 | 3.80 |
| 101 | To prevent human trafficking immigrants need orientation of the country prior to coming. | 4.13 | 3.73 |

Table 4.3 (continued)

| | | | |
|---|---|---|---|
| 102 | To prevent human trafficking provide self-worth education to at-risk youth. | 4.50 | 3.77 |
| 103 | To prevent human trafficking there needs to be more police that honor the badge and not abuse it. | 4.60 | 3.93 |
| 104 | To prevent human trafficking education on human trafficking needs to be included in grade school curriculum. | 4.47 | 3.90 |
| 105 | To prevent human trafficking recognize that it can happen to anyone. | 4.77 | 4.30 |
| 106 | To prevent human trafficking have safe place signs anywhere there is drinking. | 3.97 | 4.00 |
| 107 | To prevent human trafficking there needs to be a hotline for children. | 4.37 | 4.10 |
| 108 | To prevent human trafficking victims need long-term relationships with helping professionals. | 4.63 | 4.20 |

## Concept Mapping Analyses

Presented here are the individual outputs from the Concept Mapping analyses. All research protocols applied to this study were approved by a university Institutional Review Board (IRB).

### Similarity Matrices

As discussed previously, the first step in CM is the computation of similarity matrices for each participant who participated in the data rating/sorting exercises. Those individual matrices (n = 30) are used in order to arrive at a final aggregate matrix of all participants sorting data. Thus, cell values for the aggregate similarity matrix could range from 0 to 30. Zero indicating that no participants sorted a specific pair of statements into the same pile/group, and 30 indicating that all participants sorted that particular pair of statements into the same pile/group.

Figure 4.2 is a subsection of the aggregate matrix; the full matrix is too large to display in this format. This is purely for demonstrative purposes to visually show the

aggregate matrix and highlight an example of a pair of statements which were frequently sorted together; statement 14 and statement 8 were sorted together 18 times by participants. In reviewing the full Aggregate Similarity Matrix, the statements which were sorted together with the highest frequency were statement 104 and statement 96, as well as statement 104 and statement 100, both pairs of statements were sorted together 22 times. Sort frequencies for this study ranged from 0 – 22.

Figure 4.2 Aggregate Similarity Matrix (Sample of Statements 1 – 24 only)

| Statement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 5 | 6 | 7 | 3 | 4 | 3 | 2 | 3 | 7 | 7 | 2 | 4 | 2 | 5 | 6 | 3 | 1 | 4 | 5 | 7 | 6 | 3 | 4 |
| 2 | 5 | | 5 | 12 | 4 | 4 | 5 | 4 | 2 | 9 | 7 | 6 | 5 | 6 | 11 | 6 | 4 | 5 | 8 | 3 | 6 | 2 | 7 | 5 |
| 3 | 6 | 5 | | 6 | 4 | 6 | 9 | 2 | 6 | 3 | 6 | 4 | 10 | 5 | 5 | 5 | 16 | 6 | 6 | 3 | 6 | 10 | 8 | 8 |
| 4 | 7 | 12 | 6 | | 2 | 8 | 6 | 3 | 4 | 8 | 4 | 3 | 3 | 6 | 10 | 8 | 6 | 6 | 7 | 3 | 6 | 5 | 5 | 7 |
| 5 | 3 | 4 | 4 | 2 | | 8 | 4 | 7 | 2 | 5 | 5 | 7 | 6 | 8 | 6 | 6 | 2 | 12 | 4 | 10 | 3 | 3 | 9 | 7 |
| 6 | 4 | 4 | 6 | 8 | 8 | | 3 | 8 | 5 | 3 | 3 | 11 | 3 | 16 | 2 | 4 | 4 | 16 | 4 | 13 | 3 | 6 | 10 | 10 |
| 7 | 3 | 5 | 9 | 6 | 4 | 3 | | 1 | 5 | 8 | 5 | 5 | 5 | 4 | 8 | 2 | 10 | 3 | 9 | 3 | 9 | 1 | 5 | 4 |
| 8 | 2 | 4 | 2 | 3 | 7 | 8 | 1 | | 3 | 5 | 2 | 8 | 3 | 18 | 3 | 5 | 2 | 15 | 2 | 9 | 3 | 4 | 12 | 10 |
| 9 | 3 | 2 | 6 | 4 | 2 | 5 | 5 | 3 | | 3 | 9 | 1 | 7 | 3 | 1 | 2 | 6 | 4 | 9 | 5 | 2 | 12 | 1 | 2 |
| 10 | 7 | 9 | 3 | 8 | 5 | 3 | 8 | 5 | 3 | | 6 | 2 | 4 | 5 | 10 | 7 | 4 | 3 | 6 | 5 | 10 | 4 | 4 | 8 |
| 11 | 7 | 7 | 6 | 4 | 5 | 3 | 5 | 2 | 9 | 6 | | 2 | 10 | 2 | 7 | 5 | 8 | 2 | 12 | 2 | 4 | 8 | 1 | 3 |
| 12 | 2 | 6 | 4 | 3 | 7 | 11 | 5 | 8 | 1 | 2 | 2 | | 2 | 10 | 3 | 6 | 5 | 12 | 1 | 10 | 6 | 3 | 12 | 9 |
| 13 | 4 | 5 | 10 | 3 | 6 | 3 | 5 | 3 | 7 | 4 | 10 | 2 | | 4 | 5 | 4 | 9 | 6 | 10 | 6 | 3 | 9 | 6 | 5 |
| 14 | 2 | 6 | 5 | 6 | 8 | 16 | 4 | 18 | 3 | 5 | 2 | 10 | 4 | | 5 | 3 | 5 | 17 | 3 | 13 | 5 | 3 | 13 | 12 |
| 15 | 5 | 11 | 5 | 10 | 6 | 2 | 8 | 3 | 1 | 10 | 7 | 3 | 5 | 5 | | 4 | 4 | 3 | 9 | 2 | 8 | 1 | 6 | 5 |
| 16 | 6 | 6 | 5 | 8 | 6 | 4 | 2 | 5 | 2 | 7 | 5 | 6 | 4 | 3 | 4 | | 1 | 3 | 3 | 0 | 2 | 4 | 2 | 11 |
| 17 | 3 | 4 | 16 | 6 | 2 | 4 | 10 | 2 | 6 | 4 | 8 | 5 | 9 | 5 | 4 | 1 | | 6 | 6 | 4 | 3 | 10 | 4 | 6 |
| 18 | 1 | 5 | 6 | 6 | 12 | 16 | 3 | 15 | 4 | 3 | 2 | 12 | 6 | 17 | 3 | 3 | 6 | | 6 | 17 | 3 | 4 | 14 | 11 |
| 19 | 4 | 8 | 6 | 7 | 4 | 4 | 9 | 2 | 9 | 6 | 12 | 1 | 10 | 3 | 9 | 3 | 6 | 6 | | 7 | 4 | 4 | 6 | 3 |
| 20 | 5 | 3 | 3 | 3 | 10 | 13 | 3 | 9 | 5 | 5 | 2 | 10 | 6 | 13 | 2 | 0 | 4 | 17 | 7 | | 5 | 3 | 11 | 7 |
| 21 | 7 | 6 | 6 | 6 | 3 | 3 | 9 | 3 | 2 | 10 | 4 | 6 | 3 | 5 | 8 | 2 | 3 | 3 | 4 | 5 | | 3 | 5 | 5 |
| 22 | 6 | 2 | 10 | 5 | 3 | 6 | 1 | 4 | 12 | 4 | 8 | 3 | 9 | 3 | 1 | 4 | 10 | 4 | 4 | 3 | 3 | | 2 | 5 |
| 23 | 3 | 7 | 8 | 5 | 9 | 10 | 5 | 12 | 1 | 4 | 1 | 12 | 6 | 13 | 6 | 2 | 4 | 14 | 6 | 11 | 5 | 2 | | 13 |

**Multidimensional Scaling**

Explicated in Chapter III, the aggregate similarity matrix served as input for the next level of analysis, Multidimensional Scaling (MDS). Through MDS, a Point Map is created, placing each statement in a two-dimensional space according to the rate at which statements were placed together (Aggregate Similarity Matrix). The Point Map, Figure 4.3, was then used to establish x and y coordinates for each statement. The

62

statistic used to understand the Point Map is *stress*. Stress represents the degree to which

the two-dimensional Point Map differs from an ideal multidimensional representation of

the Aggregate Similarity Matrix; a two-dimensional space limits the placement of points

in space, therefore creating a level of discord. Stress is measured from 0 to 1, with a

lower stress score representing a closer fit, and a statistic between 0.205 and 0.365

indicating a good representation of the data (Kane & Trochim, p.98, 2007). The Point

Map for this study has a stress of 0.299 after 26 iterations. As depicted in Figure 4.3,

each point on the map represents a statement, identified by number.

Figure 4.3 Point Map with Statement Numbers
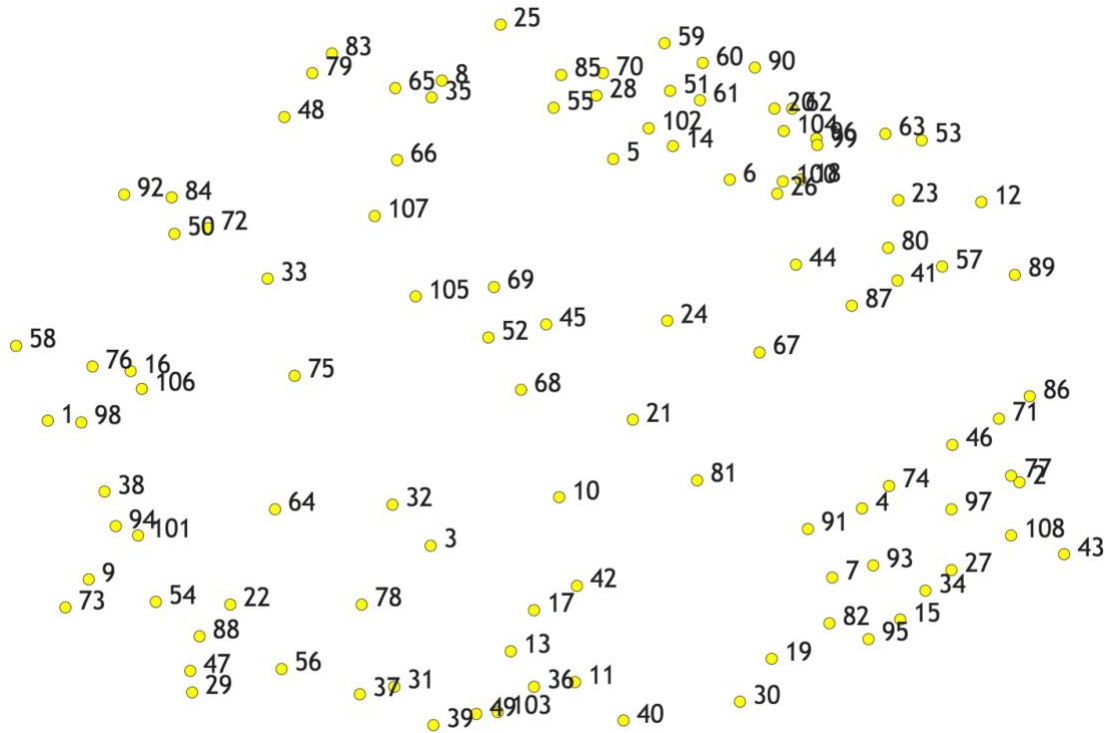


**Hierarchical Cluster Analysis**

Hierarchical Cluster Analysis (HCA) utilizes the x and y coordinates established in MDS to determine proximity of one point to another. The analysis involved in HCA is an iterative process which can be stopped at various stages representing differing cluster solutions. The iterative process of HCA requires the researcher to apply parameters to the number of clusters displayed in a final cluster solution. (Kane & Trochim, 2007).

In reviewing the statistics for all possible cluster solutions ranging from 6 to 12 clusters, the solution which presented the strongest statistics as well as the best portrayal of the data was a 10-cluster solution. Naming the clusters is the final step in this part of the process. Based on the names assigned by participants to each cluster, a

review of the statements included in each cluster, and the ensuing theme, final cluster

names were assigned as indicated in Figure 4.4 below. In this figure you can see the 10

Cluster Solution as well as the thematic content of each cluster as demonstrated by the

name.

Figure 4.4 Final Cluster Solution
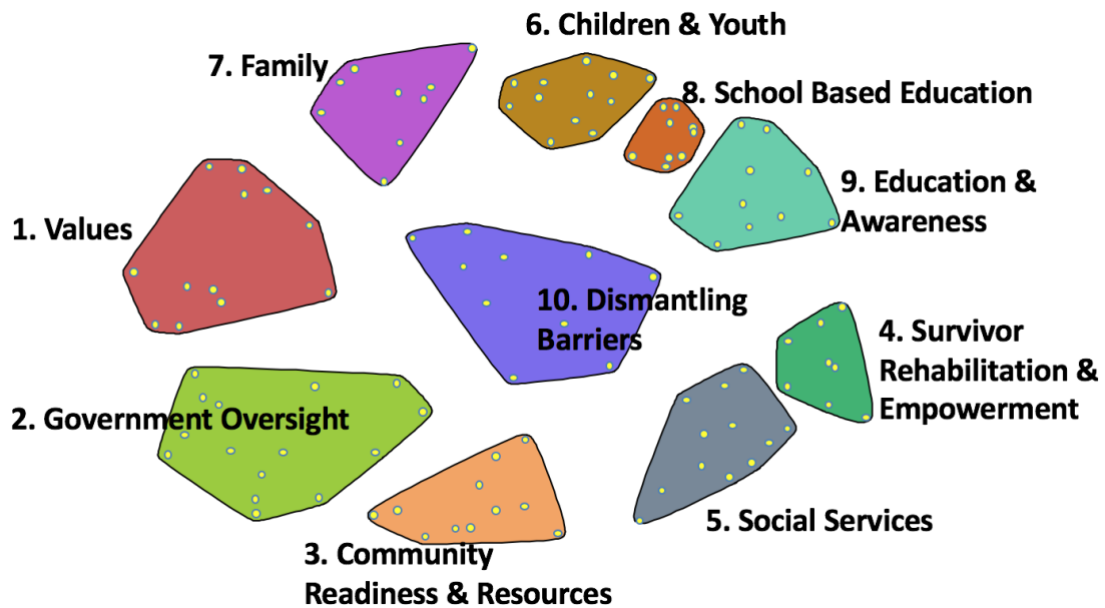


**Bridging Values.** As a refresher, bridging values speak to the extent to which a

particular statement serves as an anchor for statements nearby or as a bridge to between

other statements. Bridging values are presented here according to cluster which provide

insight into whether a cluster is tightly bound together (low mean cluster bridging value)

or whether a cluster is more loosely associated (high mean cluster bridging value) (Kane

& Trochim, 2007). In Figure 4.5 below the average cluster bridging values are depicted

through a visual layering of clusters. The more layers the higher the mean cluster

bridging value, and the more loosely affiliated the statements within the cluster. Table

4.4 provides the mean cluster bridging values related to the map in Figure 4.5. Cluster 8

*School Based Education* is the most tightly aligned cluster (M = 0.08), indicating that the

statements in this cluster were sorted together more often and therefore were placed

closer together on the map through MDS.

