



Increasing Assessment Confidence!

Human Trafficking Victim Identification Education



The Blue Ribbon is used to help promote education and support related to human trafficking.

Cassandra L. Stein, RN

Fort Hays State University, Department of Nursing

Introduction

Every day people receive health care across this county and are assessed by medical providers including nurses. Would you have the confidence in your assessment skills to identify someone who is a victim of human trafficking? It is estimated that yearly \$150 billions dollars changes hands in the human trafficking industry (Clemmons-Brown, 2020). Many victims are not allowed to access medical attention until their medical conditions are severe. In the United States trafficking survivors cohorts 63.3% reported that during their exploitation time they had interaction with an Emergency Department medical provider (Greenbaum, 2016). Human Trafficking is a violation of basic human rights and is an issue for public health, law enforcement and personal health care. We as medical providers need to be as prepared to identify a human trafficking victim as we are an AMI.

Research Question

For patient care providers, what is the effect of a standardized education program on identification of human trafficking victims compared to no standardized education?

Purpose

Research on multiple topics show that the more education and training one gets the more confident and efficient they are in their skills. Identification of Human Trafficking Victims is a skill that requires more education and training to increase the confidence level and identification as well as keep both he patient and the nurse safe.

Conceptual Framework

Rosemary Parse's theory 'Human Becoming Theory' (2016) was originally published in 1981. It talks about how a person - in our situation, the patient - interacts and goes through life ever-changing and evolving due to the environment around them. This plays into the nursing care as this study looks at the nurse trying to understand a patient's individual situation and not necessarily trying to fix them but to improve their quality of life as is described by the patient.

This works with human trafficking education for nurses because we may not always be able to fix the situation that our patient is in. We need to be able to identify the situation our patient is in; understand the struggles and hardships our patient may be going through and know that we may not be able to "fix" the entire situation but only what we can do to help improve the quality of life. One may not always be able to rescue someone from a bad situation, but we can provide them with care and compassion and offer them information on services for when they are ready. Which, like Parse's theory, is a different journey for each person due to their environment and the view they have about their life and situation. (Parse's Human Becoming Theory. (2016)).

Results

Studies across the board state that the number of people who are involved in human trafficking is an outstanding number that is underestimated due to so much of it going on under the radar (Greenbaum, 2016). It does not matter where the nurse or emergency department is located - urban or rural - they have a chance to interact with a person who is involved in human trafficking (Lamb & Clements, 2018).

Inclusion Criteria

- Studies between 2015-2020
- Hospital Emergency Room Personnel
- Human Traffic Victim Identification Training

Exclusion Criteria

- Studies Prior to 2015
- Other Medical Personnel
- No Education Training Presented

Like so many things in the medical world the information is ever-changing and the education is not staying up to date with those who need it the most. Only 11% of the persons in the studies had previous training on identification of human trafficking victims (Donahue, Scheiwn, & Lavallee, 2019).

Leaving the gross amount of professionals without the needed training to identify a victim or how.

