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GH-06 Human Trafficking Simulation with Senior Nursing Students

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Human Trafficking Simulation with Senior Nursing Students



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Background

Human Trafficking:

- Global Pandemic
- 24.9 million victims worldwide
- 150 billion in revenue annually^{1,2}

Definition:

- Modern slavery and occurs when a trafficker exploits an individual with force, fraud, or coercion for sex or force labor⁴.

Purpose:

- No consistent education for healthcare providers, including pre-licensure nurses⁵. Recognizing signs of human trafficking is the first step of providing resources to the client¹. Nurses can be the first line to human trafficking victims².

Methods

- Combination of a simulation and an unfolding case study.
- Pre-simulation activities
- Unfolding case study completed with a community partner.
- Case study includes real-life choices a victim of human trafficking are faced with.
- Debriefing activities include reflection of the choices the students make during the unfolding case study.
- The healthcare workers role and biases are discussed.
- The question “Is Prostitution a Choice” is discussed with the group.

Evaluation

The students are evaluated on the objectives with a five-question short answer quiz. The five-question short answer quiz includes the following questions:

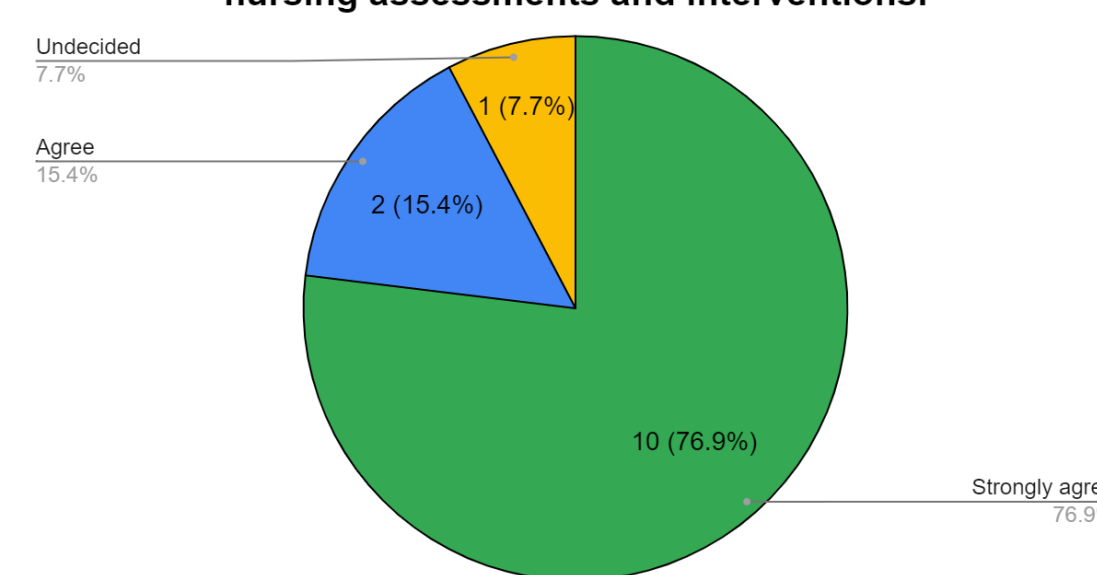
1. Did anything you experienced during the simulation change how you think about persons dealing with Human Trafficking?
2. Did conversations and activities during the simulation strengthen your learning related to Human Trafficking?
3. How much did you know about human trafficking before we started this exercise?
4. What did you learn by being active in the simulation?
5. What will you do differently as a result of the simulation?