Figure 4.5 Cluster Bridging Map
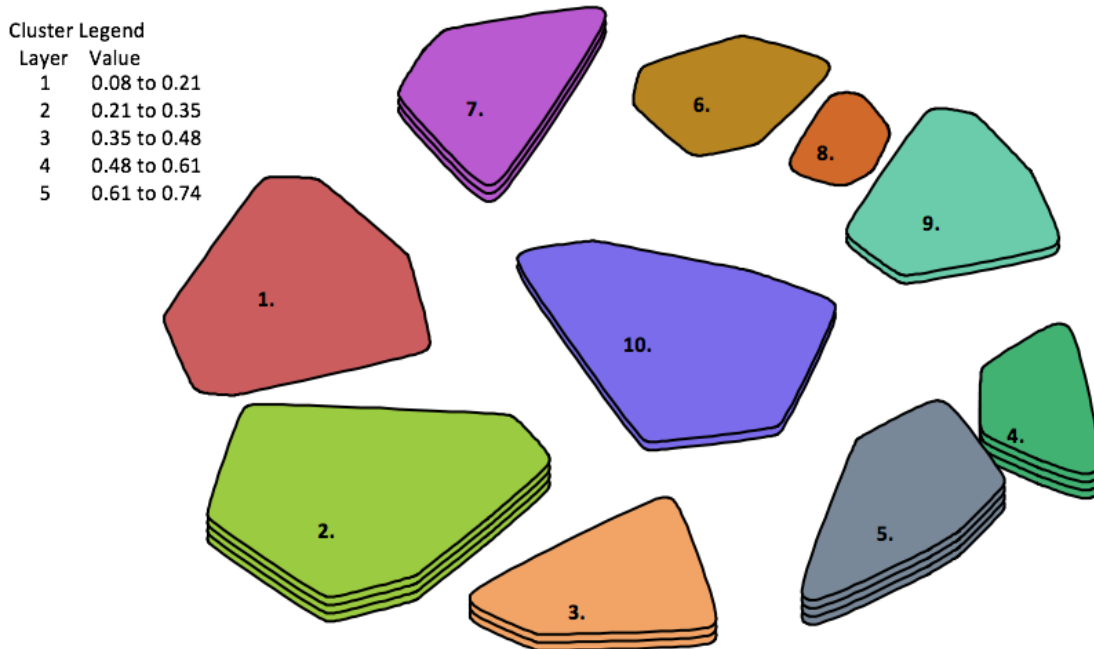


Table 4.4 Mean Cluster Bridging Values

| Cluster | Mean Bridging Value |
|---|---|
| 1. Values | 0.74 |
| 2. Government Oversight | 0.53 |
| 3. Community Readiness & Resources | 0.43 |
| 4. Survivor Rehabilitation & Empowerment | 0.54 |
| 5. Social Services | 0.49 |
| 6. Children & Youth | 0.14 |
| 7. Family | 0.40 |
| 8. School Based Education | 0.08 |
| 9. Education & Awareness | 0.33 |
| 10. Dismantling Barriers | 0.27 |

**Statement Ratings**

Statement structuring is another critical juncture in which participants are able to insert themselves and influence the outcomes of data analyses for the overall study. In this manner, CM applied to this study continues to maintain a focus on the importance of survivors' voices and experiences which, as previously identified, is paramount to the future of human trafficking prevention.

The first step in statement structuring involved participants rating the entire statement set on two distinct variables: *Importance* and *Feasibility*. Participants were provided with two rating forms one for each of the two variables. Participants were instructed to read through each statement and rate them according to how *important* the statement is for the prevention of human trafficking, likewise, participants were instructed to rate each statement on how *feasible* it is to carry out the statement in prevention efforts.

The ratings were captured on a 1 – 5 scale ranging from 1-"Not at all (important/feasible) to 3 – " Important/Feasible" to 5 – "Very (important/feasible). Each participant completed this rating activity during the second meeting in which sorting was also completed. There were a total 6 rating/sorting sessions, as well as some participants completing these activities via mail (per IRB requested exception).

This stage of data collection included 30 participants who rated and sorted the Final Statement Set of 108. As previously stated, participants rated statements on two variables, the first of which is *Importance.* Specifically participants were asked to consider how *Important* the statement is to the prevention human trafficking.

**Importance.** Importance ratings ranged from 3.23 to 4.97.   Participants rated

Statement 57 "*To prevent human trafficking victims need to know what human trafficking is.*" as the most important with a mean score of 4.97 (SD = 0.18). The statements rated least importance by participants was Statement 1 "*To prevent human trafficking provide a place where women/girls can get less provocative clothing.*" Table 4.3 presents mean importance rating scores for each statement.

**Feasibility.** Mean feasibility ratings ranged from 2.93 to 4.67. The most feasible statement according to participant ratings was Statement 4 "*To prevent human trafficking those being trafficked need to know there is help available.*" with a mean rating of 4.67 (SD = .84). Statement 58 "*To prevent human trafficking child molesters should be castrated.*" was rated as the least feasible with a mean rating of 2.93 (SD = 1.74). Table 4.3 presents mean feasibility rating scores for each statement.

**Cluster Importance and Feasibility**

As introduced previously, participants rated each of the statements according to the two variables of *Importance* and *Feasibility*. Mean ratings for each statement have already been presented and discussed. Here, the mean cluster rating is presented to identify those clusters which were scored as most importance (Figure 4.6) and most feasible (Figure 4.7) according to the 30 participants who took part in rating and sorting activities. The maps show the relative *Importance* and *Feasibility* as demonstrated by multiple layers of the cluster.

**Importance.** Cluster 9 Community Education was rated highest for *Importance* with a mean cluster rating of M = 4.60 on a 5.0 scale. Cluster 1 *Values*, was rated lowest with a mean cluster rating of M = 4.33 on a 5.0 scale. The lowest cluster scoring M = 4.33 indicates that all clusters in the Final Cluster Solution scored in the range of

"*Important*" to "*Very Important*"

Figure 4.6 Mean Cluster Ratings – Importance
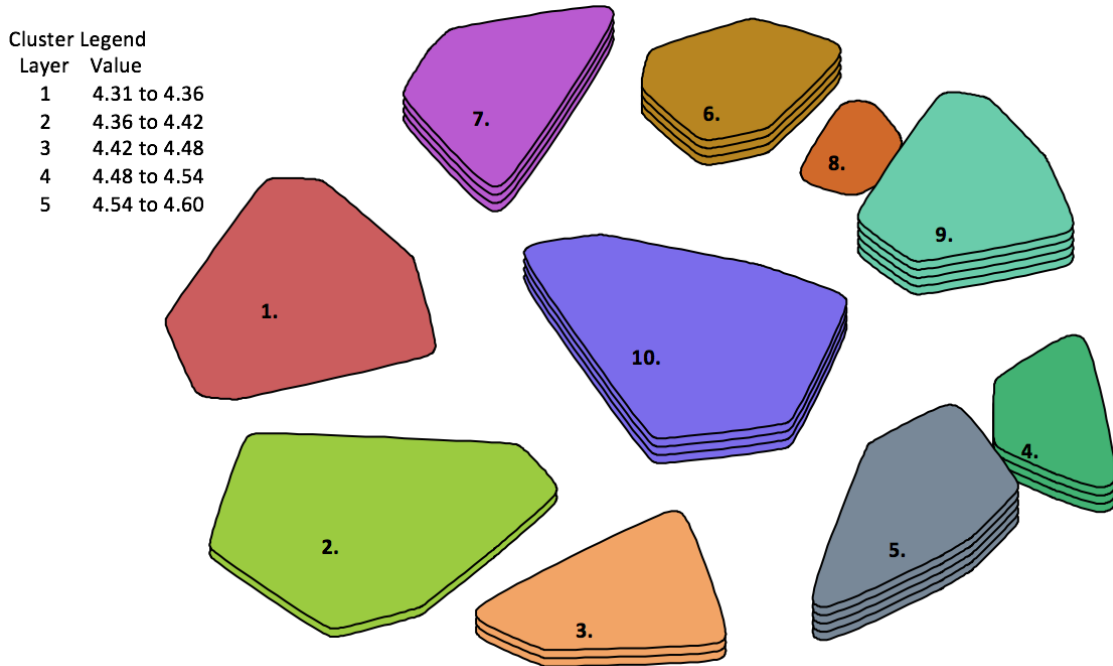


Table 4.5 Mean Cluster Ratings – Importance

| Cluster | Mean Importance Score |
| --- | --- |
| 1. Values | 4.33 |
| 2. Government Oversight | 4.39 |
| 3. Community Readiness & Resources | 4.43 |
| 4. Survivor Rehabilitation & Empowerment | 4.52 |
| 5. Social Services | 4.57 |
| 6. Children & Youth | 4.50 |
| 7. Family | 4.51 |
| 8. School Based Education | 4.31 |
| 9. Education & Awareness | 4.60 |
| 10. Dismantling Barriers | 4.50 |

**Feasibility.** Cluster 9 Community Education was rated highest for *Feasibility* with a mean cluster rating of M = 4.28 on a 5.0 scale. Cluster I *Values*, was rated lowest with a mean cluster rating of M = 3.83 on a 5.0 scale.

Figure 4.7 Mean Cluster Ratings – Feasibility



Cluster Legend

| Layer | Value |
|-------|-------|
| 1 | 3.83 to 3.92 |
| 2 | 3.92 to 4.01 |
| 3 | 4.01 to 4.10 |
| 4 | 4.10 to 4.19 |
| 5 | 4.19 to 4.28 |
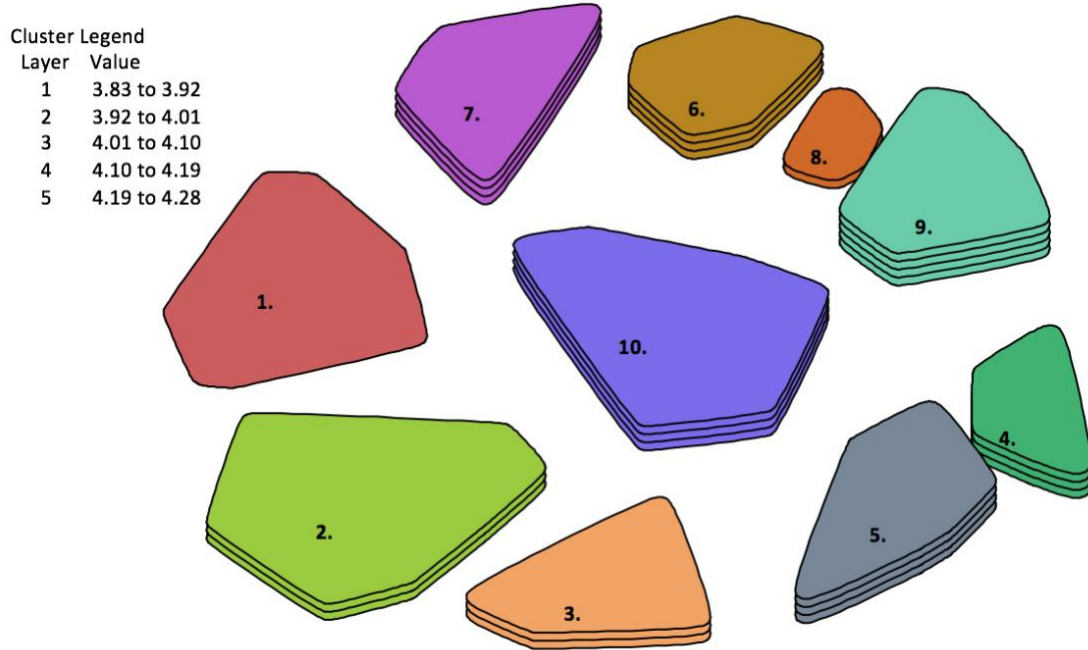
Table 4.6 Mean Cluster Ratings - Feasibility

| Cluster | Mean Feasibility Score |
|---------|------------------------|
| 1. Values | 3.83 |
| 2. Government Oversight | 4.08 |
| 3. Community Readiness & Resources | 4.05 |
| 4. Survivor Rehabilitation & Empowerment | 4.15 |
| 5. Social Services | 4.16 |
| 6. Children & Youth | 4.19 |
| 7. Family | 4.11 |
| 8. School Based Education | 3.93 |
| 9. Education & Awareness | 4.28 |
| 10. Dismantling Barriers | 4.17 |

**Pattern Match**

The Pattern Match analysis offers a correlation (Pearson's r) statistic establishing

the degree to which the ranking of cluster *importance* matches (or differs) from the

ranking of cluster *feasibility*; 1 indicates a perfect correlation (Kane & Trochim, 2007).

The "pattern" is created by ordering the clusters along parallel vertical structures, one for

each variable, and drawing visual comparisons. The Pattern Match for this study

indicated a strong correlation (r = 0.91), or high level of consensus among participants

across the two variables. Figure 10 shows the Pattern Match and provides helpful

imagery to identify where the clusters rank along *importance* and *feasibility* in relation to

one another.

