Knowledge and Skills of Elon Students Surrounding Sex Trafficking and Labor Exploitation Issues: Implications for Human Trafficking Education and Prevention Among College and University Students

Georgia Lee
Human Service Studies
Elon University
100 Campus Drive
Elon, NC 27244 USA

Faculty Mentor: Dr. Carmen Monico

Abstract

While human trafficking is becoming increasingly recognized as a critical issue on various levels, little research exists that measures the understanding and perceptions of university students about the issue. Previous research has emphasized the need for increased education for the general public about human trafficking, as ordinary citizens serve an important role in the identification and notification of human trafficking activity.[1] Additionally, research exploring the perceptions and understanding of university students surrounding sexual violence has shown the positive effects that education about sexual violence can have on university students' willingness to intervene and address this issue.[2] These previous findings suggest the important role of education and skill-building for university students in working to prevent and combat human trafficking, especially in regards to understanding, identification, and intervention. This research aims to measure the current level of university students' knowledge and skills surrounding human trafficking issues. University student participants completed a quantitative online questionnaire that evaluated their knowledge, skills, behavior, and beliefs surrounding human trafficking issues. One construct of the research interpreted student responses to Likert-type scale and multiple choice questions into varying levels of knowledge and skills. This data suggests that university students have mainly low and medium levels of knowledge and skills related to the nature, prevalence, and identification of human trafficking, with exceptional instances of high levels. These results emphasize the need for increased understanding and consistent education about human trafficking issues among university students. The results also showed the need for greater knowledge about the incidence and prevalence of human trafficking on the local level, more effective training on human trafficking identification and referral skills, and a better understanding of what actions students can take to support businesses and organizations that work to fight human trafficking.

Keywords: Human Trafficking, Student Education, Victim Prevention

1. Introduction

With a growing presence in conversations and research surrounding national security, international human rights, and environmental ethics, the issue of human trafficking is gaining awareness on a progressively larger scale. Yet, as increasingly more individuals and communities are being informed of the dangers and prevalence of this topic of international concern, it is important to critically question the extensiveness of the education that our society is currently receiving. And, as individuals across the country are beginning to understand their responsibilities in combatting human trafficking in their communities, what role do certain populations play in addressing the issue? This research focuses on assessing the current knowledge and skills of university students surrounding human trafficking issues, as this population could play an important role in combatting human trafficking, and serve as

potential agents of intervention, identification, and further education. In order to facilitate a greater understanding of the issue, the researchers offer a literature review that assesses the current scope of human trafficking on various levels, highlights previous studies investigating university students' willingness to intervene in situations of sexual violence, and emphasizes research related to the role of community members in the fight against human trafficking. Thus, building upon existing studies and seeking to address existing gaps in inquiry, this research measures the current level of university students' knowledge and skills surrounding human trafficking issues.

2. Literature Review

Human trafficking is a global and local issue, increasingly present yet elusively concealed, influencing societies, communities, and individuals around the world. The 2000 United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons defined human trafficking as:

> The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.[3]

As mentioned in this definition, the two most prevalent types of human trafficking in the United States are sex and labor trafficking. Within these categories, human trafficking can take a wide variety of forms, ranging from agricultural labor to commercial sex work to domestic service.[4] Unfortunately, human trafficking is a "hidden" issue, meaning that it can be difficult to locate, identify, and rescue victims, due to the inherent traveling nature of the issue, victims' reluctance to recognize the danger of their situation or their protection under the law, and various other concerns.[5] Additionally, a lack of sampling frame makes it is difficult to accurately identify statistics regarding human trafficking, and people involved with the issue can often be unwilling to cooperate or provide information since it is an illegal activity.[6] These variations and complications within human trafficking are exacerbated by the prevalence and incidence of the issue on various levels: globally, nationally, statewide, and even locally.

2.1 A global dilemma

The U.S. Department of State has recently issued its Trafficking in Persons Report for 2014, which offers an extensive analysis of human trafficking issues around the globe. The report places each country in the world into a certain tier, which signifies the level of governmental compliance with the U.S. Trafficking Victims Protection Act (TVPA) that outlines various steps that are critical to the prevention of human trafficking, the protection of victims, and the prosecution of traffickers.[7] Out of the 188 countries analyzed, only 31 have been placed into Tier 1, as states whose governments are complying with the minimum standards of the TVPA.[8] The report notes that especially internationally, human trafficking can take a wide variety of forms beyond the range of sex and labor trafficking, including concerns related to the use of child soldiers and the illegal sale of organs.[9] Much work is needed to ensure that more governments strive to combat human trafficking in their own countries, in order to eradicate the issue internationally.

