

CRIMINAL JUSTICE STUDENTS' PERCEPTIONS OF HUMAN TRAFFICKING VICTIMS:  
ASSESSING BIASES AND HELPING BEHAVIOR

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A Thesis

Presented to

The Faculty of the Department of Psychology and Philosophy  
Sam Houston State University

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In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts

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by

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May, 2019

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## ABSTRACT

Babu, Jeeva C., *Criminal justice students' perceptions of human trafficking victims: assessing biases and helping behavior*. Master of Arts (Clinical Psychology), May, 2019, Sam Houston State University, Huntsville, Texas.

Criminal Justice students often work within the legal system, which places them in positions where they are likely to encounter human trafficking victims. However, most students' perceptions of human trafficking are formed through biased media depictions with little to no formal training or education about human trafficking. Hence, understanding criminal justice students' perceptions of human trafficking victims is an important research endeavor. The current study used a vignette study design to determine if criminal justice students are able to accurately identify victims and willing to help victims, or if they hold biases based on demographic variables (i.e., age, gender, immigrant status) and forms of trafficking (i.e., sex and labor trafficking). For this study, 190 criminal justice students and 149 psychology students were recruited to participate. Psychology students were included as a comparison group as they may also encounter human trafficking victims, though likely to a lesser extent. Due to stereotypes and biased views of who victims are (formed largely by biased media coverage), we hypothesized that both groups of students would be less likely to correctly identify and less willing to help male, domestic, adult, and labor-trafficked individuals as compared to female, foreign, young, and sex-trafficked individuals. The results show that criminal justice students and psychology students were less likely to accurately identify male and labor-trafficked victims than female and sex-trafficking victims, and less willing to help labor-trafficked victims than sex-trafficked victims. In addition, psychology students were

significantly less willing to help male and domestic victims than female and foreign victims. Implications and future directions are discussed.

Keywords: Human trafficking, Identification, Criminal justice students

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## **CHAPTER I**

### **Introduction**

Human trafficking is an egregious human rights violation (United Nations Human Rights Office of High Commissioner (OHCHR), 2014). The United Nations (UN) defines 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 (UNODC, 2014).” Two major types of human trafficking are sex trafficking and labor trafficking (UNODC, 2014). Sex trafficking occurs when an individual performs a commercial sex act through force, fraud, or coercion, or the individual who performs such an act is under the age of 18. Labor trafficking involves an individual being recruited, harbored, transported, delivered, or obtained for labor or services through “involuntary servitude, peonage, debt bondage, or slavery” (Immigration and Naturalization Services, 2000, p. 7). Data collected in 2017 from national hotlines/textlines by the Polaris Project (2018) indicates that human trafficking is on the rise, with 10,615 new victims identified in the United States. However, not all victims are properly identified with many factors limiting victim identification. For example, victims may not self-identify due to misinformation and deception by traffickers. Victims may fear retaliation from traffickers if help is sought, and they may be trained not to trust service providers and law enforcement officers. Foreign victims may encounter communication barriers when seeking help, decreasing chances of identification. Further, biases and misconceptions about victims held by key

players invested in the wellbeing of those victims, make it difficult to accurately identify human trafficking victims (George, 2012). A potential first step in decreasing these biases and misconceptions, and aim of the current study, is to determine the degree that these biases and misconceptions are held by those who are most likely to be in the frontlines of victim identification.

### **Disproportionate Representation of Trafficked Victims**

Early notions of human trafficking victims often come from media coverage (Todres, 2015); however, media portrayals of victims are often biased and may not fully reflect the many faces of trafficked victims. Media portrayals of victims often overemphasize the sexual exploitation of women and children while overlooking other forms of trafficking that may occur, such as labor trafficking (Denton, 2010). Although rarely highlighted in the media, the United Nations Office of Drugs and Crime (2016) reported that 28 percent of victims were males, with the Polaris Project (2017) also reporting that most survivors of human trafficking were adults. Further, media coverage may undermine the number of domestic trafficked victims by showing preference to vulnerable foreign victims (Austin & Farrell, 2017). Data from the extant literature indicate that human trafficking victims in United States are more often domestic, residing in rural, urban, and suburban neighborhoods. However, racial/ethnic minorities, those from lower socioeconomic backgrounds, LGBTQ individuals, runaway or homeless youth, and immigrants may be at higher risk (“More Assistance. More Action,” 2016; Shelley, 2010). A trafficking incidents report conducted within the United States between 2001 to 2012 showed that sex trafficking cases were reported the most compared to other types of trafficking (e.g., forced labor, domestic labor; Wilson and O’Brien, 2016).



However, victims are more likely to work in food and care services, the garment industry, and the agricultural industry, which include males and older individuals (Hepburn & Simon, 2010). Kidnapping and deception are overrepresented in the media as well, ignoring more covert and coercive forms of victimization including threats of deportation, threats of violence toward family members, creating dependency and psychological attachment to the exploiter, and influencing victim's dependence on drugs (Austin & Farrell, 2017). These limited and biased views of human trafficking victims do not completely account for the reality of human trafficking, leading to problems with victim identification.

The disproportionate representation of different forms of human trafficking in the media may unconsciously bias the general public's view about victims (Austin & Farrell, 2017; Denton, 2010). For example, a previous vignette study that focused on the general population's perceptions of what delineates a sex trafficked victim from an individual that engages in acts of prostitution noted that significant misconceptions of victims were observed in regard to the woman's place of origin, age, place of residence and ethnicity, such that sex trafficked victims were believed to be more likely foreign individuals trafficked in their respective countries, younger individuals, and Caucasian/White women (Meyer, 2017). Due to early socialization about characteristics of "prototypical" victims, misconceptions about victims are similarly prevalent among key players who come into contact with, and are invested in the wellbeing of victims, such as those in the legal field (Farrell, Pfeffer, & Bright, 2015).

## **Biased Views Among Criminal Justice Students and Law Enforcement**

Undergraduate students, such as criminal justice students, may later enter into professions where they come into contact with and make meaningful decisions about victims of human trafficking. For example, criminal justice students have shown interest in careers within the criminal justice system such as law enforcement (Haroldson, 2014; Schanz, 2013). Law enforcement officers play a significant role in victim identification and crime determination, are often first responders, and are a critical point of contact for victims (Grubb & Bennett, 2012; Mishra, 2015; Wilson & O'Brien, 2016). Thus, undergraduate human trafficking training programs imbedded into criminal justice curricula may be needed to rectify potential identification biases amongst those who may later come into contact with, and work with human trafficking victims. Similar to the general population, undergraduate students generally adhere to common myths about victims. Some myths displayed in undergraduate samples include the belief that human trafficking victims are foreign and/or lower class, or that human trafficking must include physical force and/or movement across borders (Cunningham and Cromer, 2016).

As there is limited research on undergraduate students' understanding of human trafficking, it is important to consider the current training among law enforcement officers. Although law enforcement plays an important role in victim identification, studies have shown that law enforcement officers have minimal preparation to work with human trafficking victims (Grubb & Bennett, 2012; Higgs, 2017; Wilson et al, 2006). Among agencies with protocols, very few officers are knowledgeable about the specific policies and protocols for human trafficking victims (Grubb & Bennett, 2012; Wilson et al., 2006), with the most knowledgeable officers in supervisory ranks (Irwin, 2017).

