

Human Trafficking and Health Care: A Call for Health Professional Education and Enhanced Interprofessional Collaboration

Elaine J. Alpert, MD, MPH

**Massachusetts General Hospital Department of Emergency Medicine
Division of Global Health and Human Rights
and**

University of British Columbia

ealpert@mail.ubc.ca

Why Teach about HT?

- ❑ Victims present to health care providers
- ❑ Adverse effects on physical and mental health
- ❑ Adverse effects on children
- ❑ Adverse effects on society
 - Deflects and distorts society's goals
 - Health care costs
 - Social service costs
 - Criminal justice costs
 - Indirect costs

Approaches and Strategies

- ❑ Subject-based approach
 - Course (or segment of a course)
 - Stand-alone presentation
 - Campus / institution-wide initiative
- ❑ Integrate throughout curriculum
 - Requires awareness, initiative of faculty / staff

Approaches and Strategies

- ❑ “Extra”-curricular (outside of curriculum)
 - Student energy, faculty guidance
 - Often grass-roots, advocacy-oriented
 - Effective learning (often life-changing)
 - Rewarding, fulfilling, meaningful, compelling
 - Often insufficiently acknowledged
 - Risk of secondary traumatization, esp. if inadequate support systems for students
 - Student participation can vary from year to year (esp. around exams, rotations)

Example 1: IHHS 411

- ❑ Upper level undergraduate course at UBC
- ❑ 3-credit elective
- ❑ Interprofessional (students learn ***with, from and about*** each other's fields and expertise as they explore content)
- ❑ But not *really* interprofessional yet
- ❑ Highly structured
- ❑ 12-week semester – goes by very fast!

IPE Definition

*“When two or more professions learn **with, from and about** each other to improve collaboration and the quality of care”**

* (Centre for the Advancement of Interprofessional Education, 2002)



The Case for IPE

“We have largely been training our health care [survivor service] professionals in silos. Then when they graduate, we call on them to work together.”

*Bowmer, I. 2002. Oral presentation to the Commission on the Future of Health Care in Canada. St. John's Public Hearing, April 15, St. John's, NL