2.2 The United States' response

While human trafficking is certainly an international issue, it is also a major national concern. The 2014 Trafficking in Persons Report notes that while human trafficking continues to be a pressing issue in our country, the United States government has made various strides to combat it.[10] In 2013, the Homeland Security Investigations, Federal Bureau of Investigations, Diplomatic Security Service, and the Department of Defense collectively reported opening 1,927 cases involving human trafficking, the majority of which concerned sex trafficking.[11] The U.S. government has taken action to increase protection for victims by providing identification training for law enforcement and by securing assistance for victims, such as healthcare, legal services, and employment training.[12] Even so, much work is still needed in order to avoid both overlap and gaps in services offered to victims. Various groups, such as the President's

956

Interagency Task Force to Monitor and Combat Trafficking in Persons, work to prevent human trafficking on the national level by reporting relevant information, passing appropriate legislation, and raising public awareness about the issue.[13] National legislation, specifically the Trafficking Victims Protection Act and Reauthorizations, helps to combat the issue using a three-pronged approach of prevention, protection, and prosecution.[14] Additionally, the Justice for Victims of Trafficking Act of 2015 has recently been passed by Congress, and includes important action points such as increasing funding for training and services for trafficking victims, encouraging collaboration between service providers and government stakeholders, and reducing the demand for sex trafficking through the prosecution of buyers.[15] While national legislation and programming have attempted to unite anti-trafficking efforts across the country, many individual states are recognizing human trafficking within their borders, and are creating their own organizations and legislation to fight and prevent the issue.

2.3 Statewide action in North Carolina

Unfortunately, North Carolina has been found to be a leading location for human trafficking, primarily due to its many highways and interstates, large immigrant population, numerous military bases, and important agricultural sector.[16] Polaris is a national, non-profit organization that works to combat human trafficking and protect survivors through a holistic approach, which involves operating The National Human Trafficking Resource Center (NHTRC), a national, toll-free hotline.[17] NHTRC published a 2013 report for North Carolina that stated that 623 hotline phone calls from the state were placed in 2013, which places North Carolina as the state with the 12th highest number of hotline calls in the country.[18] About 32 percent of the NHTRC hotline cases were deemed "high potential trafficking" while 68 percent were considered "moderate".[19] The majority of the hotline cases involved some form of sex trafficking (71 percent), primarily "commercial front brothels," followed by labor trafficking (17 percent).[20] The Salvation Army also released statistics about its anti-human trafficking program in North Carolina, called Project Fight. Consistent with NHTRC's findings, the program had more sex trafficking cases (n=34) than labor trafficking cases (n=13) since 2011, and found that 86% of the clients were female, and almost half of the cases were domestic.[21] Recently, North Carolina passed the NC Senate Bill 683 - Safe Harbor/Victims of Human Trafficking. This legislation makes a number of important changes in North Carolina's prostitution laws, including increasing the penalties for sex traffickers ("pimps") and purchasers ("johns"), and it ensures that underage victims of prostitution are treated as victims of sex trafficking: immune from prosecution and eligible to receive state services and support. More North Carolinians are beginning to recognize the prevalence of human trafficking within their state, and an increasing number of coalitions, programs, and training are being created to fight the issue statewide.

2.4 Thinking locally in Alamance County

Although national or even international gangs or crime rings can run human trafficking operations, the issue can often begin at a local level. Additionally, local law enforcement units and county service providers are frequently the ones to identify perpetrators and offer assistance to victims of human trafficking. Very little data currently exists about human trafficking issues and services specifically in Alamance County, North Carolina, where Elon University is located.[22] Alamance County does have an anti-trafficking coalition, Alamance for Freedom, which focuses on research, prevention, victim identification, response, and aftercare. This organization brings neighbors, law enforcement, researchers, faith groups, and service providers together in order to address human trafficking issues in Alamance County.[23] The county's first reported case of human trafficking was identified this summer, when a truck driver from the nearby town of Greensboro was arrested for kidnapping a local girl and intending to sell her into sexual servitude.[24]