Studies show that although law enforcement officers may be aware of the UNs definition of who can be classified as a victim of trafficking, they are ill-trained to effectively identify and work with victims (Farrell, McDevitt, & Fahy, 2010; Farrell, 2014; Hepburn & Simon, 2010; Irwin, 2017). Consequently, and similar to the general public, many officers rely on the media and popular myths to form knowledge about human trafficking, leading to problems with under-identification of some victims (Farrell et al., 2014; Mapp et al., 2016). For example, law enforcement officers may have difficulty delineating a smuggling migrant case, where perpetrators illegally cross a national border willingly, from a human trafficking case, where victims come in many forms and are led into illegal activity without consent. Since persons involved in either situation share certain characteristics such as transnational border crossing, many officers may inaccurately identify one as the other (OHCHR, 2014; Jones, 2012; United Nations Office of Drugs and Crime, 2016). Similarly, officers have trouble discriminating human trafficking from prostitution. This generally occurs due to limited awareness about covert forms of force and the assumption that every person involved in prostitution is a “willful adult” (Farrell, Pfeffer, & Bright, 2015). Farrell, Owens, and McDevitt (2014) noted that although special attention was given to sex trafficking, no law enforcement agency in their study sample had officers dedicated to labor trafficking and in turn fewer cases of labor trafficking were reported. Similarly, Barrick et al. (2014) reported that law enforcement agents were less able to identify labor trafficking and minimized labor trafficking as a problem in their jurisdictions. Due to greater familiarity with sex trafficking prosecution, prosecutors turned away cases of labor trafficking, further discouraging police officers from dedicating resources to labor trafficking cases. The lack of awareness of, and fewer

resources devoted to some forms of trafficking and groups of trafficked victims in relation to others, impedes accurate allocation of existing resources to those groups.

### **Understanding Bias in Order to Inform Training**

Considering that training law enforcement requires much effort and resources, there is a rising interest in training criminal justice students about human trafficking before they begin their careers (Haroldson, 2014). However, there is limited research on criminal justice students' training regarding human trafficking (Zhilina, 2011). A few studies have shown that there is a lack of educational material and training regarding human trafficking within criminal justice coursework in colleges (Jones 2012; Zhilina 2012). After analyzing 100 undergraduate criminal justice programs, Zhilina (2012) found no programs with a required or elective course named human trafficking. Eight out of the 100 programs examined included some content on human trafficking, while three programs mentioned human trafficking in the descriptions among other factors, with no indication of the extent of coverage in the course. With further analysis, Zhilina (2012) found that these programs tended to include human trafficking as an additional topic as part of a larger subject, such as, organized crime, evidence-based crimes, and crimes in Russia. Jones (2012) reported that out of 108 participants, a very limited number of criminal justice students indicated they received human trafficking training (8%) or had work experience with human trafficking (11%). Particularly, in a survey of criminal justice students, most students perceived that there was a link between human trafficking and prostitution, that children and females represent the majority of victims, and that human trafficking was not a large problem in their respective area (Jones, 2012). Using a qualitative study to identify narratives that criminal justice students have about human

trafficking victims, Haroldson (2014) found comparable results. Specifically, Haroldson (2014) found that most criminal justice students perceived that human trafficking was tantamount to sex trafficking, only women and children are victims, certain groups are susceptible to be trafficked (e.g., white, foreign/immigrant, Mexican, pure and innocent), and victims were partly culpable in their victimization. The current study builds on previous research by analyzing biases through a quantitative vignette study (a method that may be advantageous at eliciting true sentiments from participants on topics that may be sensitive or complex; Evans et al., 2015) on a larger sample of criminal justice students compared to a qualitative methodology. The current study assessed participants' willingness to help victims and controlled for victim blaming (i.e., if the participants believed the victims were culpable for their situation). In addition, the current study examined if differences in accurate victim identification and willingness to help victims from diverse backgrounds and with varied trafficking experiences is unique to criminal justice students or is typical among other students who may come into contact with human trafficking victims, psychology.

### **Bias and Proactive Behaviors in Support of Victims**

Past research has shown that lower adherence to human trafficking myths and greater awareness is associated with greater proactive behaviors or willingness to help victims, as males and older victims were more likely to be blamed for their situation (Honeyman, Stukas, & Marques, 2016). However, several other studies noted that participants' willingness to help was not correlated with their perceptions of typical victims according to age, gender, or type of trafficking (Honeyman, Stukas, & Marques, 2016; Thomas, 2018). Specifically, Honeyman and colleagues (2016) found that although

participants typically viewed sex trafficking victims as female and young, and labor trafficking victims as male and young, their willingness to help did not differ according to the victim's age or gender. This is a limited area of research, and given these inconclusive findings, it is important for researchers to continue to investigate how preconceived biases impact willingness to help human trafficking victims.

### **Present Study**

In order to adequately equip criminal justice students with the tools needed to properly identify and work with human trafficking victims, we would first need to consider current biases about victims of trafficking that criminal justice students possess. A greater understanding of these biases will allow for proper tailoring of future educational interventions in an effort to provide students with less biased views of victims that would allow them to more effectively identify and work with victims in their future careers. The present study sought to build and expand on previous research by conducting a vignette study to determine if criminal justice students are able to accurately identify victims and willing to help victims, or if they hold biases based on demographic variables (i.e., age, gender, immigrant status) and form of trafficking compared to students from another major in the social sciences, psychology. Vignette designs have been supported to produce more reliable and valid estimates of respondent's beliefs and opinions about a variety of topics compared to the typical survey method (Evans et al., 2015). Therefore, such a design may more accurately disentangle potential biases that criminal justice students possess about who human trafficking victims are, and their willingness to help victims.

As human trafficked victims commonly experience mental health symptoms (i.e., posttraumatic stress disorder, depression, anxiety, etc.), psychology students in their future careers within the mental health field may come in contact with victims as well (Zimmerman, Hossain, Yun, Roche, Morison, & Watts, 2006), though perhaps to a lesser extent than criminal justice students (Haroldson, 2014). Looking at both psychology students and criminal justice students will highlight potential differences in their understanding of human trafficking victims and training about victims. Ideally, given the potentially greater likelihood of criminal justice students to encounter victims if they enter into legal fields, greater training and less biased views on victims should be expected amongst these majors. As there is an overrepresentation of sex trafficking and an underrepresentation of labor trafficking in media, training, and outcomes (Austin & Farrell, 2017), studying both forms of trafficking will provide a clearer picture about misconceptions that criminal justice students might have based on trafficking type.