Figure 4.8 Pattern Match
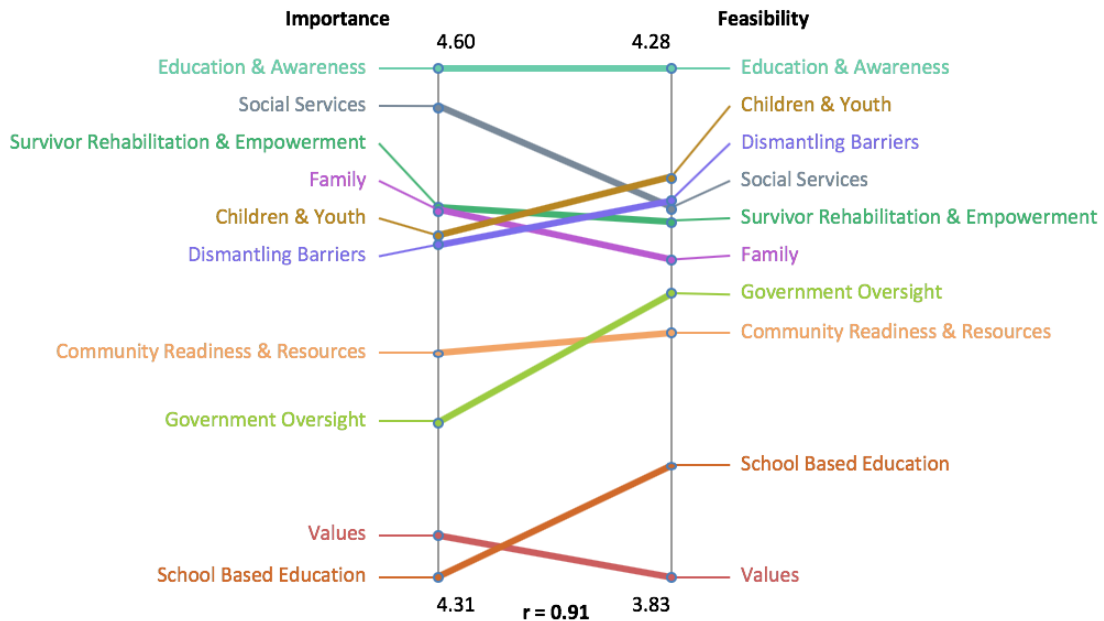


**Go-Zones**

As a refresher, a Go-Zone does not use the Point Map, which all other CM

analyses are based upon, but instead it is a new analysis based on the data from

participants ranking sheets. As identified in Table 4.3 all statements were rated on both

variables, and then the mean rating for each statement was established. The mean ratings

of each statement on both *Importance* and *Feasibility* are the data used in this graph. With

*Importance* placed along the y-axis and *Feasibility* along the x-axis, the Go-Zone Graph

depicts the intersection for each statement along these variables. The Go-Zone Graph, as

described in Chapter III, is more sophisticated than a simple x, y axis graph. The graph is

broken into quadrants based upon the coordinates of the mean *Importance* and *Feasibility*

rating for all statements, <u>not</u> per statement. This is what creates the "Go-Zone"; the upper

right quadrant. Once established, the Go-Zone now marks those statements which are

above the mean rating for both variables, indicating that these could be the most relevant

statements or at the very least a priority.

Figure 4.9 Go-Zone Graph
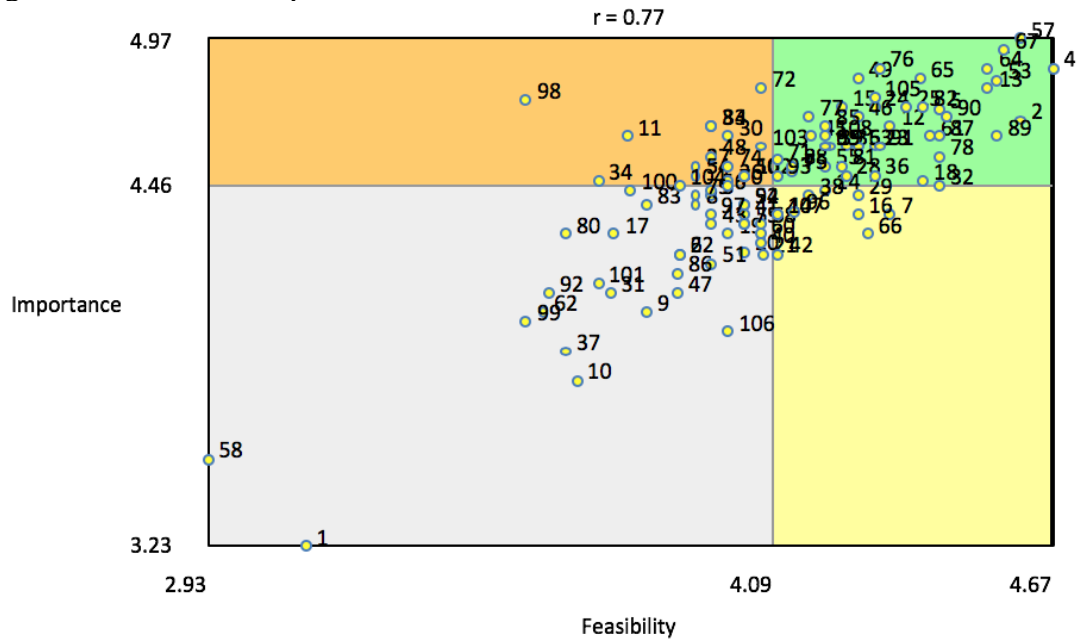
Table 4.7 Go-Zone Statements

Go Zone

| | |
|---|---|
| 2 | To prevent human trafficking there needs to be more survivor led programs |
| 4 | To prevent human trafficking those being trafficked need to know there is help available. |
| 5 | To prevent human trafficking all people working with kids need to be trauma informed. |
| 12 | To prevent human trafficking educate more people through social media about the traps of traffickers. |
| 13 | To prevent human trafficking emergency responders need better training to identify the signs of trafficking victims. |
| 15 | To prevent human trafficking victims need support without judgement. |
| 18 | To prevent human trafficking sex education needs to include human trafficking. |
| 23 | To prevent human trafficking educate everyone on what grooming looks like. |
| 24 | To prevent human trafficking teach the community to recognize the signs of traffickers. |
| 25 | To prevent human trafficking teach about healthy boundaries. |
| 28 | To prevent human trafficking all children need to be taught how to protect themselves. |
| 32 | To prevent human trafficking continue sharing the missing children images on a regular basis. |
| 3 | To prevent human trafficking increase mentoring of |
| 5 | vulnerable kids. |
| 36 | To prevent human trafficking there needs to be a dedicated "call number" for police dispatch. |
| 39 | To prevent human trafficking there needs to be more money for programming. |
| 45 | To prevent human trafficking address social vulnerabilities. |
| 46 | To prevent human trafficking there needs to be more counseling groups for survivors. |
| 49 | To prevent human trafficking there needs to be more money for awareness and advocacy. |
| 53 | To prevent human trafficking teachers need better education on recognizing the signs of a child being trafficked. |
| 55 | To prevent human trafficking teach about healthy relationships. |
| 57 | To prevent human trafficking victims need to know what human trafficking is. |
| 61 | To prevent human trafficking teachers need to build trust with children. |
| 63 | To prevent human trafficking survivors need to go into schools to talk with children about human trafficking. |
| 64 | To prevent human trafficking there needs to be more community resources. |
| 65 | To prevent human trafficking provide safe spaces for kids to go to, regardless of what their issue is. |
| 67 | To prevent human trafficking everyone needs more awareness. |
| 69 | To prevent human trafficking raise awareness in the suburbs. |

Table 4.7 (continued)

| | |
|---|---|
| 71 | To prevent human trafficking bring more survivors out of the shadows to tell their stories. |
| 75 | To prevent human trafficking provide information for undocumented immigrants through their children enrolled in school. |
| 76 | To prevent human trafficking people need to reach out and say something when they're concerned or suspicious. |
| 77 | To prevent human trafficking victims need consistent relationships with helping professionals. |
| 78 | To prevent human trafficking missing persons reports need to state "could be trafficked". |
| 81 | To prevent human trafficking provide education to legal stake holders such as attorneys/prosecutors/judges and juries. |
| 82 | To prevent human trafficking have more offices for human trafficking so victims know where they can go. |
| 85 | To prevent human trafficking teach children how speak up for themselves. |
| 87 | To prevent human trafficking explain what "safe place" means. |
| 88 | To prevent human trafficking require better background checks for international adoption   agencies. |
| 89 | To prevent human trafficking provide education to trauma therapists. |
| 90 | To prevent human trafficking mandate that everyone who works around children receive training. |
| 91 | To prevent human trafficking survivors need role models of how to break the lifestyle. |
| 93 | To prevent human trafficking victims and survivors need an anonymous text, chat or call hotline. |
| 95 | To prevent human trafficking victims need "workers" that follow through. |
| 105 | To prevent human trafficking recognize that it can happen to anyone. |
| 108 | To prevent human trafficking victims need long-term relationships with helping professionals. |

The Concept Systems™ proprietary software was utilized throughout the analytic phases

of this study.

# CHAPTER V: DISCUSSION

*"Change the way you look at things and the things you look at change." -Wayne Dyer*

The overarching purpose of this study was to conceptualize the prevention of human trafficking from the perspective of survivors. In addition to conceptualizing prevention, three research questions were established to further facilitate the understanding and usefulness of those conceptualizations. These research questions were as follows:

RQ1 – How do survivors of human trafficking conceptualize prevention?

RQ2 – How do survivors prioritize the importance of these conceptualizations?

RQ3 – How do survivors prioritize the feasibility of these conceptualizations?

The previous chapter presented results related to the purpose of the study and these research questions. This chapter will discuss the results according to each research question. For RQ1 the discussion begins with an overview of participants conceptualizations (10-Cluster Solution, Figure 4), followed by a discussion of the statements as related to the primary prevention literature (micro, mezzo, macro), this discussion continues with participants conceptualizations of secondary prevention which is presented according to clusters an concludes the discussion for RQ1. Research questions 2 and 3, (RQ2 & 3) are discussed collectively under *Participants' Prioritization*, utilizing a Pattern Match and Go-Zone Graph to best answer the research questions. Lastly, this chapter will examine implications for Human Trafficking Awareness and Education, Victim and Survivor Needs, and the Social Work Profession**.**

## Survivors' Conceptualizations of Prevention

The overarching purpose of this study (RQ1) was to conceptualize prevention from survivors' perspectives. The Final Statement set (Table 3) presents those conceptualizations. The statements alone are informative in that the inclusion or omission of a statement already establishes a sense of what survivors think about prevention. In the following paragraphs discussion will include those statements that are part of the current literature as well as those which appear to be new contributions.

The Final Statement Set (Table 3) included 108 unique ideas on the prevention of human trafficking which were subsequently sorted into a Final Cluster Solution containing ten distinct clusters (Figure 6): *Cluster 1. Values, Cluster 2. Government Oversight, Cluster 3. Community Readiness & Resources, Cluster 4. Survivor Rehabilitation & Empowerment, Cluster 5. Social Services, Cluster 6. Children & Youth, Cluster 7. Family, Cluster 8. School Based Education, Cluster 9. Education & Awareness, and Cluster 10. Dismantling Barriers.* The 10-cluster solution decision was supported by the bridging value statistics; however it was not the only option which held strong statistical support.   For example, when moving from a 10-cluster solution to a 9-cluster solution, cluster number 8 *School Based Education* and cluster number 9 *Education and Awareness* were combined into Cluster 8 (C8). While it may appear that some of the statements have similar themes, this highlights the importance of bridging values. In a 9-cluster solution the combining of the C8 cluster had a bridging value of 0.21, whereas once C8 was broken into cluster 8 and 9, as identified into this study, the bridging value for cluster 8 dropped to 0.08 and the cluster 9 rose to 0.33. The question then becomes is it better to have clusters 8 (0.08) and 9 (0.33) or C8 (0.21). This is

where the importance of understanding the thematic implications of each cluster plays a role.

Ultimately in this case, the researcher determine that cluster 8 *School Based Education* held significant meaning on its own so as to tip the scale in favor of a 10-cluster solution. This process is widely acknowledged and accepted in CM, as the balance of "Hard Art or Soft Science" (Trochim, 1989).

Additionally, cluster bridging value helps to make sense of the degree of consensus among participants or the cohesiveness of each cluster. The cluster with the lowest bridging value (0.08) was *Cluster 8. School Based Education,* indicating that participants sorted the 9 statements making up this cluster most often into the same group. *Cluster 1. Values*, had the highest bridging value (0.74) indicating the least cohesion among participants. As indicated CM is a dynamic process and includes multiple analyses which cannot be viewed exclusively in isolation from one another. An example of the importance in viewing CM analyses collectively is demonstrated by considering additional statistics related to *Cluster 8. School Based Education,* from above. *Cluster 8. School Based Education* while it may have the most cohesion according to the bridging value (0.08), the mean rating for the *Importance* variable indicates that it was viewed as the least important (M = 4.31) cluster for participants, this cluster also ranks 8th for *Feasibility (*M = 3.93). Considering these analyses collectively reinforces the need to maintain perspective of individual analyses but also stepping back and considering the collective Concept Mapping process. It would be an easy error to assume that group cohesion translated into importance or vice versa, another example is *Cluster 9. Education & Awareness* which was rated the highest for *Importance* (M = 4.60).

Ongoing discussion of survivors' conceptualizations (RQ1) continues below. First with a look at statements related to primary prevention, following the structure of the literature review in Chapter II, and then with secondary prevention presented through the final cluster solution.

**Interpreting Statements: Prevention**

Not only is prevention in human trafficking under researched, but the inclusion of survivors' perspectives in nearly non-existent. This is not to discount the work of survivors who consult on program development, reports, social services, and elsewhere. It is important to continue survivors' involvement in such capacities and it is important to collect data representing a larger group of survivors' contributions, particularly for preventing human trafficking.   Additionally, the data produced in this study represent the voices of survivors' experiences and knowledge, however in some cases the statements also support and speak to existing literature, programs, trainings and workshops offered throughout the country, as presented in Chapter II. Those intersections are explored here.