2.5 Public perceptions surrounding human trafficking issues

As more programs to address human trafficking are created and improved on global, national, statewide, and local levels, and an increasing number of cases of human trafficking are identified, raising awareness and educating the public about the realities and dangers of human trafficking is key. A fact sheet released by World Vision concluded that people's negative perceptions and attitudes towards human trafficking, such as prejudice and discrimination towards a certain population or a general misunderstanding of the true causes of human trafficking, are critical to address when trying to combat the issue.[25] Farrell and Fahy researched the way that the shifts in framing of human trafficking over time has influenced the public's perceptions of and attitudes towards the issue, ranging from the media and government's presentation of human trafficking as a human rights issue, a criminal justice concern, and a threat

to national security.[26] Additionally, the public's perception and knowledge of human trafficking is greatly influenced by its view of deeper societal issues, such as economics and social and cultural norms, and addressing these views and actual issues could more effectively combat human trafficking.[27]

2.6 The importance of more data and public knowledge

Overall, studies have noted the lack of consistent and reliable data in regards to human trafficking, as well as emphasized the need for more education across the United States about the issue. Tyldum and Brunovskis determined that current data about human trafficking issues is ambiguous and biased, and although reliable data is useful, more understanding of the actual processes and nature of human trafficking is also needed to better grasp the issue and how to best combat it.[28] Similarly, Logan, Walker, and Hunt argue that there is much still unknown about the depth and extent of human trafficking, but that it is "critical that awareness of human trafficking is raised not just among service providers but for every citizen in the United States."[29] This education of the general public plays an important role in the prevention and identification of human trafficking. In the NHTRC report for North Carolina, Polaris reported that the overwhelmingly greatest percentage of hotline phone calls received (35 percent) were from community members, emphasizing the importance of increased knowledge and skills for even ordinary citizens about human trafficking.[30]

2.7 Sexual violence perceptions of university students

Although little research has been conducted regarding college students' perceptions, knowledge, and skills about human trafficking issues, many studies have investigated this population's beliefs and knowledge regarding sexual violence and other issues linked to human trafficking. Prospero and Vohra-Gupta's findings identified "a high percentage of all types of violent victimization among the college participants, with 86% of all participants reported being a victim of psychological/verbal, physical and/or sexual violence,"[31] indicating that intimate partner violence is a major issue among university students. In light of the prevalence of this issue across college campuses, many studies have researched how students perceive, understand, and react to sexual violence. In investigating gender differences in the impact of violence in university students, Romito and Grassi theorized that "it is possible that females, socialized to care about relationships, are more vulnerable to this kind of [sexual] abuse, while males are taught to consider them as a normal part of their social life and even as necessary in their development."[32] The prevalence of this issue and the influence of gender differences highlight the impact that sexual violence has on university students and the various viewpoints that students can have about the subject.

2.8 The influence of external factors on students' beliefs and behavior

Just as gender and its related norms can influence students' perceptions about this issue, many external factors, such as background and history of violence, socialization and perceived norms related to coercion, and acceptance of various myths, can greatly impact what university students believe about sexual violence, and how these beliefs guide their actions and relationships. For example, Bryant and Spencer discovered that college students with a prior background of family violence tended to assign blame to the influence of society,[33] emphasizing the role that external factors play in their beliefs. Furthermore, Hines's research, conducted across a variety of college campuses globally, found that "when people are socialized to view relationships as deceptive, manipulative, and exploitative, and when the normative view is that relationships are a means of gaining power, rather than of sharing love and tenderness, they are more likely to verbally or forcefully coerce sex from their partners."[34] This finding stresses the power of societal education to influence beliefs and interactions with others. Berkowitz has studied these social pressures extensively, and argues that personal views and behaviors related to sexual violence can be improved by changing what individuals perceive norms to be.[35] Research has also investigated the influence of rape myths in university student beliefs and behavior. The results of a study conducted by Banyard emphasized the importance of changing rape myths and views surrounding empathy for victims in order to decrease the rape behavior and acceptance.[36] These external factors provide an interesting influence on students' beliefs, knowledge, and behavior in regards to sexual violence, and allow us to better understand how students perceive these issues and why they might hold certain beliefs and behave in particular ways.