Our hypotheses were as follows: First, due to stereotypes and biased views of who victims are (formed largely by disproportionate media coverage of victims), we hypothesized that all participants, both criminal justice and psychology students, would be less likely to correctly identify male, domestic, and adult individuals than female, foreign, and young individuals as victims. We also hypothesized that participants would be less likely to accurately identify labor trafficked individuals compared to sex trafficked individuals as victims. Second, this study sought to extend previous research by identifying if participants' willingness to help victims is influenced by the identified victims' characteristics. Specifically, we hypothesized that students would be less likely to help male, domestic, and labor-trafficked victims.

## CHAPTER II

### Methods

#### Participants

Participants were 190 criminal justice undergraduate students (75.3% female, 24.7% male) and 149 psychology students (85.9% female, 14.1% male) at a public university in the Southwestern United States. The mean age was 20.9 years ( $SD = 3.19$ ) for criminal justice students and 21.4 years ( $SD = 4.42$ ) for psychology students. Among criminal justice students, participants were 47.3% Hispanic, 37.4% Caucasian, 11.1% Black or African American, 2.1% Asian, 0.5% Native American, and 1.6% identifying with another racial/ethnic group. Among psychology students, participants were 50.3% Caucasian, 29.5% Hispanic, 19.5% Black or African American, and 0.7% Native American.

#### Measures

**Demographics.** Participants provided information about their gender, age, race/ethnicity, income, major (criminal justice, psychology, or other), any prior human trafficking training, and number of years in their major. Students that input their major as other were removed for our analyzes as we focused only on criminal justice and psychology students.

**Vignettes.** Participants read a list of vignettes and rated the extent that they believe the individual in each vignette is a victim of trafficking. Specifically, on a 6-point scale (1 = *definitely false*, 2 = *mostly false*, 3 = *probably false*, 4 = *probably true*, 5 = *mostly true*, 6 = *definitely true*) they were asked “is the individual in the current description being trafficked?” This scale was adapted from a vignette study conducted by



Cunningham & Cromer (2016). These vignettes were constructed through real stories of human trafficking survivors and adapted to represent a victim or non-victim (U.S. Department of State, 2008; U.S. Department of Education, 2013; Example of Human Trafficking, 2018; Alvarez, 2016). Each vignette was reviewed by other members of the research team and professionals in the mental health field who work with and are in contact with human trafficking victims. Three members of the research team, two medical doctors, one psychologist, one postdoctoral psychology fellow, and one social worker/case manager were given all 24 vignettes to determine (yes/no) if the description on the vignette identified a trafficked victim based on the UN definition of force, fraud and coercion. The vignettes were reviewed and modified four times until there was a consensus among the professionals on which vignette individuals were victims and which were not. Each vignette highlights one aspect of the victim's identity (e.g., age, gender, immigration status), while remaining neutral on all other aspects. There were 24 vignettes, which were aggregated into four different categories: over-identified victims (female, foreign, young, sex trafficked), under-identified victims (male, domestic, adult, labor trafficked), over-identified non-victims, and under-identified non-victims, see Table 1. The vignettes were counterbalanced to account for order effects. There were seven vignettes for each of the two victim categories and five vignettes for each of the two non-victim categories. The mean score for each victim category (female, foreign, young, male, domestic, adult, sex trafficking, labor trafficking) was generated for analyses.

Table 1

*Vignette Categories (Representation of characteristics highlighted within each vignette)*

Over-identified Victim	<ul style="list-style-type: none"> <li>• Vignette 1 (female, sex trafficking)</li> <li>• Vignette 2 (foreign, sex trafficking)</li> <li>• Vignette 3 (foreign, sex trafficking)</li> <li>• Vignette 4 (young, labor trafficking)</li> <li>• Vignette 5 (young, sex trafficking)</li> <li>• Vignette 6 (female, labor trafficking)</li> <li>• Vignette 7 (foreign, labor trafficking)</li> </ul>
Under-identified Victim	<ul style="list-style-type: none"> <li>• Vignette 8 (male, sex trafficking)</li> <li>• Vignette 9 (domestic, sex trafficking)</li> <li>• Vignette 10 (domestic, sex trafficking)</li> <li>• Vignette 11 (adult, sex trafficking)</li> <li>• Vignette 12 (young, labor trafficking)</li> <li>• Vignette 12 (male, labor trafficking)</li> <li>• Vignette 14 (domestic, labor trafficking)</li> </ul>
Over-identified Nonvictim	<ul style="list-style-type: none"> <li>• Vignette 15 (female, 'sex trafficking')</li> <li>• Vignette 16 ('sex trafficking')</li> <li>• Vignette 17 (young, female, 'sex trafficking')</li> <li>• Vignette 18 (foreign, 'labor trafficking')</li> <li>• Vignette 19 (adult, foreign, 'labor trafficking')</li> </ul>
Under-identified Nonvictim	<ul style="list-style-type: none"> <li>• Vignette 20 (male, 'sex trafficking')</li> <li>• Vignette 21 ('sex trafficking')</li> <li>• Vignette 22 (adult, male, 'sex trafficking')</li> <li>• Vignette 23 (domestic, 'labor trafficking')</li> <li>• Vignette 24 (adult, foreign, 'labor trafficking')</li> </ul>

**Proactive Behavior** (Honeyman, Stukas, & Marques, 2016; Thomas, 2018).

After reading each vignette, participants were directed to indicate to what extent they were willing to help the individual described in the vignette through various means on a Likert scale (1= not at all likely to 5 = very likely). The scale has ten items which includes, how likely they are to donate money, volunteer, engage politically, establish an organization, personally spread awareness, alert law enforcement or other organizations about the potential victim, or personally assist if they encounter the victim. Previously reported Cronbach's alphas for sex trafficking fell at .83, and between .87 and .91 for labor trafficking (Honeyman, Stukas, & Marques, 2016; Thomas, 2018). The mean score for each victim category (female, foreign, young, sex trafficked, male, domestic, adult, and labor trafficked) was calculated to conduct analyses. The range of Cronbach's alphas

for this scale within each victim category was .74 to .96 for criminal justice students and .73 to .96 for psychology students. The female and male victim categories had the lowest Cronbach's alphas for both criminal justice and psychology students, falling between 0.73 to 0.79.

**Victim Culpability** (Franklin & Menaker, 2015; Menaker & Franklin, 2015; Miller, Amacker, & King, 2011). Following the proactive behavior or willingness to help measure, participants responded to three items that measured how much they believed each vignette individual was responsible for, to blame for, and the cause of the situation on a 5-point Likert scale (1= not at all likely to 5 = very likely). Previously reported Cronbach's alphas ranged from 0.82 to 0.86 (Franklin & Menaker, 2015; Menaker & Franklin, 2015; Miller, Amacker, & King, 2011).

## **Procedure**

IRB approval was acquired before commencement of any participant recruitment. Once approved, the criminal justice department professors were contacted to facilitate participation in this study, and participants were recruited from criminal justice classes. Students interested in participating in the study were provided a link to the online survey. Students were informed that they could receive extra credit through their professor by completing the survey. Extra credit was determined by each professor. In addition, both criminal justice and psychology students were recruited through the psychology subject pool and were granted one credit hour for their participation. After participants consented to the study through an online consent form, they were directed to complete the survey. The survey included a demographics form, vignette questionnaire, questions about willingness to help, and questions about blaming the victim depicted in each vignette.