**Macro.** Looking towards law as a means of prevention, Kaufman & Crawford (2011) and Oxman-Martinex et al., (2005) discussed the importance of laws that are not specific to human trafficking, but none-the-less if put into place and carried out appropriately, can contribute to the prevention of human trafficking. This perspective is reinforced through participant statements such as *9. To prevent human trafficking follow-up on sponsors of immigrants, 29. To prevent human trafficking monitor contracts of labor recruitment companies, 47. To prevent human trafficking pay more attention to U.S. business practices, 54. To prevent human trafficking there needs to be follow-up with newly arrived immigrants, 56. To prevent human trafficking governments must be*

*held responsible for mismanagement of resources, 73. To prevent human trafficking*

*monitor smaller businesses more closely,* and *88. To prevent human trafficking require*

*better background checks for international adoption agencies.* Further acknowledgement

of the need for laws and a focus on macro level prevention is reiterated in this way by

Aronowitz "Trafficking continues for a variety of reasons lack of legislation, lack of

political will and corruption, lack of capacity, lack of co-operation both internally and

internationally" (2001, p184-185).

Additional statements which support Macro level prevention efforts can be

generally grouped under the theme of environment. While the literature review for this

study focused on primary prevention research, there are numerous articles which discuss

environment as a factor of vulnerability (Samarasinghe & Burton, 2007), establishing a

connection then to the statements which participants conceptualized in this study. These

statements are as follows, *3. To prevent human trafficking address environment*

*vulnerabilities, 17. To prevent human trafficking address economic hardship, 31. To*

*prevent human trafficking develop more jobs, 45. To prevent human trafficking address*

*social vulnerabilities 98. To prevent human trafficking get rid of demand for sex*

*trafficking, and 22. To prevent human trafficking the U.S. government needs to focus*

*their attention to places where people flee during global atrocities.* One author reinforces

the sentiment expressed in these statements, "…willing targets, driven by poverty and a

lack of opportunity, to take chances with smugglers and traffickers to improve their

lives." (Aronowitz, 2001, p.169).

**Mezzo.** The literature was somewhat stronger in the area of education for the

prevention of human trafficking. Several themes drawn from participants' statements are

corroborated by the literature. For example, Rafferty (2013) highlights the importance of providing education on gender issues as well as specific human trafficking education, and participants' statements *18. To prevent human trafficking sex education needs to include human trafficking, 23. To prevent human trafficking educate everyone on what grooming looks like, 70. To prevent human trafficking educate young boys about how to treat girls, and 104. To prevent human trafficking education on human trafficking needs to be included in grade school curriculum* identify these same themes. Several authors assert the importance of talking about traffickers' tactics and providing specific education to children and youth as a means of preventing human trafficking, ultimately empowering individuals (Busch-Armendariz et al., 2014; Kotrla and Wommack, 2011)

Furthermore, statements *75. To prevent human trafficking provide information for undocumented immigrants through their children enrolled in school, 80. To prevent human trafficking provide education for people in developing countries, 94. To prevent human trafficking have mandatory classes on fundamental rights (including labor rights for people entering the U.S.,* and *101. To prevent human trafficking immigrants need orientation of the country prior to coming,* all tie into the arguments presented by Jana, et al (2014) and Samarasinghe and Burton (2007) speaking to the necessity of culturally appropriate prevention and the rights of migrants. Additionally, authors (examples: Kaufman & Crawford, 2011; Rafferty, 2013) have supported the need to prepare families successfully for migration, inclusive of education to prevent human trafficking as indicated by statement 80 and 94.

Multiple authors cite the necessity to improve awareness, specifically through media and social media (Kaufman & Crawford, 2011; Murphy, et al., 2016; Oxman-

Martinez, et al., 2005; Rafferty, 2013; Samarasinghe & Burton, 2007; Woznica, 2014) to

prevent human trafficking, statement 12 highlights just that  *12. To prevent human*

*trafficking educate more people through social media about the traps of traffickers,* as

well as statement *67. To prevent human trafficking everyone needs more awareness,*

providing a more universal affirmation for the need to increase or improve awareness.

   **Micro.** The literature related to micro level prevention includes one particularly

significant theme, which can be referred to as protective factors, presented in Chapter II.

Participants in this study conceptualized several statements which reinforce the existing

literature as expressed by statements: *21. To prevent human trafficking people need*

*connection, 25. To prevent human trafficking teach about healthy boundaries, 33. To*

*prevent human trafficking everyone needs a safe person to confide in, 44. To prevent*

*human trafficking teach life skills, 50. To prevent human trafficking people need to feel*

*loved, 51. To prevent human trafficking teach children about treating others with*

*kindness, 79. To prevent human trafficking improve communication between parents and*

*kids,* and *85. To prevent human trafficking teach children how to speak up for themselves*

(Freccero, et al., 2017; Rafferty, 2013; Samarasinghe & Burton, 2007).

   Statements *51. To prevent human trafficking teach children about treating others*

*with kindness* and *70. To prevent human trafficking educate young boys about how to*

*treat girls* although presented here for relevance to human trafficking, these are also

foundational to issues such as bullying and sexual assault. The relationship between these

statements and human trafficking highlights the process by which people, especially girls,

become accustomed to poor (at best) treatment by men and boys, often times in the

process invalidating their own feelings and experiences, These statements are also tied

into the previously discussed statement 23 on grooming. Grooming is only a further extension of the socialization addressed here in accepting bad and inappropriate behavior of boys by disregarding it as a natural extension of their gender/sex (Kotrla & Wommack, 2011).

Vulnerability, a second theme, within the micro level of prevention includes those statements which target vulnerable youth. Murphy et al., (2016) and Pierce (2012) both identify the importance of providing education for vulnerable youth highlighting the dangers and real risks of trafficking. Reinforcing these authors' claims, participants conceptualized the following statements: *14. To prevent human trafficking teach parents about how to keep their kids safe, 28. To prevent human trafficking all children need to be taught how to protect themselves, 48. To prevent human trafficking family members need to speak up about abuse, 35. To prevent human trafficking increase mentoring of vulnerable kids, 52. To prevent human trafficking children need to be able to tell a professional what's happening without the family getting in trouble, 55. To prevent human trafficking teach about healthy relationships, 72. To prevent human trafficking break cycles of sexual abuse within families, 83. To prevent human trafficking parents need to be more engaged with their children,* and *102. To prevent human trafficking provide self-worth education to at risk youth.*

**Secondary Prevention**

The focus of the literature for this study was primary prevention, however, participants were expected to conceptualize prevention from their own experience. In addition to the already discussed primary prevention data, survivors' conceptualization included statements (data) which are secondary prevention. This highlights the

importance of the research design and theoretical influence; participatory, Social Constructionist, and Empowerment, and central to the exploratory nature of this study. The secondary prevention data is discussed in the following paragraphs, organized according to cluster.

**Cluster 1 Values.** The statements in this cluster include prevention conceptualization related to the individual who is trafficked. Statement *1. To prevent human trafficking provide a place where women/girls can get less provocative clothing,* this statement relays a sentiment which may be considered problematic and victim blaming. As well as statements such as *58. To prevent human trafficking child molesters should be castrated,* which indicates a sense of blame on men only, when in this study alone 54% of traffickers were female. These statements require significant unpacking to understand their place and role within future prevention efforts.

Additional statements *84. To prevent human trafficking people to value all human beings,* and *92. To prevent human trafficking change peoples' morals,* call out society to take a stance in recognizing and upholding the value of all human life, these statements are supported   and echo directives of the Universal Declaration of Human Rights (Ensalaco, 2012) makes a clear and strong argument to say that the only reason human trafficking can occur is because of prejudice and discrimination. That if we as a society can see others and make determinations on their worth, intelligence, belonging, value, etc. based upon real and perceived differences then there will always be people to exploit through human trafficking as well as other venues.

**Cluster 2 Government Oversight.** Government oversight presents a range of statements which incorporate prevention conceptualization domestically (in the US) as

well as abroad, and many of these statements require involvement across various levels of governance. For example, statement *32. To prevent human trafficking continue sharing the missing children images on a regular basis* and statement *78. To prevent human trafficking missing persons reports need to state "could be trafficked"* would align with the work and responsibilities of the National Center for Missing and Exploited Children. *Statements 54 To prevent human trafficking there needs to be follow-up with newly arrived immigrants, 94 To prevent human trafficking have mandatory classes on fundamental rights (including labor rights) for people entering the U.S., and 101 To prevent human trafficking immigrants need orientation of the country prior to coming all relate to immigration processes and policies.* Several authors have highlighted the need for safer and more informed migration practices (Kaufman & Crawford, 2011; Rafferty, 2013), although not in the specific words of the survivors in this study, they are similar in theme. Authors Jägers & Rijken (2014) discuss at length the importance of corporate responsibility which also ties into the above group of statements. Corporate responsibility is related in that corporations, in addition to governments and immigration services,   also have the capacity and the wherewithal to support better practices and combat exploitative practices in labor recruitment and forced labor (p. 48-51). Finally, there is a relationship worth exploring between the above listed statements (54, 94, and 101) and the fundamental social problems of poverty (especially the feminization of poverty), migration, racial and gender discrimination. As Ensalaco (2012) stated, these are drivers, pushing people to migrate and take risks with employment and opportunities they may know little about (p.57-58)

Lastly, *statement 88 To prevent human trafficking require better background checks for international adoption agencies*, presents a new conversation. Upon initial consideration, as defined by the TVPA illegal or illicit adoptions would not fall within the scope of human trafficking. Conversely, there are some countries in which human trafficking would include illegal and illicit adoptions, however that is not the focus for this study. This statement could be applied to both the families adopting as well as the families placing a child for adoption. A family placing a child for adoption , even when that child has been kidnapped or purchased, does not fit the TVPA definitions for human trafficking, unless the child was subsequently used for labor or sex. This is not to say that the issue is not of importance, but rather it is a distinct issue and discussion.

**Cluster 3 Community Readiness & Resources.** Although survivor participants came into this study as individuals, they inevitably were trafficked within communities and now continue to live within communities. As presented in Chapter 2, this study takes into consideration the multiple systems innate in social work practice as well as the multi-system occurrence and interaction in which human trafficking occurs.

Examples of community level prevention from this cluster include *13. To prevent human trafficking emergency responders need better training to identify the signs of trafficking victims, 37. To prevent human trafficking there needs to be more police presence, and 40. To prevent human trafficking law enforcement needs to have survivors working along-side of them.* These statements not only focus on community but draw specific attention to first responders and law enforcement officers in particular. In addition to these statements, one statement stands out as community level action, as well as a call out to the integrity of those working in the community on behalf of human

trafficking victims, statement *103. To prevent human trafficking there needs to be more police that honor the badge and not abuse it.* The sentiment behind this statement, abuses by law enforcement, is unfortunately not new and has been supported in data collection in one of the states where this study occurred as well as in recent news articles (Gerstein, 2017; Manskar, 2017; Sampathkumar, 2017).

**Cluster 4 Survivor Rehabilitation & Empowerment.** This cluster identifies specific statements which can offer a continued path forward for individuals who have been trafficked and subsequently found their way out or were rescued. These statements speak to activities, which can be classified as secondary prevention or preventing re-victimization. As indicated by the name of the cluster, there are a couple themes within this cluster, specifically rehabilitative (or therapeutic) and empowerment. Rehabilitative statements include *46. To prevent human trafficking there needs to be more counseling groups for survivors, 77. To prevent human trafficking victims need consistent relationships with helping professionals, 43. To prevent human trafficking survivors need intense treatment to deal with their relationships to (their) trafficker,* and *97. To prevent human trafficking victims need someone to help them separate truth from their reality.* Although not exhaustive, these statements indicate the need for long-term services that largely address psychosocial needs. One prior study including survivor participants stated the need "…to develop and expand effective prevention strategies and responsive short and long-term health, legal and social services for survivors" (Busch-Armendariz et al., 2014, p.10)

The second theme within Cluster 4 is empowerment of victims and survivors. These statements focus on ways to uplift, encourage, and promote survivors as advocates.

Statements supporting empowerment of victims and survivors include the following: *71.*
*To prevent human trafficking bring more survivors out of the shadows to tell their stories,*
*2. To prevent human trafficking there needs to be more survivor led programs,* and *86. To*
*prevent   human trafficking have survivors go into companies to share their stories.*
Although not a part of the literature, it is clear that many companies and organizations are
doing just this (i.e. D'Souza & Donohue-Dioh, 2018)

**Cluster 5 Social Services.** Social Services was rated as the second most
important cluster. This cluster provides significant direction for helping professionals,
such as social workers, in the improvement of existing services and development of new
programs and services. The statements in this cluster speak to a need for improved
professional services, statements *19. To prevent human trafficking more accurate*
*assessments are needed, 95. To prevent human trafficking victims need "workers" that*
*follow through,* and *15. To prevent human trafficking victims need support without*
*judgement.*

Additional statements in this cluster speak to tangible resources as well as the
type of services provided. Examples of these statements include *27. To prevent human*
*trafficking there needs to be enough safe places for people to go, 82. To prevent human*
*trafficking have more offices for human trafficking so victims know where they can go,*
*and 93. To prevent human trafficking victims and survivors need an anonymous text, chat*
*or call hotline.* Statement 93 highlights the relevance of previous statements indicating
victims and survivors' misinformation or lack of information as to what is available to
them. In fact there is a hotline available to victims and survivors (and anyone for that
matter), the Polaris National Human Trafficking Hotline (Polaris, n.d.). However, upon

further evaluation, statement 93 could represent the need for a survivor specific hotline, which is not the intent of the Polaris Hotline and so it maintains that this statement of need should be explored.

**Cluster 6 Children & Youth.** The statements in this cluster are quite possibly some of the most versatile in terms of applicability across professional fields, the empowerment of children and youth are frequently discussed within the circles of foster care and child welfare (Miller et al., 2018). The following statements are indicative of the focus and need for empowering youth: *28. To prevent human trafficking all children need to be taught how to protect themselves* (repeated from micro prevention)*, 85. To prevent human trafficking teach children how (to) speak up for themselves,* and *59. To prevent human trafficking survivors need to be allowed to be "raw" talking to adolescents.* Statement 59 is a unique statement in that it calls attention to the type of information and the way youth are engaged. Possibly a need to recognize the capacity and intellect of youth, again something which has presented itself in other professional fields as well as other social problems such as gun violence and the rising of the youth led movements speaking out and demanding they are engaged and taken seriously as a part of the conversation.

