A Pilot Study Comparing Educational Modalities on Sex Trafficking Education in Medical School

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BACKGROUND

- According to the International Labor Organization, 20.9 million people are victims of forced labor worldwide.
- Among those victims, 4.5 million are victims of forced sexual exploitation.
- Human trafficking occurs in all 50 US states and 124 countries around the world.
- In NYC alone, 75% of sampled adolescent trafficking victims had visited a medical provider in the past 6 months.

OBJECTIVES

- Assess attitudes regarding sex trafficking in medical education and the role of healthcare professionals
- Assess knowledge of data and skills regarding trafficking victims
- Increase student confidence and knowledge of skills in identifying and interviewing trafficking victims
- Assess effectiveness of three educational modalities:
  - Didactic lecture
  - Interactive workshop
  - Individual online modules

METHODS

- Anonymous pre-session survey assessed knowledge of skills and attitudes of trafficking data on Likert-type scale scoring, where 1 = strongly disagree, and 5 = strongly agree
- Anonymous post-session survey Results analyzed with McNemar and paired t-test on SVSv9.2

RESULTS

Table 1.

<table>
<thead>
<tr>
<th>Question</th>
<th>Didactic lecture</th>
<th>Interactive workshop</th>
<th>Individual online modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of issues of sex trafficking and its victims</td>
<td>L: 1.42</td>
<td>W: 1.35</td>
<td>I: 1.21</td>
</tr>
<tr>
<td>Know warning signs of victims of sex trafficking</td>
<td>L: 2.37</td>
<td>W: 2.17</td>
<td>I: 1.84</td>
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<tr>
<td>Know of specific health issues of trafficking victims</td>
<td>L: 2.05</td>
<td>W: 1.64</td>
<td>I: 1.26</td>
</tr>
<tr>
<td>Know how to screen suspected victims</td>
<td>L: 1.89</td>
<td>W: 2.24</td>
<td>I: 2.02</td>
</tr>
<tr>
<td>Feel confident intervening with pts. who are trafficked</td>
<td>L: 2</td>
<td>W: 1.47</td>
<td>I: 1.26</td>
</tr>
<tr>
<td>Comfort talking with trafficked pts.</td>
<td>L: 1.36</td>
<td>W: 1.41</td>
<td>I: 1.15</td>
</tr>
<tr>
<td>Knowledge of safety resources and techniques</td>
<td>L: 2.11</td>
<td>W: 2.17</td>
<td>I: 2.26</td>
</tr>
</tbody>
</table>

Table 2.

<table>
<thead>
<tr>
<th>Question</th>
<th>Lecture</th>
<th>Workshop</th>
<th>Individual</th>
</tr>
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<tbody>
<tr>
<td>Median age female victims enter trafficking</td>
<td>52.73</td>
<td>92.73</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Geography/epidemiology of trafficking</td>
<td>64.15</td>
<td>88.68</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Trafficking victims’ clinical presentation</td>
<td>50.00</td>
<td>90.38</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Most victims enter trafficking via kidnapping (T/F)</td>
<td>70.00</td>
<td>86.00</td>
<td>0.0209</td>
</tr>
</tbody>
</table>

CONCLUSIONS

- First study to evaluate different educational modalities for effectiveness in increasing medical student awareness and preparedness to interview and identify victims of sex trafficking
- All modalities demonstrated consistent improvement in medical students’ knowledge of specific skills:
  - Quantitative improvement was similar between all three modalities
  - Largest improvement demonstrated in question regarding specific safety resources and techniques for protecting trafficking victims
  - Less consistent improvement demonstrated in questions about attitudes and knowledge of data about trafficking
- Students participating in all three modalities believed that sex trafficking should be incorporated in medical school curriculum
- Significant improvement from this limited educational experience demonstrates the potential for comprehensive curricular integration
- Small sample size limits our ability to define the best modality in this study
- While our objective was to show there would be a difference among different educational modalities, future research is necessary to determine which modality is most effective
- This pilot study demonstrates the need for future studies to further explore the optimal modality and format for sex trafficking education in medical school

Table 3. Questions assessing knowledge of data: all modalities combined

REFERENCES


ACKNOWLEDGEMENTS

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