## CHAPTER III

### Results

#### Preliminary Analyses

To take into account only criminal justice and psychology students for our analyses, 419 of an original 611 participants were retained for the present analyses. The other participants were part of different majors (e.g., nursing, kinesiology, biology, animal science, education), hence they were not part of the current research question and analyses. To minimize the impact of missing data on the analyses, individuals who did not complete entire measures were excluded from analyses, resulting in 78 participants being excluded and 341 participants being retained. The results of Little's MCAR test indicated this data was missing completely at random ( $Chi-Square = 87.42; p = 0.97$ ). Post hoc power analyses conducted via G\*Power (Erdfeider, Faul, & Buchner, 1996) indicated that at  $\alpha = .05$ , and with a medium effect size ( $d = 0.5$ ), statistical power of 1.00 could be obtained with  $n = 190$  participants for criminal justice students and a statistical power of 0.99 could be obtained with  $n = 149$  participants for psychology students. Data analyses were conducted using the Statistical Package for Social Sciences (SPSS). Skewness and kurtosis were analyzed to assess normality. If the absolute value z score for skewness and kurtosis falls under 3.29, the sample can be accepted as normal (Kim, 2013). The z score for skewness ranged from 0.078 to -1.46, and the z score for kurtosis ranged from -0.93 to 2.24. Further, no outliers were detected by analyzing the box-and-whisker plot.

## **Analytic Plan**

To examine the hypotheses about identification and willingness to help victims, paired sample t-tests were conducted to analyze if mean differences exist between over-identified victim categories (e.g., female, foreign, young, sex trafficked individuals) and under-identified victim categories (e.g., male, domestic, adult, labor trafficked individuals; Statistics Solutions, 2019). Bootstrap models with 1000 replications were used for calculating stable estimates of correlates and their bias accelerated and corrected (BCa) 95% confidence intervals (Carpenter & Bithell, 2000). Tests were conducted using Bonferroni adjusted alpha levels of .0125 per variable (.05/4; Miller, 1981). Participant age, gender, year in the program, prior human trafficking training, and victim culpability (victim blaming) were covariates in the main analyses.

## **Descriptive Statistics**

Descriptive statistics, including means and standard deviations and intercorrelations of the major variables for criminal justice students, and psychology students are listed in Tables 1 to 8. Overall, participants' responses indicated they were moderately likely to identify victims accurately. On a scale from 1 to 6 where a score of 4 or higher indicated some belief that the vignette represented a victim, both criminal justice students and psychology students were moderately likely to identify female, foreign, young, male, domestic, and adult individuals as victims. Similarly, both criminal justice students and psychology students were moderately likely to identify sex trafficking and labor trafficking victims. Overall, criminal justice students and psychology students reported that they were moderately likely to participate in activities to combat human trafficking for each victim category (on a scale from 1 to 5 where a

score of 3 or higher indicates some probability of involvement in activities to combat human trafficking): female, foreign, young, male, domestic, adult, sex trafficking, and labor trafficking.

Female criminal justice students were significantly more likely than male criminal justice students to identify domestic victims ( $r = 0.18$ ),  $p < .05$ . There were no significant relationships between gender of participant and identification of female, foreign young, sex trafficking, male, or labor trafficking victims. Female criminal justice students were more willing than male criminal justice students to help female victims ( $r = 0.20$ ), foreign victims ( $r = 0.25$ ), young victims ( $r = 0.21$ ), male victims ( $r = 0.26$ ), domestic victims ( $r = 0.27$ ), adult victims ( $r = 0.26$ ), sex trafficked victims ( $r = 0.27$ ), and labor trafficked victims ( $r = 0.21$ ),  $p < .05$ . In addition, there were significant positive correlations between the age of the participant and the identification of female victims ( $r = 0.17$ ), identification of foreign victims ( $r = 0.18$ ), identification of young victims ( $r = 0.15$ ), identification of domestic victims ( $r = 0.16$ ), identification of adult victims ( $r = 0.15$ ), and identification of labor trafficked victims ( $r = 0.18$ ) among criminal justice students,  $p < .05$ . There were no significant correlations between age of participant and identification of male and sex trafficking victims. There were significant positive correlations between identification of victims and willingness to help victims within each category among criminal justice students: female ( $r = 0.36$ ), foreign ( $r = 0.41$ ), young ( $r = 0.54$ ), male ( $r = 0.45$ ), domestic ( $r = 0.49$ ), adult ( $r = 0.46$ ), sex trafficking ( $r = 0.34$ ), and labor trafficking ( $r = 0.54$ ),  $p < .01$ , (see Tables 2-5).

Among psychology students, female students were significantly more likely than male students to identify young victims ( $r = 0.24$ ), adult victims ( $r = 0.17$ ), and sex

trafficked victims ( $r = 0.19$ ),  $p < .05$ . There were no significant correlations between gender of the participant and identification of female, foreign, male, domestic, and labor trafficked victims. Female students were more willing to help foreign victims ( $r = 0.19$ ), young victims ( $r = 0.23$ ), sex trafficked victims ( $r = 0.23$ ), and adult victims ( $r = 0.19$ ),  $p < .05$ . There were no significant correlations between gender of participant and willingness to help female, male, domestic, and labor trafficking. Also, there were no significant correlations between age of participant and identification and willingness to help female, foreign, young, male, domestic, adult, and labor trafficking. There were significant positive correlations between identification of victims and willingness to help victims within each category among psychology students: female ( $r = 0.43$ ), foreign ( $r = 0.48$ ), young ( $r = 0.50$ ), male ( $r = 0.45$ ), domestic ( $r = 0.46$ ), adult ( $r = 0.51$ ), sex trafficking ( $r = 0.37$ ), and labor trafficking ( $r = 0.60$ ),  $p < .01$ , (see Tables 6-9).

### **Hypothesis Testing**

First, a set of paired-samples t-tests were conducted to assess participants probability to accurately identify victims that are over-identified (female, foreign, young, and sex trafficking) and under-identified (male, domestic, adult, and labor trafficking) among criminal justice students. There was a significant difference in the scores for identification of female victims ( $M = 4.94$ ,  $SD = 0.95$ ) and identification of male victims ( $M = 4.81$ ,  $SD = 0.88$ );  $t(189) = 2.68$ ,  $p = .005$ , such that participants were more likely to identify female rather than male vignette victims. There was a significant difference in the scores for identification of sex trafficked victims ( $M = 5.28$ ,  $SD = 0.75$ ) and identification of labor trafficked victims ( $M = 4.31$ ,  $SD = 1.24$ );  $t(189) = 12.30$ ,  $p = .005$ , such that participants were more likely to identify sex trafficked rather than labor

trafficked vignette victims. There were no significant differences in the scores for identification of young and adult victims. Second, a set of paired-samples t-test were conducted to compare participants willingness to help victims that are over-identified (female, foreign, young, and sex trafficked) and under-identified (male, domestic, adult, and labor trafficked) among criminal justice students. There was a significant difference in the scores for willingness to help sex trafficked victims ( $M = 3.44$ ,  $SD = 0.97$ ) and willingness to help labor trafficked victims ( $M = 3.05$ ,  $SD = 1.05$ ) conditions;  $t(189) = 8.52$ ,  $p = .005$ , such that participants were more willing to help sex trafficked rather than labor trafficked vignette victims. However, there were no significant differences between the scores for willingness to help female and male, foreign and domestic, and young and adult victims (see Table 10).