Methods

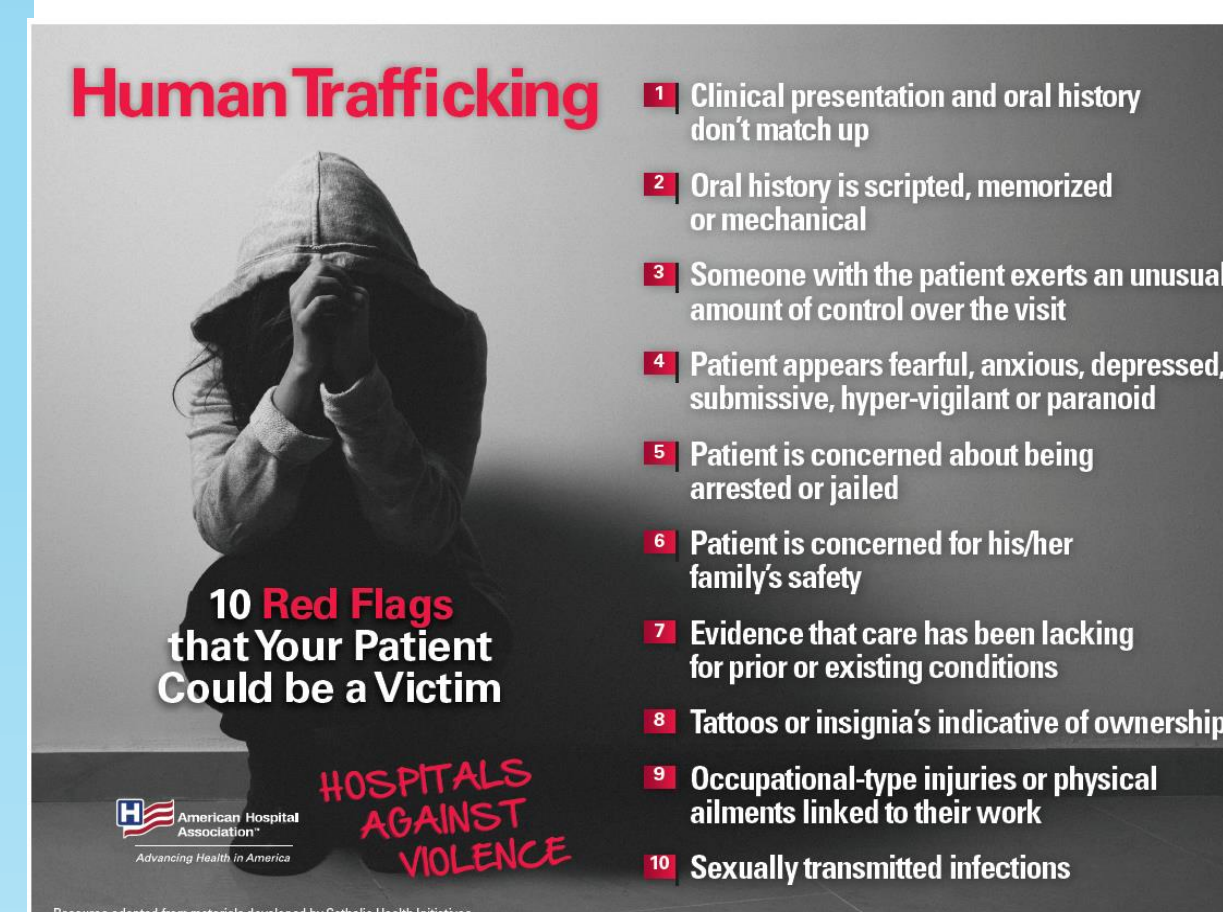
Systematic review

to proceed with the information to help the person identified as well as how to keep both he patient and the nursing staff safe (Lamb & Clements, 2018).

Donahue, Schwein, & LaVallee (2018) completed a study of 75 emergency staff that participated in an educational event over human trafficking identification. Of the 75 participants, 89% indicated they had never had training on this subject in the past. Once the education was completed of the post assessments obtained, 96% found the information useful in their place of work.

Conclusion found in both Dols, et al (2019) and Lamb-Susca and Clements (2018) is that the lack of a standardized training and assessment is a challenge for nurses and other medical personal to be able to identify human trafficking victims.

Complied, this information shows that education increased the ability to increase the confidence in identification, but we are far from having a good solid education and identification format. Thus, more research needs to be completed.



American Hospital Association Provides a graphic to help inform medical providers on red flags that could indicate Human Trafficking victims.

Implications for Nursing

As nurses we are on the front lines to be able to identify victims of human trafficking with those in the ED at a higher possibility. As nurses we need to push for not only training but for a standardized education formant backed by evidence-based practice to improve our personal assessments as well as increase the chance to identify victims in a safe manner. These studies indicate that there is a huge need for additional research and education

The American Organization of Nursing Leadership has identified ways to influence the ways to influence the practice of human trafficking education through nursing leadership. (Clemmons-Brown, 2020)

However, we as nurses who want what is best for our patients need to reach out and push for a change backed by research to improve our assessments through education.

References

Clemmons-Brown, C. A. (2020, March 10.). Addressing Human Trafficking Through Nurse Leadership: Application of ANOL Competencies. Retrieved from [https://www.nurseleader.com/article/S1541-4612\(20\)30023-9/fulltext](https://www.nurseleader.com/article/S1541-4612(20)30023-9/fulltext)

Dols, J. D., Beckmann-Mendez, D., Mcdow, J., Walker, K., & Moon, M. D. (2019). Human Trafficking Victim Identification, Assessment, and Intervention Strategies in South Texas Emergency Departments. *Journal of Emergency Nursing*, 45(6), 622–633. doi: 10.1016/j.jen.2019.07.002

Donahue, S., Schwiwn, M., & Lavallee, D. (2019). Educating Emergency Department Staff on the Identification and Treatment of Human Trafficking Victims. *Journal of Emergency Nursing*, 45(1), 16–23. doi: 10.1016/j.jen.2018.03.021

Greenbaum, J. (2016). Identifying Victims of Human Trafficking in the Emergency Department. *Clinical Pediatric Emergency Medicine*, 17(4), 241–248. doi: 10.1016/j.cpem.2016.09.006

Lamb-Susca, L., & Clements, P. T. (2018). Intersection of Human Trafficking and the Emergency Department. *Journal of Emergency Nursing*, 44(6), 563–569. doi: 10.1016/j.jen.2018.06.001

Parse's Human Becoming Theory. (2016). Retrieved from <https://nursing-theory.org/theories-and-models/parse-human-becoming-theory.php>

Shandro, J., Chisolm-Straker, M., Duber, H. C., Findlay, S. L., Munoz, J., Schmitz, G., ... Wingkun, N. (2016, April 26). Human Trafficking: A Guide to Identification and Approach for the Emergency Physician. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0196064416300543>