2.9 University students as a force to combat human trafficking

As previously noted, little research has been conducted to investigate the knowledge and skills of university students in regards to human trafficking. This research seeks to better understand this population in order to determine the most effective ways to educate and inform students about human trafficking in the future. As previous research has noted, student's awareness and knowledge about certain topics greatly guides their behavior and engagement in social issues. McMahon's study concerning bystander attitudes in regards to sexual violence found that "students who do not believe that perpetrators have committed sexual assault are especially less likely to engage as bystanders [by intervening]. Education is clearly warranted to provide accurate information about what constitutes rape as well as addressing issues of perpetrator accountability."[37] These findings could relate to human trafficking issues as well, suggesting that students who are poorly educated about the nature of human trafficking will be less likely to engage in identification and notification of suspicions to the appropriate authorities. Similarly, Banyard, Moynihan, and Plante observed that intervention from bystanders was higher among students who had greater knowledge about sexual violence and in students who possessed more skills as a bystander.[38] It is anticipated that students who are more informed and educated with knowledge and skills regarding human trafficking issues will be less vulnerable and more prepared when situations of trafficking arise, and will be more equipped and likely to identify and report potential situations of trafficking. This research investigates students' current knowledge and skills through studying a variety of constructs related to human trafficking issues, including students' perceptions of the importance of human trafficking on various levels, students' beliefs and values surrounding human trafficking, students' knowledge about the definition and nature of human trafficking, students' skills at identification and referral of potential human trafficking situations, and actions that students are currently taking to combat human trafficking. The research question guiding this research is: "What is the level of knowledge and skills surrounding human trafficking of college students?" By assuming that not enough public education exists about human trafficking and the elusive nature of these criminal activities, the researchers hypothesize that students will generally have low levels of knowledge and skills surrounding human trafficking, with exceptional instances of moderate knowledge and skills.

3. Sample and Methodology

The preliminary sample consisted of participants from Elon University, a small, private liberal arts university in the southeastern United States. They were selected using non-probability sampling with no incentives given for participation in the study. The ages of the participants ranged from 18 to 44, with an average age of 21. The sample consisted of 19 female participants and 5 male participants. Most participants were Caucasian (17), Christian (13), and going into their fourth year of college (9). In total, 24 students participated in the research.

The survey was conducted online using a 52-question Moodle questionnaire that took approximately 30 minutes to complete. The survey was developed in coordination with the research team of Alamance for Freedom, a local coalition in Alamance County, North Carolina that works to combat human trafficking, and input from Dr. Amy Lyndon, Associate Professor of Psychology at East Carolina University who conducted a similar study at ECU. The questions were designed using information from Polaris factsheets and ENC Stop Human Trafficking Now data. The survey covers several constructs, including students' perceptions of the importance of human trafficking on various levels, students' beliefs and values surrounding human trafficking, students' knowledge about the definition and nature of human trafficking, students' skills at identification and referral of human trafficking, and actions students are currently taking to combat human trafficking.

There were 1817 total students registered for courses and internships during the first 2014 Summer Term at Elon. The researchers recruited participants by emailing the professors of summer courses at the university and asking them to participate by encouraging their students to take the survey. Upon the professors' agreement of participation, an email was sent to them that contained a link and password for the research. The 11 professors who agreed to participate forwarded this email to the 296 students enrolled in their summer courses. The 24 students who chose to participate used the link and password to register for the Moodle "course" for the survey and viewed and agreed to the informed consent form. Students gave consent before they were able to proceed in completing the survey. The survey asked participants to answer questions about their knowledge and skills regarding human trafficking and their perceptions about the issue, without consulting any additional sources of information, as to measure their knowledge at the time of survey completion. The responses were collected as quantitative data. Although the consent form collected the names of the participants, it was separate from the actual survey, which remained anonymous. The data was manually imported into SPSS, and reliability, descriptive statistics, and frequency tests were run.