Third, paired-samples t-tests were conducted to compare participants probability to accurately identify victims that are over-identified (female, foreign, young, and sex trafficking) and under-identified (male, domestic, adult, and labor trafficking) among psychology students. There was a significant difference in the scores for identification of female victims ( $M=4.94$ ,  $SD=0.95$ ) and identification of male victims ( $M = 4.73$ ,  $SD = 0.95$ );  $t(148) = 3.41$ ,  $p = .005$ , such that participants were more likely to identify female rather than male vignette victims. There was a significant difference in the scores for identification of sex trafficked victims ( $M = 5.39$ ,  $SD = 0.69$ ) and identification of labor trafficked victims ( $M = 4.05$ ,  $SD = 1.16$ );  $t(148) = 14.79$ ,  $p = .005$ , such that participants were more likely to identify sex trafficked rather than labor trafficked vignette victims. There was no significant difference between the scores for identification of foreign and domestic victims and young and adult victims. Fourth, a paired-samples t-test was



conducted to compare participants willingness to help victims that are over-identified (female, foreign, young, and sex trafficked) and under-identified (male, domestic, adult, and labor trafficked) among psychology students. There was a significant difference in the scores for willingness to help female victims ( $M = 3.35$ ,  $SD = 0.96$ ) and willingness to help male victims ( $M = 3.27$ ,  $SD = 1.02$ ) conditions;  $t(148) = 2.75$ ,  $p = 0.01$ , such that participants were more willing to help female rather than male vignette victims. There was also a significant difference in the scores for willingness to help foreign victims ( $M = 3.26$ ,  $SD = 1.08$ ) and willingness to help domestic victims ( $M = 3.23$ ,  $SD = 0.98$ ) conditions;  $t(148) = 2.71$ ,  $p = 0.01$ , such that participants were more willing to help foreign rather than domestic vignette victims. There was a significant difference in the scores for willingness to help sex trafficked victims ( $M = 3.52$ ,  $SD = 0.95$ ) and willingness to help labor trafficked victims ( $M = 2.98$ ,  $SD = 1.10$ ) conditions as well;  $t(148) = 9.04$ ,  $p = .005$ , such that participants were more willing to help sex trafficked rather than labor trafficked vignette victims. There was no significant difference between the scores for willingness to help young and adult victims (see Table 11).

## CHAPTER IV

### Discussion

This study sought to highlight potential biases that criminal justice students may have about human trafficking victims. As anti-human trafficking efforts grow, it is important that students who may enter into fields where they come into contact with human trafficking victims are appropriately equipped to identify and work with victims. As criminal justice students are likely to have repeated and direct contact with trafficked victims in their future careers (i.e., law enforcement officers, border patrols, lawyers, etc. Haroldson, 2014), it is vital to understand their biases. Since psychology students may also encounter human trafficked victims in their future careers (e.g., social services, mental health services, etc.), they were examined as a comparison group. A vignette study was conducted to understand if students held biases that prevented accurate identification and willingness to help human trafficking victims. It was hypothesized that both groups of students would be less likely to accurately identify typically under-identified victims (male, domestic, adult, and labor trafficked) compared to over-identified victims (female, foreign, young, and sex trafficked). In addition, we hypothesized that all students will be less willing to help under-identified victims (male, domestic, adult, and labor trafficked).

The results suggest that gender and immigration status of trafficking victim, as well as form of trafficking has a significant effect on accurate identification of victims and willingness to help victims. Specifically, for criminal justice students, our results suggest that female victims and sex trafficked victims were more likely to be identified as victims when compared to male, or labor trafficked victims. Additionally, criminal justice

participants were more willing to help victims that were sex trafficked compared to labor trafficked victims. Other variables, such as age and immigration status, did not show significant effects for criminal justice students. Therefore, based on our vignette study, criminal justice students are more able to consider the situation and the UN definition of a trafficked person when making their determination of a trafficked victim based on age and immigration status. Similarly, psychology participants were more likely to accurately identify female and sex trafficked victims as compared to male and labor trafficked victims. Psychology students were also more willing to help female, foreign, and sex trafficked victims compared to male, domestic, and labor trafficked victims. However, there were no significant differences in regards to age among psychology students. Hence, based on our vignette study, psychology students are more able to consider the situation and the UN definition of a trafficked person when making their determination of a trafficked victim based on age.

These results are consistent with previous research. Specifically, previous studies have noted that those in the general public are more easily able to identify female and sex-trafficked victims for several reasons (Austin and Farrell, 2017; Denton, 2010; Jones, 2010). First, a major cause of the increased ability to identify female victims comes from the unbalanced media attention based on the gender of human trafficking victims, with women having greater media attention. Modern media often emphasizes female vulnerability, while directing attention towards male domination and invulnerability (Austin & Farrell, 2017; Denton, 2010). In fact, research shows that most depictions of men in the media is negative, displaying them as “violent, aggressive, and dominating,” while neglecting to bring attention to the vulnerabilities of male victims on news, film,

TV, and other forms of media (Jones, 2010, p. 1173). Lack of media coverage and an emphasis on more prototypically masculine traits diminishes the awareness of male vulnerability, which adds to their continued victimization and reduced public empathy towards males (Jones, 2010; Tien, 2012). Jones (2010) noted that most specialized programs on TV that focus on human trafficking focus on women and girls that are sexually abused and subjugated by males. These programs that can bring much needed awareness to the complexity of human trafficking tend to ignore or minimize coverage on male victims who have been exploited for sex or labor. Coverage on forced labor was especially limited, which decreases awareness of this issue, decreases funds and resources to combat the issue and essentially encourages continued exploitation. These observations show that the media might be culpable in maintaining the narrative that males cannot be victimized and that forced labor is not part of human trafficking (Jones, 2010).

Second, although it continues to be important to attend to female victims and sex trafficking victims, much needed attention and care are also needed for male and labor trafficked victims. Although there are comparable number of sex trafficked and labor trafficked victims, there are more sex trafficking cases prosecuted than labor trafficking cases. Many anti-trafficking enforcement and prosecution has focused specifically on sex trafficking or immigrant labor trafficking more than domestic labor trafficking. Anti-trafficking efforts was also weakened as Department of Labor was not utilized as a key influential player to investigate forced labor cases. Along with fear of retaliation from their traffickers and limited knowledge of workplace rights and laws, this limited attention to labor trafficked victims' plight further prevents labor trafficked individuals

from reporting their situation and being identified (Counteracting the Bias, 2013).