**Cluster 7 Family.** Family is often our first introduction of socialization, introduction of values, as well as a beginning moral compass. In the context of this study those same functions help to understand the statements sorted into this cluster. For example, statements *83. To prevent human trafficking parents need to be more engaged with their children, 79. To prevent human trafficking improve communication between parents and kids, 48. To prevent human trafficking family members need to speak up*

88

*about abuse,* and *8. To prevent human trafficking talk openly about sex, development, bodies, etc. at home.* All of these statements highlight the importance of a parent or caregiver's role in preparing children for positive and safe relationships.

It is important to note that several participants discussed aspects of having been trafficked by their parents, out of their own homes, and some prior to the age of entering school. Authors Yonzon & Calsado (2015) highlight various scenarios in which families knowingly traffic their children to improve the financial situation of the entire family and other scenarios in which previous family members or generations were also trafficked and so it has become normative (p.56)   This truth is extremely difficult to conceive of for the general population as evidenced by the common outrage when society learns about parents abusing, particularly sexually, their children. Additionally, this truth presents a very challenging dilemma for helping professionals. How is it that we can access and reach children at risk for being trafficked prior to engaging with society outside of the family unit?

**Cluster 8 School Based Education.** Many of the statements in this cluster related to primary prevention efforts at the Mezzo level. However there are additional statements which speak to a previously discussed sentiment of victim blaming, statement *99. To prevent human trafficking provide education about modesty* and statement *1. To prevent human trafficking provide a place where women/girls can get less provocative clothing.* It is not clear as to whether these statements are intended to be primary prevention or secondary, however it can be inferred that the presence of provocative clothing or immodest behaviors results in exploitation and as such these statements are included as secondary prevention measures.

Lastly, an important statement included in this cluster is *105. To prevent human trafficking recognize that it can happen to anyone,* recognizes the importance of dismantling myths which create only certain images of a victim or survivor, which can be damaging to identification, similar in nature to what the domestic violence movement has experienced, encouraging the truth that there is no one standard victim.

**Cluster 9 Education & Awareness.** Education & Awareness was the highest rated cluster according to *Importance*, this is discussed further in the following section. Cluster 9 includes statements which are reinforced by current programs, training and workshops. For example statement *41. To prevent human trafficking focus jointly on drug use prevention and human trafficking.* Other statements included in this cluster provide support for the importance of survivors' voices in research. Statement *87. To prevent human trafficking explain what "safe place" means* is an example of the potential disconnect between professionals working with and for victims and survivors, but also how the efforts to "help" are sometimes lost in translation. Without survivors' presence in research this disconnect would be likely to continue as there is no evidence to the contrary.   If an agency displays posters in public restrooms or hands out condoms with phone numbers to access a *safe place*, yet a victim doesn't understand what "safe place" (statement 87) means, indicates the potential to rescue has been lost. There are additional statements drawing attention to the problematic disconnect between professionals and those we are trying to assist. Quite possibly the most important statement indicative of this is number *57. To prevent human trafficking victims need to know what human trafficking is.* This statement speaks volumes. In the arena of secondary prevention how is it that we expect a victim to flee, call for help, share important "red flag" information,

or otherwise contribute to their own rescue if they are completely unaware that the crime applies to them?

**Cluster 10 Dismantling Barriers.** Statements sorted into this cluster represent those things which need to be done in order to facilitate the prevention of human trafficking or those things which are actively creating difficulties in prevention efforts. Some of the statements in this cluster can be thought of as education or awareness building, for example statements *81. To prevent human trafficking provide education to legal stake holders such as attorneys/prosecutors/judges and juries, 24. To prevent human trafficking teach the community to recognize the signs of traffickers,* and *69. To prevent human trafficking raise awareness in the suburbs.* While this is not an exclusive list of all the education and awareness needed (see Cluster 9), these statements, as sorted into this cluster may represent those which are less frequently thought about or considered in traditional education and awareness efforts, and which most importantly when lacking awareness serves as a barrier to help.

There are two additional statements in this cluster which the author has identified worthy of a separate discussion. First, statement *52. To prevent human trafficking children need to be able to tell a professional what's happening without the family getting in trouble,* speaks to the previously mentioned abuse within the home, often perpetrated by family members. However, it is important to not lose focus on the complete statement. This statement represents a desire for a child to disclose a problem and yet remain in the family and the family unit remain intact, i.e. not get in trouble. This statement was discussed at length during the brainstorming session and participants were clear to say that a strong contributing factor why they didn't tell anyone about the abuses

at home was due to the fear that they (as a child) would lose a parent, would get a parent in trouble, or would be put into foster care, etc. These options, according to the participants', were all worse than continuing to (suffer) deal with the abuse. The abuse referenced in this brainstorming session was a combination of being trafficked by parents, as well as sexual and physical abuse experienced prior to later being trafficked. The second statement in this cluster is *21. To prevent human trafficking people need connection.* As a social worker, the author finds this statement to be profoundly fundamental and significantly important. The variety of social problems which discuss, relate to and are interwoven with concepts of connection or opposingly loneliness are countless. Mental health, bullying, suicide, social media and technology, grief and loss, aging, disability and so many more social issues have human connection as a core component, and as such this statement holds great significant not just for the prevention of human trafficking, but for our wellness as a people and society.

**Participants' Prioritization**

The second and third research questions (RQ2 and RQ3) consider the perspective of survivors related to the variables *Importance* and *Feasibility* (respectively) of the statements for the prevention of human trafficking. This following discussion will focus on the results presented in the Pattern Match (Figure 10), the Go-Zone Graph (Figure 11), and the Go-Zone Statements (Table 9). Clusters will first be discussed in rank order of cluster *Importance* so as to provide some overall structure to understanding the context. Throughout this initial discussion *Feasibility* will be discussed according to cluster, comparison will be drawn with  *Importance* followed by further discussion. Once the Pattern Match has been fully explored, statements will be discussed with the utilization of

the Go-Zone Graph and table, which will provide a more detailed look into participants''

rating of individual statements.

**Clusters**

The Pattern Match has a great deal of consensus as indicated by Pearson's R (r =

0.91). In addition to overall consensus it is clearly depicted in Figure 10 that Cluster 9

Community Education is the most significant cluster as it is most important and most

feasible from the perspective of survivor participants.

The Pattern Match presented in Figure 10, Chapter IV provides a Pearson's r

correlation based on the mean ratings for the two variables *Importance and Feasibility*

for each cluster. Pearson's r is considered to be an appropriate statistic for determining

the degree to which two variables are related, in this case the scores for *Importance and*

*Feasibility.* The Pattern Match indicates strong agreement among participants regarding

their ratings for *Importance* and *Feasibility* (r = 0.91). This strong correlation provides

support for future application of the data in that from survivors' perspectives reinforce

the work is achievable, needed and necessary.   To begin the discussion related to RQ2 &

RQ3, how survivors prioritize *Importance* and *Feasibility* (respectively), this section will

work through identified clusters and specific statements to best establish an overall

understanding of the way in which participants rated the statements.

Cluster 9 Education & Awareness was rated the highest in both *Importance* (4.60)

and *Feasibility* (4.28). Cluster 9 contained 10 unique statements and also had a bridging

value of (M = 0.33), one of the lowest three for all clusters in the Final Cluster Solution

indicating that in addition to participants having high consensus as it relates to

*Importance and Feasibility*, participants also sorted the statements within this cluster

together at a higher rate than seven other clusters within the study. The statements contained in this cluster are as follows: *44. To prevent human trafficking teach life skills, 63. To prevent human trafficking survivors need to go into schools to talk with children about human trafficking, 87. To prevent human trafficking explain what "safe place" means, 23. To prevent human trafficking educate everyone on what grooming looks like, 57. To prevent human trafficking victims need to know what human trafficking is, 53. To prevent human trafficking teachers need better education on recognizing the signs of a child being trafficked, 80. To prevent human trafficking provide education for people in developing countries, 41. To prevent human trafficking focus jointly on drug use prevention and human trafficking, 12. To prevent human trafficking educate more people through social media about the traps of traffickers, and 89. To prevent human trafficking provide education to trauma therapist.*

Statement 57 also represents the most *important* statement within the entire set of 108 with a rating of 4.97 on a 5.0 scale. This statement alone is hugely significant and was highlighted previously in the discussion on conceptualization. As has been established, tens of millions of dollars have been spent on anti-human trafficking efforts (ACF, 2017c), and the human trafficking industry is incredibly fast growing and profitable for traffickers (ILO, 2014). The anti-human trafficking movement continues to grow throughout the world, rescuing, prosecuting, education and advocating for victims and survivors. Statement 57 begs the question why, with all of this effort and focus, do victims and survivors not know what human trafficking is? Authors Busch-Armendariz et al., (2014) proclaim that traffickers exploit victims lack of knowledge related to their rights and services available (p.9). Additionally, Gozdziak (2008) recognized that many

children normalized their exploitation as a part of the migration experience, not recognizing they had been trafficked (p.908). Statement 57 is profound in its call to order for the anti-human trafficking movement. The victim, survivor or potential victims must be the central focus.

When that central focus on the individuals most impacted is lost, professionals must reevaluate who we claim to be serving. As a final point on this statement, it is critical to remember that not only was Statement 57 rated as the most important across all data, but it was also rated as the second most feasible statement, only behind statement *4. To prevent human trafficking those being trafficked need to know there is help available.* It is evident the relationship between these two statements and once again provide a clear call for the anti-human trafficking movement to place front and center those who are trafficked.

While cluster 9 demonstrated the highest ratings for both variables, several other clusters also scored very high on *Importance* and *Feasibility*. These scores are relative as demonstrated in the Results section, all clusters had a mean score above 4.0 on a 5.0 scale for *Importance*, and the lowest mean score for *Feasibility* was M = 3.83, still indicating that collectively all clusters which rated at a minimum higher than a 3.0 on the scale, representative of " *Important"* or *"Feasible"*. Some of these clusters are discussed in the following paragraphs.

Clusters *2. Government Oversight, 3. Community Readiness & Resources, 4. Survivor Rehabilitation & Empowerment, 5. Social Services, 6. Children & Youth, 7. Family,* and *10. Dismantling Barriers*, were all ranked in the middle of the Pattern Match; they did not rank highest, nor lowest. Participants did not rank any of these

clusters in the same order. This could be related to a variety of factors, first and foremost survivor experiences are likely to play a role here. For example in the general questionnaire participants filled out whether or not they received services (and the type) as well as whether or not anyone helped them to find freedom from being trafficked.   It is highly likely that a survivor who never received services may feel this is less feasible, but also very important if they struggled in their rehabilitation. Participants were also in very different stages of recovery as was evidenced by their conversations and dialogue surrounding the data collection sessions. The following statements highlight a few examples of the conversations, "*My family still doesn't believe me.", "(sometimes I feel like I'm) Falling apart on the inside like a fire like fucking falling apart to get back with this fucker. It's withdrawal. (talking about a pimp)", "He almost killed me, but I still love him.",* and *"This is the happiest moment in my life. (participant name) who was here when it started and Jessica (researcher) who gave me courage."*

Additional explanations for the variability in ranking of the clusters according to *Importance* and *Feasibility*, may be related to the type of trafficking (labor, sex or both) a participant experienced, as well as the methods used by the trafficker (physical force, psychological coercion, threats to family, drugs, etc.), and possibly the age at which a participant was trafficked (some before they entered school and others well into adulthood). Developmental stages of life can have a profound impact on understanding and processing, this is likely to translate into the way in which participants understand the data and their visceral reactions and responses to the data.

This final section will discuss the last two clusters which were alternately ranked as the lowest on each variable. *Cluster 8. School Based Education* was ranked lowest on

*Importance* (M = 4.31) and *Cluster 1. Values* was ranked lowest on *Feasibility* (M = 3.83). As mentioned previously these mean scores are still relatively high and indicate an overall sentiment of *"Somewhat (to) Very Important/Feasible".* In interpreting these rankings it may be helpful to consider that *Cluster 8. School Based Education* may be ranked lowest not because it is unimportant, as already established with the mean score, but rather the other cluster areas are viewed as relatively more important in preventing human trafficking.

Alternatively, *Cluster 1. Values* having been ranked lowest in *Feasibility* and second to last in *Importance*, may in fact represent the challenging and difficult times that the U.S. and the world are experiencing. The media is full of what can be considered, at a minimum, mixed-messages. To be very explicit, the media and government are riddled with example after example of the increasing discord across societal values (Brown, 2017) including the devaluation of "others", whether than be immigrant families and children, women and girls, or victims and survivors. Referenced earlier in the discussion, the #metoo movement has gained significant ground in giving voice to survivors of sexual assault, a related area of sex trafficking, as well as the detaining of immigrant families and children, which can sometimes be related to labor trafficking. The question has been echoed throughout media and social media, "What are we teaching our children", expressed with concern for the actions and inactions of our elected officials. The social work profession has been clear in a call to action and the need for change. All of this to say that the low feasibility rating for a cluster related to *Values* should not come as a surprise, but rather an acknowledgement of the current state of affairs.

**Go-Zone Statements**

Many statements have been brought to the forefront already in this chapter. This section will highlight those statements which fall within the Go-Zone; those rated above the mean score in *Importance* and *Feasibility*. Forty-five statements (42%) fell within the Go-Zone. These statements are included in several of the aforementioned groups for prevention (i.e. primary-macro, mezzo, micro) and secondary prevention. However there are additional statements not previously discussed which are part of the Go-Zone and which predominantly fall into three main groups, Knowledge, Relationships and Resources. These are further explored below.

**Knowledge.** There is no denying the anti-human trafficking movement recognizes the need to build awareness (citations). Additionally, previous discussions of statements and clusters (*9. Community Education,* rated the highest for *Importance)* highlight participants' consistent conceptualization of prevention as related to education and awareness building. The following statements from the Go-Zone provide even further support for the focus on education and awareness, *4. To prevent human trafficking those being trafficked need to know there is help available, 5. To prevent human trafficking all people working with kids need to be trauma informed, 53. To prevent human trafficking teachers need better education on recognizing the signs of a child being trafficked, 90. To prevent human trafficking mandate that everyone who works around children receive training,* and *105. To prevent human trafficking recognize that it can happen to anyone.* One final statement from the Go-Zone belongs in this group of Knowledge , yet is also related to the next group for Relationships, statement *63. To prevent human trafficking survivors need to go into schools to talk with children above human trafficking*. While the focus of this statement is bringing knowledge into schools, it cannot be separated from

the fact that it must be *Survivors*. This is not uncommon within western society, and the U.S. Over and over again we read about people becoming detached from the atrocities in the world, human trafficking being one of them, and that when people are able to see a "real" person in front of them it changes their response. People begin to feel connected and are able to identify someone they "know", in some ways it provides a relationship to the social issue at hand. This is why statement 63 also belongs in the group for Relationships.