4. Results

To analyze the data, reliability tests were run on each construct. Then, descriptive statistics and frequency tests were run. The first construct asked the participants to respond regarding their perception of the prevalence of human trafficking on various levels, including locally, statewide, nationally, and globally. Cronbach's alpha was calculated on the four items in this construct, and results indicated good internal consistency ($\alpha = 0.85$). The questions used a three-point Likert-type scale, ranging from 1 (not much of an issue) to 2 (a relatively important issue) to 3 (a major issue). For the perception of prevalence of human trafficking in Alamance County, the mean was 1.67, the median was 2, and the mode was 1. Of the participants, 45.8% responded that human trafficking in Alamance County is not much of an issue, 41.5% responded that it is a relatively important issue, and 12.5% responded that it is a major issue. For the perception of prevalence of human trafficking in North Carolina, the mean was 1.75, the median was 2, and the modes were 1 and 2. Of the participants, 41.7% responded that human trafficking in North Carolina is not much of an issue, 41.7% responded that it is a relatively important issue, and 16.7% responded that it is a major issue. For the perception of prevalence of human trafficking in the United States, the mean was 2.33, the median was 2, and the mode was 3. Of the participants, 12.5% responded that human trafficking across the country is not much of an issue, 41.7% responded that it is a relatively important issue, and 45.8% responded that it is a major issue. For the perception of prevalence of human trafficking worldwide, the mean was 2.75, the median was 3, and the mode was 3. Of the participants, 8.3% responded that human trafficking worldwide is not much of an issue, 8.3% responded that it is a relatively important issue, and 83.3% responded that it is a major issue.

The next construct asked participants to respond about their values and beliefs regarding human trafficking. The results of Cronbach's alpha on the three questions in this subscale indicated adequate internal consistency ($\alpha = 0.63$). Using a five-point Likert scale, the responses ranged from 1 (Strongly disagree) to 2 (Disagree) to 3 (Not sure / don't know) to 4 (Agree) to 5 (Strongly agree). When asked if human trafficking was in disagreement with their personal values, 91.7% of participants strongly agreed, with a mean of 4.83, a median of 5, and a mode of 5. When asked if human trafficking was in disagreement with their family's values, 91.7% of participants strongly agreed, with a mean of 4.83, a median of 5, and a mode of 5. When asked if human trafficking was socially acceptable, 91.7% of participants strongly disagreed, with a mean of 1.21, a median of 1, and a mode of 1.

Two subscales measured participants' knowledge and skills regarding human trafficking, assessing their understanding of the definition and nature of human trafficking, and their identification and referral skills. The first subscale used a five-point Likert scale, with responses ranging from 1 (Strongly disagree) to 2 (Disagree) to 3 (Not sure / don't know) to 4 (Agree) to 5 (Strongly agree). Cronbach's alpha was calculated on the nineteen items in this subscale, and results indicated acceptable internal consistency ($\alpha = 0.73$). The total mean for the Likert-type questions was found to be 3.55. Levels were created in order to assess varying levels of knowledge and skills regarding human trafficking, with low as 1 to 3.50, medium as 3.51 to 4.50, and high as 4.51 to 5. Based on each participant's mean, 37.5% had a low level of knowledge and skills, 62.5% had a medium level, and 0% had a high level. See Figure 1 for a chart of the results of this subscale.
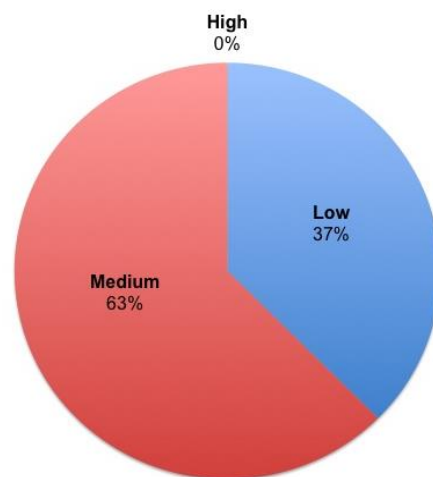

Figure 1. Score for knowledge about the definition and nature of human trafficking - Likert scale

The other subscale used multiple-choice questions. The mean score for participants, based on the number of questions answered correctly, was 55.30. Levels were created in order to assess varying levels of knowledge and skills regarding human trafficking for the multiple choice questions, with low as a score of 0 to 50, medium as 51 to 80, and high as 80 to 100. Based on each participant's score of questions answered correctly, 41.7% had a low level of knowledge and skills, 54.2% had a medium level, and 4.2% had a high level. See Figure 2 for a chart of the results of this subscale.
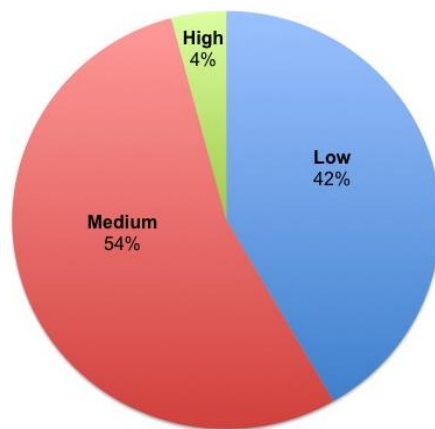