Likewise, the public is also more aware of sex trafficking compared to labor trafficking. Sex trafficking holds a more negative connotation than labor trafficking as society may view violation of one's own body as more exploitive than an abuse of one's labor or services (Efrat, 2016). Tien (2012) showed that the prosecution of labor trafficking has only recently been pursued within various countries, thus there is less resources and funding offered to combating labor trafficking. Moreover, sex trafficking is more detectable because it usually occurs in public areas and within urban centers where interaction with the public is possible. However, labor trafficking occurs in rural locations among agricultural fields, mines, factories, or in individual homes (Tien, 2012). For the aforementioned reasons, the results of the current study are consistent with prior research.

Contrary to some prior research, this study shows that participants' willingness to help is influenced by the victim's characteristics (Honeyman, Stukas, & Marques, 2016; Thomas, 2018). Specifically, both criminal justice and psychology students were willing to help sex trafficked victims more than labor trafficked victims, and psychology students were willing to help female victims more than male victims. Gender stereotypes may play a major role in the decreased willingness to help male and labor trafficked victims. Tien (2012) noted that male victims may be less inclined to identify themselves as "victims" and more hesitant to accept aid due to gender norms about being self-sufficient and innate invulnerability. The cultural norm is for men to be providers and take care of women and children, which reinforces the focus on female victims compared to male victims among the public and law enforcement. Moreover, as women are most likely to be identified as

victims, there are many services offered to them for support and basic needs. For example, women-specific shelters and services are prominent and well-advertised, while there are very few men-specific services. This means that help is less accessible to male victims even if they are identified, which reflects the general perception that male and labor trafficked victims may not require help decreasing willingness to help these individuals (Tien, 2012).

Surprisingly, psychology students were more willing to help foreign victims compared to domestic victims. With consideration to the recent political climate and its emphasis on immigration, psychology classes may focus on this topic increasing psychology students' awareness of the complex circumstances involved with foreign victims (i.e., the harsh journey into a new country). However, we would expect to find similar results among criminal justice students, which we did not find. Differences in curriculum between the two programs, criminal justice and psychology, may play a role as well, specifically regarding the focus on culprits versus victims. Further research is needed to provide a better understanding of these findings.

This study highlights potential biases that criminal justice and psychology students may hold that prevent them from accurately identifying and helping victims of human trafficking. Through the results, it is apparent that more training specific to male, domestic, and labor trafficked victims is needed for criminal justice and psychology students. Tien (2012) stated that when awareness of male victims was specifically increased, there was an increase in identification of human trafficked male victims. This will likely be true for other demographic characteristics and trafficking type. An increase in funding and resource distribution to male, domestic and labor trafficking victims is

necessary as well. With an increase in research, resources, and awareness, more victims will be identified and freed (Jones, 2010). Human trafficking training and media needs to provide equal representation to all victim types rather than being gender-, immigrant-, or trafficking type-specific. Training and media need to include examples of male victims, domestic victims, labor trafficked victims, and female perpetrators to show genuine, real-world human trafficking situations (Jones, 2010). Beginning the training with undergraduate students can prepare students before any encounter with potential victims in their respective careers. According to Raza (2018), early career training on human trafficking increases one's ability to identify and respond to victims. Within our undergraduate sample, 16 students out of 190 criminal justice students and three students out of 149 psychology students reported having coursework regarding human trafficking in their criminal justice or psychology classes. This shows the importance of providing more human trafficking training to undergraduates. Studies show that training programs need to focus on the following areas: red flags and signs of human trafficking, physical and mental health symptoms associated with trafficking, assessment of trafficking, available resources and referrals for victims identified, prevalence and likelihood of interaction with a trafficked victim in one's own jurisdiction, and education on client-centered and trauma-informed care (Education, Training Needed to Combat Human Trafficking, 2017; Parrish, 2018; Powell, Dickins, & Stoklosa, 2017). In addition, the efficacy of trainings increases when trainings are tailored to fit the needs and roles of the individual being trained (i.e., patrol officer versus sheriff) in regards to content, delivery, and length (Renzetti, Bush, Castellanos, & Hunt, 2015). We contend that training that

limits bias based on demographic characteristics and trafficking types should be emphasized.

### **Limitations and Future Directions**

Although the current study provides a better understanding of biases that criminal justice students have about human trafficking victims, it is not without limitations. First, self-selection bias may be present as most participants were recruited through a participant pool system, where they were guaranteed extra credit toward their classes for participation. This may have limited participation from other students in the criminal justice department who were not enrolled in a psychology class. Second, since women are commonly more represented within psychology research, the lower male participant may have affected our results and its generalizability to the general criminal justice student population which is typically more male. Future studies can focus on recruiting specifically from criminal justice department to capture a wider pool of criminal justice students and more male students. Third, this study examined criminal justice students from a department that has classes specific to the study of victims, which may limit its generalizability to other criminal justice programs in the United States that do not offer such classes. Future studies can analyze if specialized classes affect criminal justice students' ability to identify victims. Fourth, although our vignette instrument was created through past research and expert opinion, it is not validated. Instrument validation is needed for future research. Fifth, this was a cross-sectional study. Longitudinal studies that provide appropriate training (male- and labor trafficked victim-inclusive) and study training effects are needed in the future.



## Conclusion

This study sought to identify any biases that criminal justice students hold as they are more likely to encounter trafficked victims in their future careers. With psychology students included as a comparison group, it was hypothesized that both groups of students will be more likely to identify and willing to help over-identified victims (female, foreign, young, and sex trafficking) compared to under-identified victims (male, domestic, young, and labor trafficking). The results showed that criminal justice students were less likely to correctly identify male or labor trafficking victims than female or sex trafficking victims and less willing to help labor trafficked victims than sex trafficked victims. Similarly, psychology students were less likely to accurately identify and willing to help male and labor trafficked victims. In addition, psychology students were less likely to help domestic trafficked victims compared to foreign trafficked victims, a difference that needs to be further explored. It can be concluded that criminal justice and psychology students have certain biases about male, domestic, and labor trafficking victims most likely through media's disproportionate depiction of these victims and the general gender norms in our society. Training programs should focus on signs of human trafficking, health symptoms related with trafficking, assessment of trafficking, available resources for victims, prevalence and likelihood of interaction with a trafficked victim, and training on client-centered and trauma-informed care. As our understanding of individual's biases grow, we can create more tailored training programs to reduce biases and effectively identify and help human trafficking victims.