Objectives

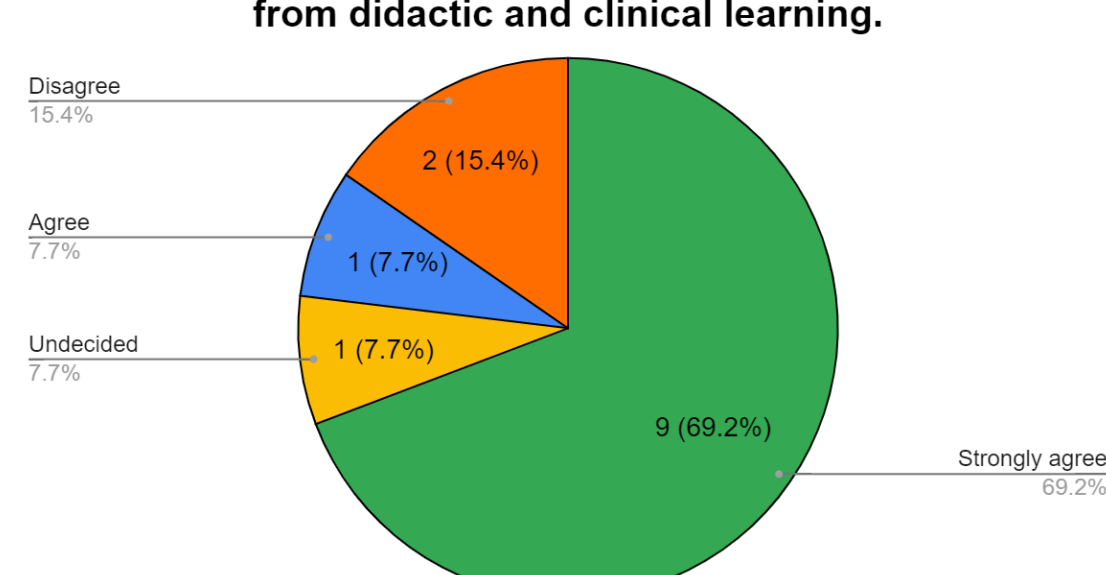
1. Define human trafficking.
2. Describe the degree to which human trafficking is a public health problem locally, nationally, and globally.
3. Determine methods that healthcare workers can screen patients for signs of human trafficking victimization.
4. Identify methods to therapeutically communicate with these patients.
5. Describe the biases that healthcare workers and others hold against sex workers.
6. Discuss the concept of "choice" throughout the simulation focused on sex-trafficking.

Results

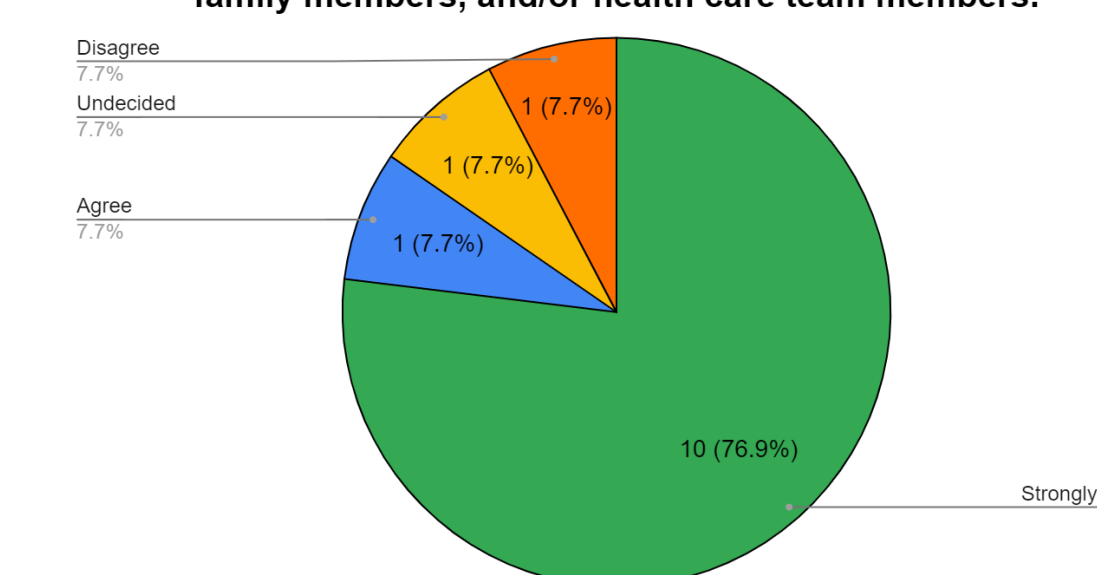
I developed a better understanding of how to prioritize nursing assessments and interventions.