Figure 2. Score for knowledge about the definition and nature of human trafficking - multiple choice

Next, participants were asked to self-report about their behavior regarding consumer purchases and support of anti-trafficking organizations and companies. Cronbach's alpha was calculated on the four items in this construct, and results indicated poor internal consistency ($\square$ = 0.11). The construct used a five-point Likert scale, with responses ranging from 1 (Strongly disagree) to 2 (Disagree) to 3 (Not sure / don't know) to 4 (Agree) to 5 (Strongly agree). When asked if they considered the labor practices of a company's products in their purchasing decisions, 20.8% of participants strongly disagreed, 33.3% disagreed, 16.7% were not sure / did not know, 25.0% agreed, and 4.2% strongly agreed. The mean was 2.58, the median was 2, and the mode was 2. When asked if they supported organizations that fight human trafficking, 4.2% of participants disagreed, 20.8% were not sure / did not know, 37.5% agreed, and 37.5% strongly agreed. The mean was 4.08, the median was 4, and the modes were 4 and 5. When asked if they boycott organizations that are not taking steps to prevent human trafficking that occurs within the organization, 12.5% of participants strongly disagreed, 16.7% disagreed, 33.3% were not sure / did not know, 29.2% agreed, and 8.3% strongly agreed. The mean was 3.04, the median was 3, and the mode was 3. When asked if they promote businesses that take steps to prevent human trafficking, 4.2% strongly disagreed, 4.2% disagreed, 29.2% were not sure / did not know, 33% agreed, and 29.2% strongly agreed. The mean was 3.79, the median was 4, and the mode was 4.

In the last construct, participants were asked to report the number of times that they encountered human trafficking in the past year from a variety of media sources. Participants reported a mean of 2.83 times for nonfiction articles, ranging from 0 to 10 times, with a mode of 0. For nonfiction books, the mean was 0.46 with a range of 0 to 2 and a mode of 0. Participants reported a mean of 0.42 times for fiction books, ranging from 0 to 2, with a mode of 0. For news reportings, the mean was 2.92 with a range of 0 to 20 and a mode of 0. Participants reported a mean of 2.50 times for nonfiction TV programs, ranging from 0 to 10 times, with a mode of 0. For fiction TV programs, the mean was 11.46 with a range of 1 to 100 and a mode of 4.

5. Discussion

The researchers hypothesized that students would generally have low levels of knowledge and skills surrounding human trafficking, with exceptional instances of moderate knowledge and skills. The results for the multiple choice section demonstrated that 41.7% of participants had a low level of knowledge and skills, 54.2% had a medium level, and 4.2% had a high level. Similarly, the results of the Likert type scale questions showed that 37.5% of participants

had a low level of knowledge and skills, 62.5% had a medium level, and 0% had a high level. Although many participants did have a low level of knowledge, more than expected had a medium level. Considering that very few participants had a high level of knowledge, the results support previous research that has emphasized the need for increased understanding about human trafficking among all citizens.[39]

Several limitations were encountered in this research that may have influenced the accuracy or applicability of the results. Several factors contributed to the small sample size, such as the fact that the data was collected in just one month, participants were recruited through their faculty instead of directly, and the data collection took place during the summer, when fewer students were participating in activities with the university. Plans have been made to continue the research in the coming academic school year, during a longer period of time and when more students will be on campus. Additionally, the small sample size meant that the participants are not a demographically proportional representation of a university campus, especially in terms of race, gender, and grade level. Future research should attempt to obtain a more proportional distribution of participants in order to more accurately represent university students as a population. Another limitation is related to unclear survey design, as a few of the survey questions did not specify what level (global, national, etc.) they referred to, and could have been confusing to the participant. Lastly, it is important to take into consideration that the participants' answers were self-reported, which could have skewed their responses. This is especially true for the section regarding the behavior of participants about consumer purchases and support of anti-trafficking organizations and companies. Additionally, there was no way to ensure that participants used only their own tacit knowledge, and did not seek outside sources in order to complete the survey. As mentioned, future data collection should draw from a larger, more proportionally representative sample, and reword or omit ambiguous questions. Additionally, with a larger sample, comparisons should be made based on gender, grade level, and other demographics to determine differences in knowledge within the population of university students.