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## APPENDIX A

Table 2  
*Pearson Correlations for Female (below diagonal)/Male (above diagonal) Categories for Criminal Justice Students*

Female/Male	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.45**	-.44**	-.07	-.03	.10	.12	4.80	1.02
2. Proactive Behavior	.36**	1	-.35**	-.08	-.05	.04	.26**	3.25	1.01
3. Victim Culpability	-.32**	-.20**	1	.05	-.00	-.02	-.25**	1.68	0.79
4. Human Trafficking Training	.12	-.08	.03	1	-.11	.51**	-.06	1.86	0.35
5. Year in School	-.16*	-.07	-.00	-.11	1	-.29**	.05	2.90	1.30
6. Age	.17*	.073	-.04	.51**	-.29**	1	-.11	20.9	3.19
7. Sex	.09	.20**	-.18*	-.06	.05	-.11	1	-	-
<i>M</i>	4.94	3.31	1.67	1.86	2.90	20.90	-	-	-
<i>SD</i>	0.95	0.94	0.84	0.35	1.30	3.19	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)

## APPENDIX B

Table 3  
*Pearson Correlations for Foreign (below diagonal)/Domestic (above diagonal) Category for Criminal Justice Students*

Foreign/Domestic	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.49**	-.37**	-.11	-.03	.16*	.18*	4.69	0.92
2. Proactive Behavior	.41**	1	-.39** <sup>a</sup>	-.08	-.04	.04	.27**	3.20	1.01
3. Victim Blaming	-.36**	-.31**	1	-.02	-.03	-.03	-.32**	1.80	0.86
4. Human Trafficking Training	.072	-.10	.05	1	-.11	.51**	-.06	1.86	0.35
5. Year in School	-.17*	-.06	-.04	-.11	1	-.29**	.05	2.90	1.30
6. Age	.18*	.07	-.00	.51**	-.29**	1	-.11	20.9	3.19
7. Sex	.12	.25**	-.31**	-.06	.05	-.11	1	-	-
<i>M</i>	4.81	3.19	1.73	1.86	2.90	20.9	-	-	-
<i>SD</i>	0.88	0.99	0.86	0.35	1.30	3.19	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)

## APPENDIX C

Table 4  
*Pearson Correlations for Young (below diagonal)/Adult (above diagonal) Category for Criminal Justice Students*

Young/Adult	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.46**	-.53**	-.12	-.03	.15*	.09	4.59	1.15
2. Proactive Behavior	.54**	1	-.44**	-.05	-.03	.05	.26**	3.20	1.06
3. Victim Blaming	-.47**	-.35**	1	-.00	.00	-.03	-.28**	1.83	0.96
4. Human Trafficking Training	.09	-.05	-.01	1	-.11	.51**	-.06	1.86	0.35
5. Year in School	-.11	-.01	-.00	-.11	1	-.29**	.05	2.90	1.30
6. Age	.15*	.09	-.09	.51**	-.29**	1	-.11	20.9	3.19
7. Sex	.06	.21**	-.29*	-.06	.05	-.11	1	-	-
<i>M</i>	4.53	3.19	1.67	1.86	2.90	20.9	-	-	-
<i>SD</i>	1.20	1.08	0.84	0.35	1.30	3.19	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)

## APPENDIX D

Table 5  
*Pearson Correlations for Sex Trafficking (below diagonal)/Labor Trafficking (above diagonal)*  
*Category for Criminal Justice Students*

Sex Trafficking/Labor Trafficking	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.54**	-.37**	-.14	-.11	.18*	.07	4.31	1.24
2. Proactive Behavior	.34**	1	-.38**	-.05	-.05	.07	.21**	3.05	1.05
3. Victim Blaming	-.49**	-.33**	1	.02	-.01	-.04	-.27**	1.80	0.83
4. Human Trafficking Training	.08	-.09	-.01	1	-.11	.51**	-.06	1.86	0.35
5. Year in School	-.05	-.04	-.02	-.11	1	-.29**	.05	2.90	1.30
6. Age	.11	.05	-.04	.51**	-.29**	1	-.11	20.9	3.19
7. Sex	.12	.27**	-.30**	-.06	.05	-.11	1	-	-
<i>M</i>	5.28	3.44	1.63	1.86	2.90	20.9	-	-	-
<i>SD</i>	0.75	0.97	0.78	0.35	1.30	3.19	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)

## APPENDIX E

Table 6

*Pearson Correlations for Female (below diagonal)/Male (above diagonal) Category for Psychology Students*

Female/Male	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.45**	-.43**	-.04	-.05	.12	.07	4.69	.88
2. Proactive Behavior	.43**	1	-.34**	-.07	.07	-.12	.15	3.23	0.98
3. Victim Blaming	-.50**	-.35**	1	-.07	.00	.07	-.08	1.67	0.69
4. Human Trafficking Training	.11	-.10	-.05	1	-.14	.34**	.12	1.89	0.32
5. Year in School	-.05	.06	.00	-.14	1	-.09	-.08	2.90	1.30
6. Age	.15	-.12	-.01	.34**	-.09	1	-.07	21.4	4.42
7. Sex	.01	.17	-.05	-.12	-.08	-.07	1	-	-
<i>M</i>	4.94	3.35	1.51	1.89	2.90	21.4	-	-	-
<i>SD</i>	0.95	0.96	0.68	0.32	1.30	4.42	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)

## APPENDIX F

Table 7  
*Pearson Correlations for Foreign (below diagonal)/Domestic (above diagonal) Category for Psychology Students*

Foreign/Domestic	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.46**	-.52**	-.02	-.01	.10	.12	4.65	.88
2. Proactive Behavior	.48**	1	-.37**	-.08	.04	-.11	.16	3.18	1.00
3. Victim Blaming	-.45**	-.29**	1	-.09	.03	-.04	-.09	1.78	0.82
4. Human Trafficking Training	-.04	-.11	-.07	1	-.14	.34**	.12	1.89	0.32
5. Year in School	-.00	.08	-.05	-.14	1	-.09	-.08	2.90	1.30
6. Age	-.04	-.15	.02	.34**	-.09	1	-.07	21.4	4.42
7. Sex	.12	.19*	-.11	.12	-.08	-.07	1	-	-
<i>M</i>	4.73	3.27	1.64	1.89	2.90	21.4	-	-	-
<i>SD</i>	0.95	1.02	0.80	0.32	1.30	4.42	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)

## APPENDIX G

Table 8  
*Pearson Correlations for Young (below diagonal)/Adult (above diagonal) Category for Psychology Students*

Young/Adult	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.51**	-.47**	-.09	-.04	.01	.17*	4.59	1.08
2. Proactive Behavior	.50**	1	-.39**	-.11	.00	-.13	.19*	3.17	1.07
3. Victim Blaming	-.51**	-.40**	1	-.06	-.02	.12	-.17*	1.78	0.87
4. Human Trafficking Training	-.03	-.09	-.03	1	-.14	.34**	.12	1.89	0.32
5. Year in School	.00	.06	-.02	-.14	1	-.09	-.08	2.90	1.30
6. Age	.02	-.14	-.04	.34**	-.09	1	-.07	21.4	4.42
7. Sex	.24**	.23**	-.13	.12	-.08	-.07	1	-	-
<i>M</i>	4.48	3.26	1.74	1.89	2.90	21.4	-	-	-
<i>SD</i>	1.05	1.08	0.89	0.32	1.30	4.42	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)



## APPENDIX H

Table 9  
*Pearson Correlations for Sex Trafficking (below diagonal)/Labor Trafficking (above diagonal)  
 Category for Psychology Students*

Sex Trafficking/Labor Trafficking	1	2	3	4	5	6	7	<i>M</i>	<i>SD</i>
1. Identification	1	.60**	-.46**	-.02	-.09	.07	.10	4.05	1.16
2. Proactive Behavior	.37**	1	-.40** <sup>a</sup>	-.10	.08	-.12	.15	2.98	1.10
3. Victim Blaming	-.52**	-.29**	1	-.04	-.06	.09	-.12	1.82	0.78
4. Human Trafficking Training	-.01	-.09	-.11	1	-.14	.34**	.12	1.89	0.32
5. Year in School	-.10	.02	.06	-.14	1	-.09	-.08	2.90	1.30
6. Age	.08	-.13	-.07	.34**	-.09	1	-.07	21.4	4.42
7. Sex	.19*	.23**	-.13	.12	-.08	-.07	1	-	-
<i>M</i>	5.39	3.52	1.49	1.89	2.90	21.4	-	-	-
<i>SD</i>	0.69	0.95	0.60	0.32	1.30	4.42	-	-	-

*Note.* \*\* indicates correlation is significant at the .01 level (2-tailed).