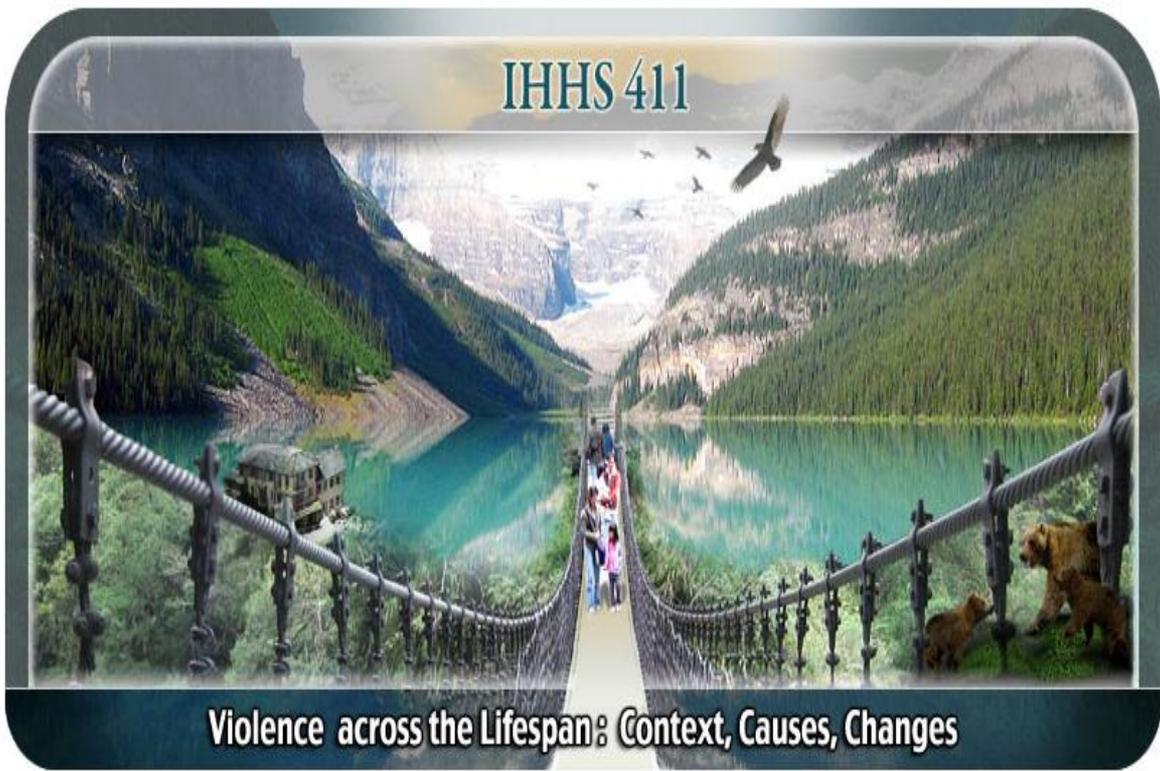
Course Tools

Course Content

- [Welcome](#)
- Course Lessons**
 - [Cases](#)
 - [Examples](#)
 - [Assignments](#)
 - [Plagiarism](#)
 - [Library Info](#)
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|-----------------------------|---|--|-------------------------------------|
| Welcome | Course Lessons | Cases | Examples |
| Assignments | Plagiarism (Conditional) | Library Info (Hidden) | Audio Presentations |
| Resources | Course Videos | | |

Course Staffing

- ❑ 1 Course Director (CD)
- ❑ 3 Associate Instructors (AIs)
 - 1 per 4 teams of 6 students (= 24 students)
- ❑ Centre for Teaching and Learning Technology
 - PhD level educational support partner
 - Various geeks as the situation warrants

Course Structure

- ❑ Weekly topics (“lessons”)
 - Readings, videos, slide presentations, team discussions
 - Frequent log-on considered essential
- ❑ Four “cases” submitted by the team
- ❑ One “field interview” (individual or pair)
- ❑ Two “peer evaluations”
- ❑ Culminating reflections
- ❑ All course activities are asynchronous
- ❑ Skype or tea chats by arrangement

Course Topics by Week

1. S-E Framework, Human Rights Approach, Cultural Awareness, Ground Rules and Boundaries, Self Care
2. Overview of VAL, Violence and Aboriginal Peoples
3. ACE Study
4. Adolescent, Adult, and Elder Relationship Violence
5. Child Abuse and Neglect, Child Exposure to IPV
6. Sexual Violence
7. Abuse by Those in Positions of Power, Trust and Influence
8. **Human Trafficking**
9. Sexual Violence in the Military, during War, and in Post-Conflict Settings
10. News and Entertainment Media – Friend, Foe or Ally?
11. Men as Allies
12. Coordinated Community Response to VAL

Assignments (102 pts)

- Biopage (Week 1)
- Local Resource Assignment (Week 2) (5 pts)
- 4 Cases (submitted by team) (10 x 4 pts)
- Peer evaluation of Case contrib. (5 x 4 pts)
- Field interview (individual) (15 pts)
- Peer evals of contrib. to team (2 x 10 pts)
- Final reflection (2 pts)

Strengths

“ I have become aware of so many things... I came out of my little bubble and know what kind of things are taking place around this world.”

“ I am really enjoying the course. I feel that we can talk about such a sensitive topic so freely but at the same time be respectful.”

“ Amazing, its really informative and educational at the same time. Also, a lot of stuff has ‘opened my eyes’ to what is occurring in our country.”

Critical Reflections

“ I discovered how much you can learn from others in an interprofessional team environment, as every member inevitably brings a different set of experiences and background to the discussion. Not only are other members able to conceptualize problems in a slightly different way, but they can also adopt a different perspective when solving those problems.”