On a larger scale, this research can be used to influence the education of university students about human trafficking issues. Overall, the results of generally low and medium levels of knowledge emphasize the need for university students to be better educated about the nature and definition of human trafficking. The results also show that university students need to better understand the incidence and prevalence of human trafficking on the local level and be more effectively trained with human trafficking identification and referral skills. Additionally, although the results show that most students find human trafficking to be in disagreement with their personal and family values, the results suggest that students need a better understanding of what actions they can take to more effectively support businesses and organizations that work to fight human trafficking. The low number of times that participants encountered human trafficking in the media could mean that university students can be more informed about human trafficking through staying updated on recent cases and learning more about human trafficking through books, films, and other sources. As the research attempts to better understand the current beliefs, knowledge, behavior, and skills of university students about human trafficking, these findings and forthcoming data collection will hopefully work to influence the future education and training of university students, equipping and preparing them to more effectively prevent and combat human trafficking.

6. References

1. T. K. Logan, Robert Walker, and Gretchen Hunt, "Understanding Human Trafficking in the United States," *Trauma, Violence, & Abuse* 10, no. 1 (Jan. 2009): 3-30, doi: 10.1177/1524838008327262.

2. Victoria L. Banyard, "Measurement and Correlates of Prosocial Bystander Behavior: The Case of Interpersonal Violence," *Violence and Victim* 23, no. 1 (2008): 83-97, doi: 10.1891/0886-6708.23.1.83; Victoria L. Banyard, Mary M. Moynihan, and Elizabethe G. Plante, "Sexual Violence Prevention Through Bystander Education: An Experimental Evaluation," *Journal of Community Psychology* 35, no. 4 (2007): 463-481, doi: 10.1002/jcop.20159; Sarah McMahon, "Rape Myth Beliefs and Bystander Attitudes Among Incoming College Students," *Journal of American College Health* 59, no. 1 (2010): 3-11, doi: 10.1080/07448481.2010.483715.

3. United Nations, "Protocol to prevent, suppress and punish trafficking in persons," (2000): 2, http://www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_%20traff_eng.pdf.

4. Logan, Walker, and Hunt, "Understanding Human Trafficking in the United States," 4.

5. Phyllis J. Newton, Timothy M. Mulcahy, and Susan E. Martin, "Finding Victims of Human Trafficking, Final Report," National Opinion Research Center at the University of Chicago, (2008): vi, https://www.ncjrs.gov/pdffiles1/nij/grants/224393.pdf.

6. Stephanie Hepburn and Rita J. Simon, "Hidden in Plain Sight: Human Trafficking in the United States," *Gender Issues* 27, no. 1-2, (2008): 1-26, doi: 10.1007/s12147-010-9087-7.

7. U.S. Department of State, "Trafficking in Persons Report 2014," (2014), http://www.state.gov/j/tip/rls/tiprpt/2014/index.htm.

8. Ibid.

9. Ibid.

10. Ibid.

11. Ibid.

12. Ibid.

13. Ibid.

14. Francis T. Miko and Grace (Jea-Hyun) Park, "Trafficking in Women and Children: The U.S. and International Response," (2002, March 18), http://fpc.state.gov/documents/organization/9107.pdf.

15. GovTrack. "S. 178 - 114th Congress: Justice for Victims of Trafficking Act of 2015," (2015), https://www.govtrack.us/congress/bills/114/s178.

16. Rachel Parker, "World Relief High Point Anti-Human Trafficking Program," (presentation, Violence Prevention Network for Guilford County's Domestic Violence in Refugee and Immigrant Communities Training, Greensboro, NC, 2014).

17. Polaris, "About," *The Polaris Project*, (2015), https://polarisproject.org/about.

18. National Human Trafficking Resource Center (NHTRC), "Data Breakdown: North Carolina State Report," *The Polaris Project*, (2013), https://traffickingresourcecenter.org/state/north-carolina.