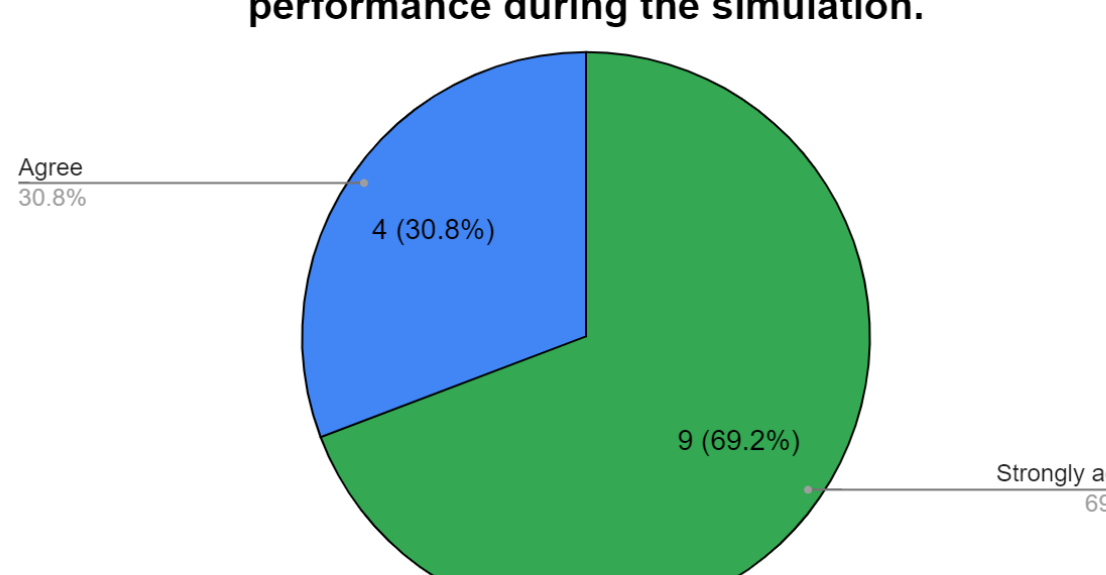
I had an opportunity to apply my knowledge and skills from didactic and clinical learning.



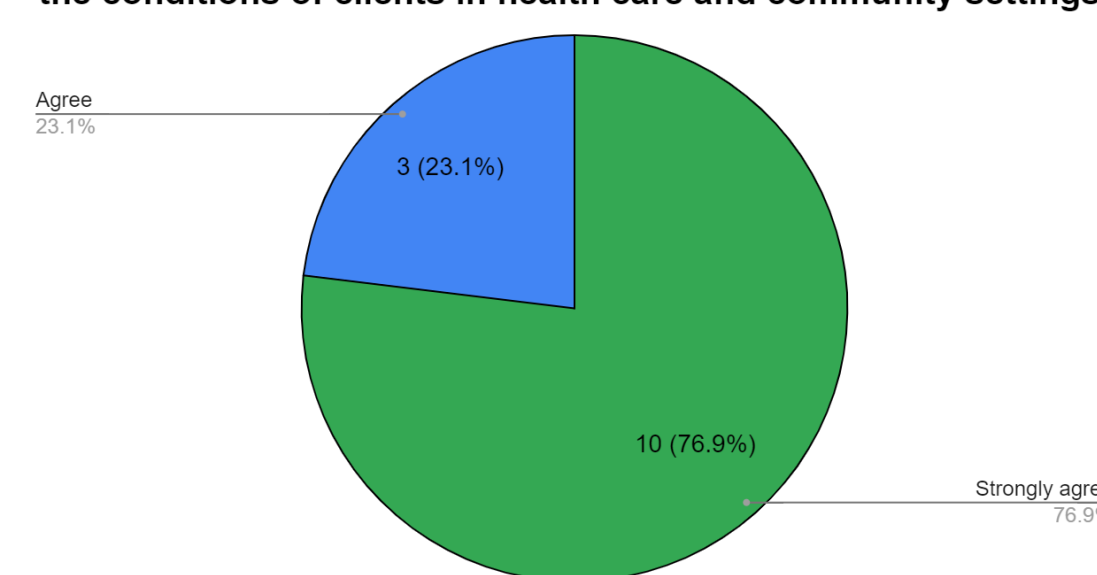
I gained experience in communicating with simulated clients, family members, and/or health care team members.



Debriefing provided an opportunity to reflect on my performance during the simulation.



I feel better prepared to recognize and respond to changes in the conditions of clients in health care and community settings.



Student Feedback

“I really enjoyed this simulation because I was able to think as if I was the victim and decisions that I would typically make for myself were not the decisions that I made during the simulation because I felt like I had no other choice. I liked going throughout the simulation and putting myself in the victim's perspective to see truly how hard it is to be a human trafficking victim. I felt like some of the choices I made during the simulation were life or death.”

“The simulation made me think differently about how someone could possibly end up in a situation where they are forced to make a choice. These are the people who are forced to make a choice where there are such few choices available and none of them are actually beneficial. It really made me think, what would I do if this was me? And most of the time, the choices available to me were hard, and scary, and none of the available options were ever good.”

References

See attached.