

Evaluation of a Human Trafficking Educational Intervention at Thomas Jefferson University for Public Health Students

Princess Adu-Bekoe MPH (c) Mentor: Colin Plover PhD, MSN, MPH, MSN RN-BC

Educational Evaluation

- Systematic approach to determine the quality of education
- Guides program development and curriculum changes
- Essential in higher education
- Provides feedback on design and implementation
- Provides knowledge on effectiveness
- Required for accreditation
- Prepares students for a competitive academic marketplace
- Demonstrate Program impact
- Educating the work force to address new and emerging public health issues

Human Trafficking Education

- Public health issue of focus for evaluation
- A growing public health concern
- Undermines health, safety, & security
- Human Trafficking involves
 - use of force, fraud, or coercion
 - to obtain some type of labor or commercial sex act
- It is a \$150 billion global criminal enterprise
- Two Arms of Evaluation
 - Gathering and analyzing data
 - Rating or ranking against some standard

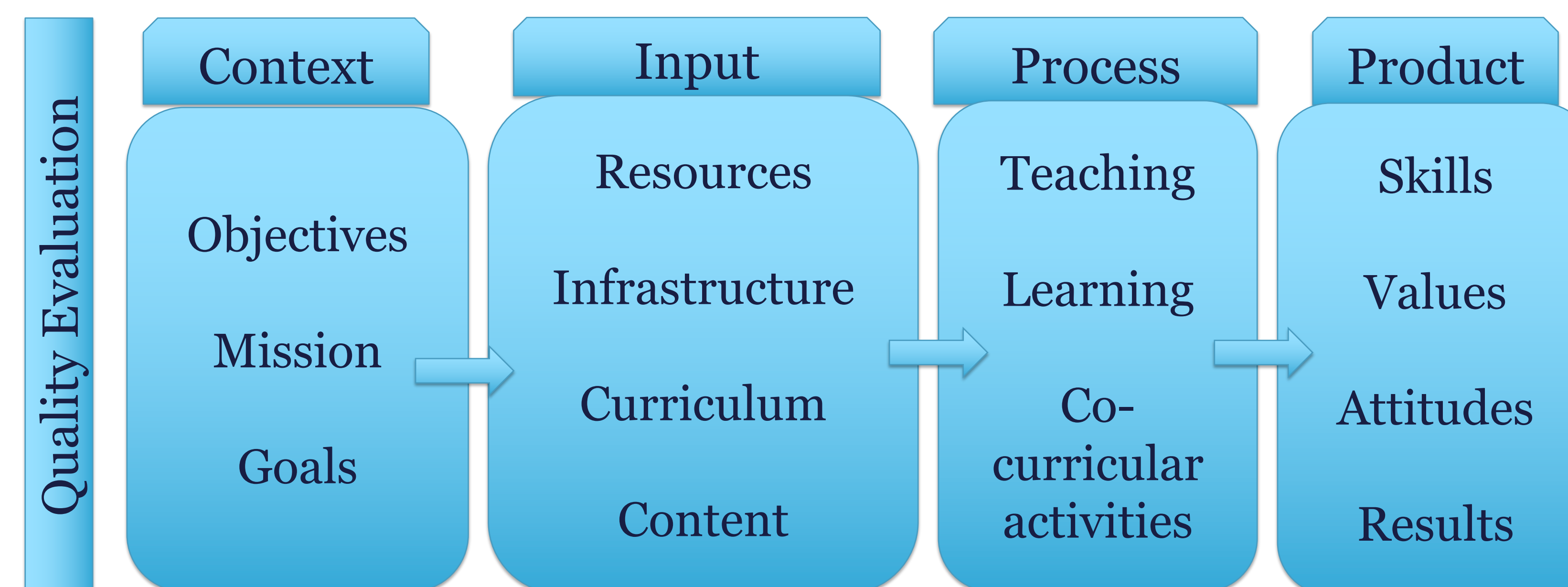
Process Plan

1. Reviewed Human Trafficking Self-Guided Curriculum
2. Built Pre-test and Post-Test
3. Recruited students to pilot curriculum
4. Gave Pre-Test
5. Participants viewed Human Trafficking Curriculum
6. Gave Post-Test
7. Compared Pre-Test and Post-Test
8. Summarized findings

Type of Evaluation

Formative: Necessary during program development and implementation	
<ul style="list-style-type: none"> • Judges strengths and weaknesses of instruction • Allows for program adjustments and improvements • Evaluates learning process 	
Formative	Purpose
Needs Assessment	<ul style="list-style-type: none"> • Population in need of intervention? • How great is the need? • How to address need
Process Evaluation	<ul style="list-style-type: none"> • What was done • How it was done • What was the outcome?

Evaluation Model-CIPP



Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. Journal of Education and Educational Development, 5(1), 189. doi: 10.22555/joedd.v5i1.1553

Program Content	Evaluation
<ul style="list-style-type: none"> • Pre-test: 10 minutes Questionnaire developed to measure student awareness of human trafficking 	<ul style="list-style-type: none"> • Recruitment of students-Each student answer questionnaire to measure awareness
<ul style="list-style-type: none"> • Intervention 	<ul style="list-style-type: none"> • Human Trafficking Self-Guided Curriculum (HTSGC)
<ul style="list-style-type: none"> • Post-test: Questionnaire developed to measure changes in knowledge after HTSGC 	<ul style="list-style-type: none"> • Measured changes in knowledge and attitudes after HTSGC

Findings

- Total of 12 Participants
- No participant had previous Human Trafficking training
- Awareness on subject low among participants Pre-Test
- Average score for Pre-Test was 4.25
- Post-Test average was 9.8
- 11 out of 12 who took both Pre and Post-Tests showed improvement in scores
- Average improvement for 11 was 6 more correct answers.

Discussion

- Over 80% of trafficked victims encounter health professionals
- No professional skills for victim identification
- Need for formal training in human trafficking for health professionals
- Education offers opportunity to identify victims and offer intervention
- Potential benefit to public health workforce

Conclusion

- Awareness and action depend on education
- Quality public health education drives change
- More quality evaluations needed on Human Trafficking Education

Resources

- **Report suspected Human Trafficking Federal Law Enforcement**
Phone: 1-866-347-2423
- U.S National Human Trafficking Hotline 1 (888) 373 7888
<https://www.humantrafficking.gov/>
Text- "BEFREE" or "HELP" to 233733

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