19. Ibid.

20. Ibid.

21. Brooke Jordan, "Sold for Sex: Recent Human Trafficking Trends in NC," *NCCASA 2013 Conference Presentations*, (2013),
http://www.nccasa.org/cms/wp-content/uploads/2014/01/Sold-for-Sex-Recent-Human-Trafficking-Trends-in-NC.pdf.

22. NHTRC, "Data Breakdown: North Carolina State Report."

23. Alamance for Freedom. "What We Do," 2014, http://alamanceforfreedom.org/what-we-do.

24. Sarah Newell Williamson, "Greensboro man charged in Alamance County human trafficking case," *Greensboro News & Record*, (2014, August 12), http://www.news-record.com/news/greensboro-man-charged-in-alamance-county-human-trafficking-case/article_2ebf42aa-2213-11e4-a80a-0017a43b2370.html

25. World Vision, "Fact Sheet: Trafficking for the Purpose of Sexual Exploitation," (2014, August 12), http://www.worldvision.com.au/Libraries/DTL_fact_sheets/Factsheet_Sexual_exploitation.pdf.

26. Amy Farrell and Stephanie Fahy, "The Problem of Human Trafficking in the US: Public Frames and Policy Responses," *Journal of Criminal Justice* 37, no. 6 (2014, August 12): 617-626, doi: 10.1016/j.jcrimjus.2009.09.010.

27. Janie Chuang, "Beyond a Snapshot: Preventing Human Trafficking in the Global Economy," *Indiana Journal of Global Legal Studies* 13, no. 1 (2006): 137-163, doi:10.1353/gls.2006.0002.

28. Guri Tyldum and Anette Brunovskis, "Describing the Unobserved: Methodological Challenges in Empirical Studies of Human Trafficking," *International Migration* 43, no. 1/2 (2005): 17-34, doi: 10.1111/j.0020-7985.2005.00310.x.

29. Logan, Walker, and Hunt, "Understanding Human Trafficking in the United States," 19.

30. NHTRC, "Data Breakdown: North Carolina State Report."

31. Moises Prospero and Shetal Vohra-Gupta, "Gender Differences in the Relationship Between Intimate Partner Violence Victimization and the Perception of Dating Situations Among College Students," *Violence and Victims* 22, no. 4 (2007): 498, doi: 10.1891/088667007781553928.

32. Patrizia Romito and Michele Grassi, "Does Violence Affect One Gender More than the Other? The Mental Health Impact of Violence among Male and Female University Students," *Social Science & Medicine* 65, no. 6 (2007): 1232, doi: 10.1016/j.socscimed.2007.05.017.

33. Sharon Aneta Bryant and Gale A. Spencer, "University Students' Attitudes about Attributing Blame in Domestic Violence," *Journal of Family Violence* 18, no. 6 (Dec. 2003): 369-376, doi: 0885-7482/03/1200-0369/0.

34. Denise A. Hines, "Predictors of Sexual Coercion Against Women and Men: A Multilevel, Multinational Study of University Students," *Archives of Sexual Behavior* 36, no. 3 (2007): 417, doi:10.1007/s10508-006-9141-4.

35. Alan David Berkowitz, "Applications of Social Norms Theory to Other Health and Social Justice Issues.," in *The social norms approach to preventing school and college age substance abuse: A handbook for educators, counselors, and clinicians*, ed. H. Wesley Perkins (San Francisco: Jossey-Bass, 2006), 259-279, http://www.alanberkowitz.com/articles/norms_applications.pdf.

36. Victoria L. Banyard, "Measurement and Correlates of Prosocial Bystander Behavior: The Case of Interpersonal Violence," *Violence and Victim* 23, no. 1 (2008): 83-97, doi: 10.1891/0886-6708.23.1.83.

37. Sarah McMahon, "Rape Myth Beliefs and Bystander Attitudes Among Incoming College Students," *Journal of American College Health* 59, no. 1 (2010): 9, doi: 10.1080/07448481.2010.483715.

38. Victoria L. Banyard, Mary M. Moynihan, and Elizabethe G. Plante, "Sexual Violence Prevention Through Bystander Education: An Experimental Evaluation," *Journal of Community Psychology* 35, no. 4 (2007): 463-481, doi: 10.1002/jcop.20159.

39. Logan, Walker, and Hunt, "Understanding Human Trafficking in the United States," 19.