       **Relationships.** There are two statements from the Go-Zone which underscore the importance of relationships, and also responsibility (of professionals). In the first statement, *61. To prevent human trafficking teachers need to build trust with children*, participants clearly indicate the need for teachers not only to be a person of academic knowledge for children, but also a person with whom there is a secondary relationship of trust, and one might even extrapolate to dependability, which brings us to the second statement. Statement *76. To prevent human trafficking victims need consistent relationships with helping professionals*, as indicated, builds upon trust (not only with teachers), but also the need for professionals to have longevity in their work, recognizing that clients are not always (rarely in fact) a one-time interaction, and knowing the professional on the other side of the desk has value. There is   one which can be placed under the theme of relationships; statement *65. To prevent human trafficking provide safe spaces for kids to go to, regardless of what their issue is.* This statement is placed under Relationships because although it requires resources, the focus of the statement appears to be the "safety" of the place. Safety requires trust and relationships. A safe place for children to go must become known as such to the community and must be able to

maintain a reputation among children and youth as being "safe" for everyone who frequents.

**Resources.** Lastly, but definitely not least important are Resources. Any social services work, agency, or professional would be hard pressed to deny the ongoing struggle for appropriate, sufficient and consistent resources, often times funding being the primary focus. These statements here range from broad based resources all the way to specific changes/additions to existing resources. For example, *36. To prevent human trafficking there needs to be a dedicated "call number" for dispatch*, highlights the need for a minor change to an existing structure. The addition of a "call number" for human trafficking is likely to alert first responders to the necessity for them to come in and approach the situation with a different state of mind. The next three statements fall under more broad-based Resources which may be addressed through increased funding or the maintenance of existing funding, but possibly made more accessible for all organizations. These statements are as follows: *39. To prevent human trafficking there needs to be more money for programming. 49. To prevent human trafficking there needs to be more money for awareness and advocacy,* and *64. To prevent human trafficking there needs to be more community resources.*

**Summary of Discussion**

The dynamic nature of the data produced by survivors of human trafficking provides infinite areas for discussion, this study only addresses a few as related to the original research questions. It is evident from the data, results, and discussion here that the prevention of human trafficking must be approved as multi-level, multi-system, and survivor guided. Prevention must include all members of society, not only targeted

professionals or first responders, this needs to be a collective effort, as evidenced by the data.

In addition to the dynamic nature of this data, it is also critical to further explore the intersectionality of human trafficking with other social problems: bullying, self-esteem/self-worth, schooling/education, sexual education, family abuse, to name a few. True to the design of this study, an Ecological Perspective recognizing the interdependent nature of individuals and the society is necessary for optimal use of this data.

Lastly, this discussion highlights extremely practical steps to work on the prevention of human trafficking. Items that an individual or group can immediately incorporate with no risk of harm. This includes statements related to health relationships, kindness, love and connection.

## Implications

Human trafficking impacts each and everyone one of us, many of us indirectly, and many of us directly as friends or family of those who have been trafficked. It has been clearly established through the data collection and subsequent analyses presented in this study, the prevention of human trafficking is not limited to one professional group, one demographic of people, or one social arena. Instead the prevention of human trafficking, as conceptualized by survivors in this study has far reaching implications. Those implication are discussed here according to three domains, Human Trafficking Awareness and Education, Victim and Survivor Needs, and Social Work. These domains were chosen based on relationship to the data, as well as the social work perspective that is central to this research.

**Human Trafficking Awareness and Education**

On some level all of the 108 statements could be considered through the lens of Awareness and Education. Whether it be the recognition and training government for better oversight (Cluster 2), guidance provided to parents (Cluster 7), or breaking down myths and barriers preventing trafficked persons from getting help, seeking help or knowing help is available (Cluster 10 and 4). Having said that, there are two salient messages for Awareness and Education.

First, all people (children, adults, foreign nationals, U.S. citizens, marginalized populations, etc.) need to know their rights, their protections and where and how to access help if necessary. In this way we can serve to reduce the potential victims available to traffickers (Aronowitz, 2001; European Commission, 2015).

Second, education on human trafficking needs to be accurate, comprehensive and readily available in schools and well as throughout the community for all people, not only professionals. This sentiment is echoed in a previous study "The objective is not only to raise awareness of the issue but to educate and inform the audience about possibilities to circumvent possible incidents." (European Commission, 2015, p.49)

**Victim and Survivor Needs**

Human trafficking is already occurring and is a well-established industry in every country throughout the world (USDOS, 2017). This recognition is fundamental to the continuation of services and developing of new and better services for victims and survivors. This study also makes very clear the importance of survivor informed services and programs. Many programs focus on traditional services such as housing, mental health, physical/sexual health, and legal needs. While these are needed, survivors also indicated an array of services necessary for long-term recovery and rehabilitation. This

study was confined to a three-state region, the needs of survivors in other regions may look very different based upon existing programs and the more common types of trafficking experiences in the area. So in addition to the improvement of current services, additional research needs to include survivors in regions throughout the country so that the trend becomes programs and services which are survivor informed through rigorous empirical data (Bloom, 2012).

**Social Work**

This study was conceived of from a social work perspective, both in theory and in the bias of the researcher being educated throughout post-secondary schooling as a BSW, MSW and now in pursuit of a PhD in social work. Social work is a value-laden profession, clearly calling out professional values inclusive of the dignity and worth of all people (NASW, 2017). The combination of data related to valuing all people, treatment of all people, and furthermore positive and healthy relationships available to all people and the social work values make clear the need for social work to be a part of the anti-human trafficking movement. The exploitation of people and often times vulnerable people resonates with the call to professional social workers, and is only strengthened in the common ground shared between the profession and the conceptualizations of prevention by survivors. Previous authors have also found that survivors of human trafficking benefit from professional social workers' training and education as "ecological, strengths-based, and victim centered…" all which is reinforced with this study (Busch-Armendariz et al., 2014, p.10).

Lastly, survivors made clear the need for services which are professional in nature, comprehensive, based in knowledge of victims' experiences, and appropriate for

survivors of human trafficking. These conceptualizations are directly supported in the professional standards for social workers and social work education (NASW, 2017).

**Summary of Implications**

This study provides critical areas for prevention of human trafficking in three key areas. Awareness and Education, including education of rights and protections, accurate information and education on human trafficking, and education of help available. Secondly, Victim and Survivor Needs for services and programs which are long-term and survivor informed to meet their specific needs. Finally implications for the Social Work Profession include a call to participation in anti-human trafficking, based on shared values between the profession and survivors' conceptualizations of prevention, as well as a call to the profession for professional and appropriate services meeting the needs of survivors.

# CHAPTER VI: CONCLUSION

The purpose of this study was to bring survivors' voices forward and conceptualize from their perspective the prevention of human trafficking. In addition to this overarching goal, the study sought to understand the ways in which survivors prioritized those conceptualized based upon *Importance and Feasibility.* This study accomplished these goals, as well as provided much needed survivor informed empirical data to the existing prevention literature. In this final chapter strengths and limitations are explored as it relates to the study overall, as well as the data. Finally, a brief discussion of study strengths and weaknesses, future research and closing thoughts will conclude this study.

## Study Strengths

There is no single research method which can claim the title for all around best like a gymnast in the Olympics, but rather varying methodologies demonstrate strength in the context of different research studies. There are several strengths to having employed Concept Mapping for this study, they are outline below.

First, Concept Mapping allowed for the strong presence and inclusion of survivors'' voices. This was significantly lacking in the literature with the exception of anecdotal or single stories. While these narratives hold value, the inclusion of empirical studies inclusive of survivors and data truly built upon survivors' input has been repeatedly called . This study has met that call.

Second, the data collected through CM methodology is action oriented and may easily be transitioned into programmatic steps for improvement of prevention efforts.

Third and last, Concept Mapping does not confine the data to specific questions or predetermined focus areas. Instead, the prompt used in Concept Mapping can be interpreted in infinite ways by participants, again allowing for the unbridled contributions and conceptualizations of survivors. This act is empowering to survivors through the acknowledgment that their voice, thoughts, and ideas matter and will be captured as part of the data.

**Study Limitations**

Concept Mapping, while it can be broken down into several individual analyses and phases, is intended to be a complete package. This can present limitations in dissemination of the data and accurate understanding of the outputs. Often times, as in this study, individual analyses were discussed, yet in truth those analyses are best understood as part of a larger whole. Additionally, although there were numerous other outputs run for this study, not all have direct applicability to the research questions and so they are not presented here.

Similar to many research studies, the reliability and validity of the research method is a frequent limitation, this study is no different. Reliability and validity within Concept Mapping studies is uniquely different from most other mixed-method research designs.

Reliability is often referenced as the replicability of a study (Grinnell et al., 2016). However, in Concept Mapping reliability is thought of according to three measures: stability, reproducibility and accuracy (Jackson & Trochim, 2002). Stability could be tested by having each participant resort the statements at a different time and assess the correlation between their previous sort and a new one (Jackson & Trochim, 2002).

106

Reproducibility would require a comparison of an individual participant's sort against the aggregate sort (matrices) (Jackson & Trochim, 2002). Lastly, accuracy is presented as in CM somewhat uniquely. As a measure of reliability the accuracy of a participants' sorting or rating cannot be determined. There is in fact no pre-determined or established outcomes in Concept Mapping and so there can be no pre-judgment of correctness or accuracy (Jackson & Trochim, 2002).

Validity Similar to the measure of accuracy for Reliability, validity in CM presents a challenging scenario in that concepts are social constructs being constructed through the CM process. This is to say that once again there is not a correct conceptualization to compare against and determined the degree to which a new conceptualization is valid. However, within the process of CM there is strength in internal validity. Through the process of Multidimensional Scaling the similarity of participants' sorts begin to reveal meaning and relationships from the sorting of statements (Jackson & Trochim, 2002). Finally, validity of CM could be explored through a comparison drawn between a visual representation of the data and that of reality (Trochim, 1989).

**Generalizability.** Although this study represented a sufficient sample size for the applied methodology, the sample still remains small in application to generalizability standards for research (Grinnell et al., 2016). Therefore, generalizability of this study is limited to those regions, programs, and other entities which may have similar demographics as included in this study. Most significantly lacking in this study was the representation of labor trafficking survivors, while the demographics make this look

better with the inclusion of those who were trafficked in "both" labor and sex, those who experienced only labor trafficking were minimal (n = 6, 17%)

**Data Collection**. In addition to the limitations delineated above, there were significant limitations in the data collection through the general demographic form. It would have been beneficial to inquire on the following: type of force, fraud or coercion, relationship to trafficker, prior abuse, and lastly questions which would have allowed the researcher to determine if in fact the participant had experienced trafficking as defined by the federal legislation (TVPA).

**Future Research**

Future research needs to include the replication of this study with varying population is varying regions throughout the country (and globe). The author along with colleagues has already begun this initiative with two studies underway, one targeting sex trafficking survivors and the second targeting survivors of child trafficking. The expansion of prevention data will continue to serve the anti-human trafficking movement in the proliferation of directed efforts and programs.

In addition to the replication of this same study, the data from this study indicates a need for research related to helping professionals and their understanding or knowledge of human trafficking, especially teachers and first responders. Future research agendas according to this study should also include the development of educational curriculum, service provision, and industry oversight and regulations.

Lastly, future research needs to include exploration into protective factors which were discussed both in the literature review and as they came up as data points in this

study. Protective factors appear to be significant not only for the prevention of human trafficking, but in possible application to other social and relational issues.

**Closing Thoughts**

Upon initial reflection, this study was incredible information for me as a researcher, as well as someone with 10+ years of experience in anti-human trafficking work. Such fundamental statements of knowledge and awareness, and of course the most important statement of the entire data set, *Victims need to know what human trafficking is,* reinforce the absolute requirement to have an education and information population. Education and information upon which empowerment is built so that everyone is more capable of pursuing a life without harm.

Ultimately, I find myself sitting with some very simple and yet complicated thoughts. As I reflect on the process, the sessions and interactions with survivors through this research study, as throughout my ten-plus years of anti-human trafficking work, I cannot shake the statements of connectedness and love. These statements are so basic and foundational to the human experience, and they are echoed in the social work profession when we commit to recognizing the dignity and worth of each person. This realization is a reminder at times to remember the basics, or go back to basics. The foundation of the professional social work is rooted in values and recognition of humanity, those must not be lost as we pursue the needed programs, funding and research.

The prevention of human trafficking is no small endeavor as it permeates all facets of our lives. However, the individuals who experience this horrific human rights violation are some of the most courageous, brave, compassionate and knowledgeable individuals I have encountered as a professional social worker, and as a person. It has

been an honor to provide space and silence to hear their voices. While there is no singular path to preventing human trafficking, I am reassured through this study that the path to prevention must include those who survive human trafficking.

This study leaves me excited and energized for more research, but also reassured that simple acts of love can change the world.

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111

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trafficking in Nepal. *International Journal of Arts & Sciences, 8*(7), 49-60

**EDUCATION**

| | |
|---|---|
| Ph.D. | *Defense Scheduled November 26, 2018,* University of Kentucky<br>Lexington, KY<br>College of Social Work |
| MSW | May 2005, University of Houston<br>Houston, TX<br>Graduate College of Social Work<br>Florence Clemenger Presidential Fellowship Quasi-Endowment<br>Phi Alpha Honor Society |
| BSSW | May 2004, Xavier University<br>College of Professional Sciences<br>Dean's List |
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**LICENSE**

| | | | |
|---|---|---|---|
| LISW | Ohio | I.0900063 | 4/2/2009 – current |
| LSW | Ohio | S.0700210 | 3/16/2007 – 3/16/2009 |
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**CERTIFICATES**     Diversity and Inclusion Academy (Semester 1)
Xavier University

**RESEARCH EXPERIENCE**

| | |
|---|---|
| 2018 – Ongoing | **Role:** Lead Researcher<br>**Project Title:** Understanding Human Trafficking Prevention from Survivors Trafficked as Children.<br>**Principle Investigator:** Jessica Donohue-Dioh, Campbellsville University<br><br>**Project Description:** This study seeks to understand human trafficking prevention from those who were trafficked as children. Data collection is nation-wide, online, and mixed-methods<br>**Status:** IRB Approved, Planning |
| 2018 – Ongoing | **Role:** Lead Researcher<br>**Project Title:** *Organizational Planning and Program Development, World Affairs Council of Cincinnati and Northern Kentucky.* |

**Principle Investigator:** Jessica Donohue-Dioh, Campbellsville University
**Project Description:** Working with a local NGO, this project will assist in program planning and development based on the input of key stakeholders and data analyses.
**Status:** Participant   Recruitment

2018 – Ongoing
**Role:** Co-Collaborator
**Project Title:** *Exploring the Self-Care Practices of Social Workers: An International Examination*. (India)
**Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky
**Project Description:** This project seeks to gather data and build a better understanding of the self-care practices of social workers, a critical underpinning of ensuring excellent, professional and ethical social work practice.
**Status:** Planning

2018 – Ongoing
**Role:** Lead Researcher
**Project Title:** Conceptualizing the Prevention of Sex Trafficking, an Online Study of Survivors Perspectives.
**Principle Investigator:** Jessica Donohue-Dioh, Campbellsville University
**Project Description:** This study seeks to shed light on the data driven conceptualizations for preventing sex trafficking through an online mixed-methodology data collection. Data collection is nation-wide.
**Status:** Participant Recruitment

2018 – Ongoing
**Role:** Co-Collaborator
**Project Title:** *Exploring the Self-Care Practices of Social Workers: An International Examination*. (Ethiopia)
**Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky
**Project Description:** This project seeks to gather data and build a better understanding of the self-care practices of social workers, a critical underpinning of ensuring excellent, professional and ethical social work practice.
**Status:** Data collection

2018
**Role:** Lead Researcher
**Project Title:** Conceptualizing the Prevention of Human Trafficking: Survivors' Perspectives
**Principle Investigator:** Jessica Donohue-Dioh, University of Kentucky-PhD
**Project Description:** This project is the researcher's dissertation. The study is exploratory in nature, with ~30 survivors of human trafficking. A mixed-method approach was applied to capture

survivors' voices as well as provide data to drive forward the conversation on prevention.
**Status:** Composition

2017—Ongoing

**Role:** Co-Investigator
**Project Title:** Challenges of Fostering Medically Fragile Youth: Perspectives of Foster Parents
**Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky
**Project Description:** This project will conceptualize challenges that     medically fragile foster parents face and any potential differences presented in the literature for foster parents of non-medically fragile foster parents.
**Status:** Composition

2017 – Ongoing

**Role:** Co-Investigator
**Project Title:** Conceptualizing Effective Mentor Programs: Perspectives of Foster Parents for Medically Fragile Young Person
**Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky
**Project Description:**   This project will follow up on a previous project where foster parent mentor programs were conceptualized more broadly. The aim of this effort is to examine any potential differences (in terms of mentoring needs) for medically fragile foster parents.
**Status:** Composition

2017 – Ongoing

**Role:** Research Assistant
**Project Title:** Legal Representation of Foster Youth
**Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky
**Project Description:** This exploratory study examined the perceptions of foster youth/alumni about the legal representation they received while in out of home care.
**Status:** Composition

2017

**Role:** Research Assistant
**Project Title:** Exploring Self-Care Practices of Child Welfare Workers
**Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky
**Project Description:** This study explores the self-care practices of child welfare workers in one southeastern state. Researchers utilized the Self-Care Practices Scale to measure professional and personal self-care practices, respectively. Additionally, the study examines relationships between self-care practices and demographic, and other professional variables.
**Status:** Complete

| 2016 | **Role:** Co-Investigator |
| | **Project Title:** Using Concept Mapping to Develop a Statewide Kinship Coalition: Plans and Priorities |
| | **Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky |
| | **Project Description:** This study used Concept Mapping (CM) to delineate a conceptual framework for developing a state-wide kinship care coalition in one southeastern state. This research endeavor explores and examines implications for future use of CM for coalition formation and development. |
| | **Status:** Complete |

| 2016 | **Role:** Research Assistant |
| | **Project Title:** Mapping the needs of kinship providers |
| | **Principle Investigator:** Dr. J "Jay" Miller, University of Kentucky |
| | **Project Description:** This study utilized a convenience sample of kinship providers in one southeastern state and employed a mixed-method research methodology known as Concept Mapping (CM). This research sought to explore how kinship providers conceptualize needs related to kinship placements. Further, this study examined the prioritization of these needs by placement type (formal vs informal). |
| | **Status:** Complete |

| 2008 | **Role:** Data collection |
| | **Project Title:** Domestic Sex Trafficking in Ohio |
| | **Principle Investigator:** Dr. Celia Williamson, University of Toledo |
| | **Project Description:** Statewide data collection seeking to explore the experiences of individuals involved in sex trafficking, particularly those who entered before the age of 18. The study explored involvement and experiences in the sex trade before age 18 (in retrospect). |
| | **Status:** Complete |

## ACADEMIC POSITIONS

| 2018 – Present | Assistant Professor, Online MSW |
| | Carver School of Social Work, Campbellsville University, KY |

| AY 2013 – 18 | Adjunct & Part-Time Faculty |
| AY 2011 – 13 | Full-Time Faculty |
| | Department of Social Work |
| | College of Professional Sciences |
| | Xavier University, Cincinnati, OH |

| AY 2015 – 17 | Doctoral Teaching Assistant, College of Social Work |

University of Kentucky, Lexington, KY

2014 & 2017   Study Abroad-Faculty Leader, *Cameroon, Africa*
        Department of Social Work, Xavier University, Cincinnati, OH

**TEACHING INTERESTS**
        Diversity-race/ethnicity/global
        Diversity-gender/sex
        Human Trafficking
        Research
        Ethics

**TEACHING EXPERIENCE**

2018       Research Methods
        Quantitative Research
        Leadership and Supervision in Social Work
        World Problems and Advocacy
        *Campbellsville University*

2011—2018    Trends in Modern Society: Race Relations
2011—2018    Women and Men: Myth and Reality
2012—2015    Child Abuse and Family Violence
2011—2014    Survey of Society in Social Work
2011—2012    Research Paper
2011       Research Methodology
        *Xavier University*

2016—2017    Understanding Behavior from a Socio-Cultural Perspective:
        Theories of Psychopathology
2015       Foundations of Professional Ethics in Social Work
        *University of Kentucky*

**PUBLICATIONS**

**<u>Peer Reviewed</u>**
Miller, J., **Donohue-Dioh, J.,** Larkin, S., & Niu, C. (accepted). *Exploring the self-care practices of practicum supervisors: Implications for field education*.

Miller, J., Benner, K., **Donohue-Dioh, J.,** & Segress, M. (accepted). Supporting collegiate foster youth and alumni: A mixed-methods planning approach for higher education. *Evaluation and Program Planning: The International Journal*.

Miller, J., Duron., J., **Donohue-Dioh, J.,** & Geiger, J. (2018). Conceptualizing effective legal representation for foster youth: An exploratory study. *Children and Youth Services Review*.

Miller, J., **Donohue-Dioh, J.,** & Brown, A. (2018). Using concept mapping to develop a statewide kinship care coalition: A case study. *Journal of Community Practice,* 1-22. doi: 10.1080/10705422.2018.1449155

Miller, J., **Donohue-Dioh, J.,** Niu, C., & Shalash, N. (2018). Exploring the self-care practices of child welfare workers: A research brief. *Children and Youth Services Review, 84*, 137-142.

Miller, J., & **Donohue-Dioh, J.** (2017). Mapping the needs of kinship providers: A mixed-method examination. *GrandFamilies, 4*(2), 1-23.

Miller, J., Duron, J., Washington, E., & **Donohue-Dioh, J.** (2017). Exploring the legal representation of individuals in foster care: What say youth and alumni? *Children and Youth Services Review*, (78) *142-159*. doi: 10.1016/j.childyouth.2017.05.010

**Manuscripts in Review**
Miller, J., Gibson, A., Niu, C., **Donohue-Dioh, J.,** Benner, K., Grise-Owens, E. (in review). *Examining the self-care practices of gerontological social workers: An exploratory study*.

Miller, J., **Donohue-Dioh, J.,** Niu, C., Grise-Owens, E., & Poklembova, Z. (in review). *Examining the self-care practices of social workers in child welfare: A national perspective*.

Miller, J., Barnhart, S., Niu, C., **Donohue-Dioh, J.,** & Feld, H. (in review). *Self-care practices among nurses: An exploratory examination*.

Miller, J., **Donohue-Dioh, J.,** Larkin, S., & Gibson, A. (in review). *Examining the self-care practices of social work administrators: A cross-sectional investigation*.

Miller, J., Niu, C., Bode, M., Benner, K. Grise-Owens, E., & **Donohue-Dioh, J.** (in review). Self-compassion as a means to improve self-care: A study of child welfare workers.

Miller, J., Shalash, N., Grise-Owens, E., & **Donohue-Dioh, J.** (in review). Exploring self-care practices of social workers at non-profit agencies.

**FUNDING**

| 2018 | **Principle Researcher** - Online Study Conceptualizing Sex Trafficking Prevention from the Perspective of Survivors.<br>**Funder**: Private Donor<br>**Project Award Amount**: $3,000<br>**Status**: Ongoing |
|---|---|
| 2018 | **PhD Student** – Conceptualizing the Prevention of Human Trafficking: Perspectives of Survivors<br>**Funder**: College of Social Work, University of Kentucky<br>**Project Award Amount**: $1,875<br>**Status**: Composition |
| 2016 | **Principle Researcher** – Building Bridges of Understanding; An Immigrant Human Trafficking Survivors' Perspective<br>**Funder**: Mission Animators, Office of the President, Xavier University<br>**Project Award Amount**: $1,000<br>**Status**: Complete |

## PRESENTATIONS

### Juried

**Donohue-Dioh, J.**, D'Souza, D. & D'Souza, H. (2018 October) A Frog in a Well. Presentation, Labor Trafficking Conference, Louisville, KY.

**Donohue-Dioh, J.** (2018 January). Human Trafficking: Understanding What We Have and Where It Can Take Us. EPoster. 22nd Annual Society for Social Work and Research, Washington, D.C.

Miller, J. Duron, J. & **Donohue-Dioh, J.** (2017 November) Examining the Legal Representation of Foster Youth and Alumni: An Exploratory Study. EPoster. Council on Social Work Education, Dallas, TX.

Miller, J. & **Donohue-Dioh, J.** (2017 January). Mapping the needs of kinship providers: A mixed-method examination.     EPoster. 21st Annual Society for Social Work and Research, New Orleans, LA

### Peer Reviewed-Accepted or In-Review

Miller, J., Duron, J., **Donohue-Dioh, J.**, & Geiger, J. Effective legal representation for maltreated youth: Perspectives of foster youth and alumni. Workshop. 21st National Conference on Child Abuse and Neglect, Washington, DC.

Miller, J., Poklembova, Z., Balgova, B., & **Donohue-Dioh, J.** (accepted). The Global Self Care Project: Perspective of European practitioners. Oral Paper Presentation. European Conference of Social Work Research

Duron, J., Miller, J., & **Donohue-Dioh, J.**, & Shalash, N. (accepted) Conceptualizing Effective Legal Representation for Youth in Foster Care: A Mixed-Method Approach. EPoster. Council on Social Work Education, Orlando, FL.

Miller, J., Duron, J., **Donohue-Dioh, J.**, & Shalash, N. (accepted). Exploring Foster Youth Perspectives on Effective Legal Representation: An Integrated, Mixed Method Approach. EPoster. 23rd Annual Society for Social Work and Research, San Francisco, CA.

Miller, J., **Donohue-Dioh, J.**, Benner, K., Segress, M., & Larkin, S. (accepted). Examining the Mentorship Needs of Medically Fragile Foster Parents: A Mixed Method Approach. EPoster. 23rd Annual Society for Social Work and Research, San Francisco, CA.

Miller, J., **Donohue-Dioh, J.**, Larking, S. & Gibson, A. (accepted). Examining the Self-Care Practices of Social Work Administrators: A Cross Sectional Investigation. EPoster. 23rd Annual Society for Social Work and Research, San Francisco, CA.

**Invited**

D'Souza, H. & **Donohue-Dioh, J.** (2018 October). *A Frog in a Well*. Honda Sustainability Conference, The Honda Corporation, Columbus, OH.

**Donohue-Dioh, J** (2018). Staring Slavery in the Face, Libya and Beyond. Invited Moderator. The National Underground Railroad Freedom Center, Cincinnati, OH.

**Donohue-Dioh, J.** & Matson, P. (2012). Human Trafficking. Immigration Justice Conference: March Forth for Justice, Cincinnati, OH.

**Donohue-Dioh, J.** and Panel. (2010). Human Trafficking Panel Discussion. The Office of Ethnic Programs and Services University of Cincinnati, Cincinnati, OH.

**Donohue-Dioh, J.** (2010). Human Trafficking. Voices of Immigrants, Bellarmine Chapel, Cincinnati, OH.

**Donohue-Dioh, J.** and Panel (2010). Motivating to Move and Panel Discussion. Greater Cincinnati Human Trafficking Conference. National Underground Railroad Freedom Center, Cincinnati, OH.

**Donohue-Dioh, J.** (2009). Slavery Today. First Annual Social Work Month Celebration, Social Work Department Xavier University, Cincinnati, OH.

**Donohue-Dioh, J.** and Panel. (2009). Slaves Among Us: Human Trafficking Today. Critical Topic Committee, Isaac M. Wise Temple, Cincinnati, OH.

**Donohue-Dioh, J.** (2009). Best Practices. Human Trafficking-Contemporary Slavery; A closer   look at healthcare, culture, trends, labor and advocacy. End Slavery Cincinnati, Greater Cincinnati Human Trafficking    Conference, Cincinnati, OH.

**Donohue-Dioh, J.** (2008). Human Trafficking Training. Sisters of Notre Dame, Notre Dame   Academy, Park Hills, KY.

**Donohue-Dioh, J.** and Lawson, K. (2008). Labor Trafficking. Unlocking the Chains: HumanTrafficking in Our Communities, Conference hosted by: Central Ohio Rescue and Restore    Coalition, Gracehaven, and NASW, OH, Columbus, OH.

**Donohue-Dioh, J.** and Panel. (2008). Engaging and Working with Key Community Members and  Groups. U.S. Department of Health and Human Services Rescue & Restore Training, Arlington, VA.

**Donohue-Dioh, J.** (2008). Human Trafficking 101. The Ohio Correction and Court Services Association presents "Continued Leadership in Corrections", OH.

**Donohue-Dioh, J.** and Panel (2008). Anti-Trafficking in Cincinnati. Human Trafficking and U.S. Foreign Policy: A good intervention. Invited by Howard Tolley at Morgan Institute for Human Rights and Department of Political Science. International Visitor Leadership Program 23 visitors (20 countries), Department of State, Global Cincinnati, Cincinnati,        OH.

**Donohue-Dioh, J.** (2008). Providing accessible and appropriate services to immigrants. Inter System Training. Hamilton County Family & Children First Council, Cincinnati, OH.

**Donohue-Dioh, J.** (2008). Screening, Identification & referrals. End Slavery Cincinnati Greater Cincinnati Human Trafficking Conference, National Underground Railroad Freedom Center, Cincinnati, OH.

**Donohue-Dioh, J.** (2007). Immigration, Domestic Violence and Human Trafficking. Law School,    University of Cincinnati, Cincinnati, OH.

**Donohue, J.** (2007). Human Trafficking. International Studies Society, Friday Lecture Series, Center for International Studies, University of St. Thomas, Houston, TX.

**Donohue, J.** and Houston Human Trafficking Task Force. (2006). Panel Presentation: Successful Human Trafficking Task Force-Model Task Force. Department of Justice, National Advocacy Center, Columbia, SC.

**Donohue, J.** (2006). Human Trafficking Overview. Bellaire Rotary Club, Houston, TX.

**Donohue, J.** and Houston Human Trafficking Task Force. (2006). Human Trafficking Task Force Model Task Force. Department of Justice, National Human Trafficking Conference, New Orleans, LA.

**Donohue, J.** and Houston Human Trafficking Task Force. (2006). Forming and Operating a Successful Human Trafficking Task Force. Justice Television Network (JTN) Human        Trafficking Training. Columbia, SC.

**Donohue, J.** and Panel. (2006). Strategies for Creating and Operating a Successful Trafficking Task Force. Department of Justice Human Trafficking Seminar, Columbia, SC.

## PROFESSIONAL TRAININGS/WORKSHOPS

**Donohue-Dioh, J.** (2013). Train the Trainer-Human Trafficking. End Slavery Cincinnati, Cincinnati, OH.

**Donohue-Dioh, J.** (2010). Human Trafficking 101-Law Enforcement Training. Cincinnati Police        Department. Co-sponsored by National Underground Railroad Freedom Center,        Cincinnati, OH.

**Donohue-Dioh, J.** (2010). Train the Trainer-Human Trafficking. End Slavery Cincinnati, Cincinnati, OH.

**Donohue-Dioh, J.** (2010). Human Trafficking: Recognizing Victims in our Community. CASA for Clermont Kids, Clermont, OH.

**Donohue-Dioh J.** and Matson, P. (2009). Working with Victims-Law Enforcement Training. Warren County Sheriff's Office, Warren, OH.

**Donohue-Dioh, J.** (2009). Human Trafficking Training. Ohio Child Advocacy Centers, (via satellite), Cincinnati, OH.

**Donohue-Dioh, J.** (2008). Human Trafficking 101. Hamilton County Juvenile Court, Cincinnati, OH

**Donohue-Dioh, J.** and Matson, P. (2008). Human Trafficking Training-Law Enforcement. Centerville Police Department, Centerville, OH.

**Donohue-Dioh, J.** (2008). Human Trafficking Training-SANE Nurses. St. Luke West Hospital, Florence, KY.

Gallagher, E., Magliolo, J., Perez, R., Baron, M., **Donohue, J.** & Perez, O. (2006). Victim Issues in Cases Involving Illegal Aliens. Investigation and Forfeiture in Cases of Employment, Smuggling & Trafficking of Illegal Aliens. U.S.

Department of the Treasury, Executive      Office of Asset Forfeiture Training
Seminar, Houston, TX.

**Donohue-Dioh, J.** (2007). Human Trafficking Overview. Family Outreach Services,
Jewish Family Services, Columbus, OH.

**Donohue-Dioh, J.** (2006). Human Trafficking and Sexual Health. Planned Parenthood,
Houston, TX.

## ACADEMIC SERVICE

10/2015 – Present      Advisory Board to the Dean
                       College of Professional Sciences, Xavier University

AY 2014 – 18           BART-Bias Advisory Response Team
                       Xavier University

AY 2014 – 18           Faculty Advisor-Student Social Work Organization
                       Social Work, Xavier University

2014 –   2015          Faculty Advisor-Dance Marathon
                       Occupational Therapy, Xavier University

2013 – June            Faculty Team Member
                       Guatemala Service Learning
                       Occupation Therapy, Xavier University

## SOCIAL WORK PRACTICE EXPERIENCE

2016 – Present         Eyes Open International
                       Co-Founder and Director of Strategic Planning and Program
Development
                       Cincinnati, OH

2007 – 2011            End Slavery Cincinnati (YWCA of Greater Cincinnati)
                       Co-Founder and Coalition Manager
                       Collaboration and coordination of human trafficking coalition.
                       Program management, staff and intern supervision. Grant writing,
                       fundraising, and administration oversight.
                       Cincinnati, OH

2007– 2009             Mental Health Counselor-Bi-Lingual (Spanish)

Family Service (now Greater Cincinnati Behavioral Health Services)

Cincinnati, OH

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|---|---|
| 2006 – 2007 | Trafficked Persons Assistance Program Director<br>YMCA of Greater Houston, International Services<br>Program Director of nationally recognized anti-human trafficking program. Program development, protocols for involvement and collaboration with professional teams including law enforcement. Grant writing, fundraising, and administrative oversight of the program.<br>Houston, TX |
| 2005 – 2006<br>AY 2004 – 05 | Social Work Counselor<br>Graduate Social Work Intern MSW<br>M.D. Anderson Cancer Center<br>University of Texas<br>Houston, TX |
| AY 2003 – 04 | Social Work Intern BSW<br>The Jewish Hospital, Cincinnati, OH |

## CONSULTATION

| | |
|---|---|
| 2018 | Combatting Trafficking in Persons, Vietnam<br>8 Representatives from Vietnamese federal offices, non-governmental organizations, public affairs and law enforcement addressing anti-human trafficking. USDOS International Visitor Leadership Program. Greater Cincinnati, World Affairs Council |
| 2018<br><br><br>and<br><br>and | Women Leaders: Promoting Peace And Security: A Regional Project for the Western Hemisphere.<br>21 Representatives from 13 countries representing government agencies, elected official, journalist, non-governmental directors advocates, legal representation and more, supporting peace and security in human rights, intimate partner violence, exploitation human trafficking.<br>USDOS International Visitor Leadership Program<br>Greater Cincinnati, World Affairs Council |
| 2018 | The Application of TIP Law, A Single Country Project: Senegal<br>Provide professional meeting, consultation and collaboration regarding best practices for anti-human trafficking efforts<br>USDOS International Visitor Leadership Program<br>Greater Cincinnati, World Affairs Council |

| 2017 | Preventing Trafficking Against People (Egypt) |
| | Provide professional meeting, consultation and collaboration |
| | regarding best practices for anti-human trafficking efforts |
| | USDOS International Visitor Leadership Program |
| | Greater Cincinnati, World Affairs Council |
| | |
| 2009 | Subject Matter Resource |
| | Greater Cincinnati Human Trafficking Report |
| | Sponsored by the National Underground Railroad Freedom Center. |
| | |
| 2007 | Program Consultant |
| | Trafficked Persons Assistance Program |
| | YMCA International Services, Houston, TX. |
| | |
| 2007 | Professional Resource Host |
| | Anti-Human Trafficking Visitors. |
| | Department of State, International Visitor Program, Global Center |
| | of Greater Cincinnati, Cincinnati, OH. |
| | |
| 2006 | Professional Resource Host |
| | Mr. Gustavo Isaac Plat-Technical Juridical Advisor to the Director |
| | of General Bureau of Assistance to Victims of Crime General |
| | Prosecutor's Office Argentina. |
| | Department of State, International Visitor Leadership Program, |
| | Institute of International Education, Houston, TX. |
| | |
| 2006 | Professional Resource Host |
| | Combating Trafficking in Persons and Extremism, Pavol Draxler-|
| | National Coordinator for Trafficking in Persons in the Office of the |
| | Minister of Interior and the Chairman of the Commission for |
| | Coordinating fight against extremism, Chairman for the |
| | Coordinating Committee for preventing trafficking in persons for |
| | the Slovak Republic. Jozef Prochadzka, Senior Specialist in the |
| | Office of Combating Organized Crime in the Ministry of Interior, |
| | Slovak Republic. Department of State, International Visitor |
| | Leadership Program, Institute of International Education, Houston, |
| | TX. |
| | |
| 2006 | Professional Resource Host |
| | Ms. Cheng Shuk Chun Ivy-Senior Superintendent, Operations, |
| | New Territories South, Hong Kong Police Hong Kong S.A.R. |
| | Department of State, International Visitor Leadership Program, |
| | Institute of International Education, Houston, TX. |
| | |
| 2006 | Subject Matter Resource Contributor |

The Crime of Human Trafficking: A Law Enforcement Guide to Identification and Investigation. International Association of Chiefs of Police, recorded in Houston, TX.

2006    Professional Resources Host
Ms. Wen Ling-Deputy Chairwomen, Chongqing Women's Federation Peoples Republic of China.
Department of State, International Visitor Leadership Program, Institute of International Education, Houston, TX.

## INVITED PARTICIPANT

2011    Children's Initiatives, Human Trafficking Commission.
Mike DeWine, Ohio AttorneyGeneral.

2007    White House Office of Faith-Based and Community Initiatives.
Compassion in ActionRoundtable: Human Trafficking.

2006    Mexican Consulate.
Justice and Equality in the Work Place
Houston, TX.

2006 – 2007  Human Trafficking Rescue Alliance
Assistant US Attorney, AUSA
Houston, TX.

## AWARDS

2018    Unsung Hero Award
African Student Association
Xavier University, Cincinnati, OH

2016    In Recognition of Outstanding Dedication and Leadership
*President 2015, 2010, 2009* Cameroon Family of Cincinnati

2016    St. Elizabeth Ann Seton Award
Sisters of Charity of Cincinnati, OH.

## MEDIA

Sloat, F.G. (2014) Human Trafficking: 21$^{st}$ Century Slavery. *Xavier Magazine, Summer.*
http://xtra.xavier.edu/xavier-magazine/human-trafficking-21st-century-slavery/

College of Professional Sciences. (2017). Eyes Open to Prevent Human Trafficking, *CPA Communitas, Spring.*
https://issuu.com/xavieruniversity/docs/cps_communitas_spring_2017flip/14

Bias Advisory and Response Team (2016). Creating a less-biased Xavier for all BART leads discussion about important dialogue. *Xavier University Newswire*. https://xaviernewswire.com/2016/01/13/creating-a-less-biased-xavier-for-all-bart-leads-discussions-about-important-dialogue/

May, L. & Maxwell, E. (2016). Slavery in Blue Ash: The D'Souza family's story of human trafficking and how it happened here. *WCPO Channel 9,* November 4, 2014, updated October 26 2016. http://www.wcpo.com/news/local-news/slavery-in-blue-ash-the-dsouza-familys-story-of-human-trafficking-and-how-it-happened-here?page=2

Worthing, J. (2014). Workshop challenges gender roles. *Xavier University Newswire*. https://xaviernewswire.com/2014/11/20/workshop-challenges-gender-roles/

Dorothy Day Center for Faith & Justice. (2014). What if……..? *Lent Series.* https://dorothydaycfj.wordpress.com/2014/03/28/what-if/

FOX19 News. (2013). Promise of American Dream leads family into labor trafficking. *FOX19 News.* http://www.fox19.com/story/22906188/family-overcomes-years-of-labor-trafficking-in-the-tri-state

Washington, J. (2013). In Cleveland, an American Dream was a nightmare. *The Bulletin.* http://www.bendbulletin.com/news/1359445-151/in-cleveland-an-american-dream-was-a-nightmare

Walton, J. (2008).   Interview to build awareness on Human         Trafficking, ESC and Freedom Center. *WCPO-TV 9.*

Pierce, M. (2008). 21st Century Slavery, Why human trafficking has a foothold in Ohio. *CityBeat, Cincinnati, OH.*

Butler, B. (2007). Meeting the Challenge of Rescue and Rehabilitation. *Vision(online), Society & Culture.* http://www.vision.org/visionmedia/interviews/jessica-donohue-human-trafficking/2302.aspx

**COMMUNITY SERVICE**

1/2013-Present        Advisory Board Member
                      International Visitor Leadership Program-Citizen Diplomat
                      U.S. Department of State (2008-Present)
                      Greater Cincinnati World Affairs Council, Cincinnati, OH

2006-present          Psychological Evaluator
                      Physicians for Human Rights

9/2017-2/2018     Social Justice and Diversity Course: 1st-3rd Grade
                  The New School Montessori, Cincinnati, OH

2011-2017         Kids Committee Member
                  Cameroon Family of Cincinnati, Cincinnati, OH

2009 – 10 & 2015  President
                  Cameroon Family of Cincinnati, Cincinnati, OH

2014-2015         Board of Trustees Member
                  The New School Montessori, Cincinnati, OH

1/2012-2014       Bellarmine Dismantling Racism Team • Cincinnati, OH
                  Bellarmine Chapel, Cincinnati, OH

2007-2011         Founder, Chair-Advisory Board
                  End Slavery Cincinnati, Cincinnati, OH

7/2005-10/2005    Social Work Counselor
                  Nuestros Pequenos Hermanos (Orphanage)
                  Isla Ometepe, Nicaragua