\* indicates correlation is significant at the .05 level (2-tailed).

<sup>a</sup>Point-Biserial correlation was used for all correlations with Sex (where 1 = male and 2 = female)

## APPENDIX I

Table 10

### *Paired Sample T-Tests Results for Criminal Justice Students*

Paired Samples Test between Identification of Victim and Each Victim Category							
	<i>M</i>	<i>SD</i>	Paired Differences		<i>t</i>	df	Sig. (2-tailed)
			<i>Mean</i>	<i>SD</i>			
Female	4.94	.95					
Male	4.81	.88	.14	.74	2.68	189	.005
Foreign	4.53	1.20					
Domestic	4.80	1.02	.12	.75	2.14	189	.050
Young	4.69	.92					
Adult	4.59	1.15	-.058	1.01	-.79	189	.378
Sex Trafficking	5.28	.75					
Labor	4.31	1.24	.97	1.09	12.30	189	.005
Trafficking							

  

Paired Samples Test between Willingness to Help and Each Victim Category							
	<i>M</i>	<i>SD</i>	Paired Differences		<i>t</i>	df	Sig. (2-tailed)
			<i>Mean</i>	<i>SD</i>			
Female	3.30	.94	.06	.39	2.04	189	.070
Male	3.20	.99					
Foreign	3.19	1.08	.04	.45	1.13	189	.294
Domestic	3.25	1.01					
Young	3.20	1.01	-.01	.59	-.15	189	.871
Adult	3.20	1.06					
Sex Trafficking	3.44	.97					
Labor			.39	.60	8.52	189	.005
Trafficking	3.05	1.05					

*Note:* Covariates (sex, age, victim blaming) were controlled for.

## APPENDIX J

Table 11  
*Paired Sample T-Tests Results for Psychology Students*

Paired Samples Test between Identification of Victim and Each Victim Category							
	<i>M</i>	<i>SD</i>	Paired Differences		<i>t</i>	df	Sig. (2-tailed)
			<i>Mean</i>	<i>SD</i>			
Female	4.94	.95					
Male	4.73	.95	.25	.74	3.41	148	.005
Foreign	4.48	1.05					
Domestic	4.69	.88	.08	.75	1.38	148	.189
Young	4.65	.88					
Adult	4.59	1.08	-.11	1.01	-1.53	148	.114
Sex Trafficking	5.39	.69					
Labor	4.05	1.16	1.34	1.09	14.79	148	.005
Trafficking							

  

Paired Samples Test between Willingness to Help and Each Victim Category							
	<i>M</i>	<i>SD</i>	Paired Differences		<i>t</i>	df	Sig. (2-tailed)
			<i>Mean</i>	<i>SD</i>			
Female	3.35	.96					
Male	3.27	1.02	.11	.39	2.75	148	.010
Foreign	3.26	1.08					
Domestic	3.23	.98	.09	.45	2.71	148	.010
Young	3.18	.10					
Adult	3.17	1.07	.09	.59	1.94	148	.085
Sex Trafficking	3.52	.95					
Labor	2.98	1.10	.54	.64	9.04	148	.005
Trafficking							

*Note:* Covariates (sex, age, victim blaming) were controlled for.

## APPENDIX K



**Sam Houston  
State University**

Date: Oct 11, 2018 1:12 PM CDT

TO: Jeeva Babu

Temilola Salami

FROM: SHSU IRB

PROJECT TITLE: Do Criminal Justice Students have Biased Views about Human Trafficking Victims?

PROTOCOL #: IRB-2018-18

SUBMISSION TYPE: Initial

ACTION: Exempt

DECISION DATE: October 10, 2018

EXEMPT REVIEW CATEGORY: Category 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Greetings,

Thank you for your submission of Initial Review materials for this project. The Sam Houston State University (SHSU) IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

\* What should investigators do when considering changes to an exempt study that could make it nonexempt?

It is the PI's responsibility to consult with the IRB whenever questions arise about whether planned changes to an exempt study might make that study nonexempt human subjects research.

In this case, please make available sufficient information to the IRB so it can make a correct determination.

If you have any questions, please contact the IRB Office at 936-294-4875 or [irb@shsu.edu](mailto:irb@shsu.edu). Please include your project title and protocol number in all correspondence with this committee.

Sincerely,

Donna Desforges  
IRB Chair, PHSC

## APPENDIX L

### Demographic Information Form

**Instructions:** Please provide a response for each of the following questions:

1. What is your age? \_\_\_\_\_

\*Skip To: End of Survey If you are less than 18 years old.

2. What is your sex?

☐ Male (1)

☐ Female (2)

3. Are you an undergraduate student?

☐ Yes (1)

☐ No (2)

\*Skip To: End of Survey If answer “no” to being an undergraduate student

4. Are you in the Criminal Justice Department?

☐ Yes (1)

☐ No (2)

\*Skip To: Student Status Question If you answered “yes” to being in the Criminal Justice Department?

5. Are you in the Psychology Department?

☐ Yes (1)

☐ No (2)

\*Skip To: End of Survey you answered “no” to being in the psychology department

6. What is your student status?

☐ Part-time (1-11 credits) (1)

☐ Full-time (12+ credits) (2)

☐ Not applicable (3)

7. What is your year in school?

☐ 1st year (1)

☐ 2nd year (2)

☐ 3rd year (3)

☐ 4th year (4)

- o 5th year (5)
  - o More (Please specify) (8)
- 

8. GPA Most recent semester's GPA (write N/A if this does not apply to you):

---

9. What is your relationship status?

- o Single (1)
  - o In a relationship, not living with partner (2)
  - o In a relationship, living with partner (3)
  - o Engaged (4)
  - o Married (5)
  - o Other (6) \_\_\_\_\_
- 

10. What is your Racial Background?

- ☐ Asian (1)
  - ☐ Black/African-American (2)
  - ☐ Native American/American Indian (3)
  - ☐ Native Hawaiian/ Pacific Islander (4)
  - ☐ White/Caucasian (5)
  - ☐ Other: (6) \_\_\_\_\_
- 

\*Display This Question:

If What is your Racial Background? = Asian

Please indicate which best describes you:

- ☐ Chinese (1)
  - ☐ Indian (2)
  - ☐ Japanese (3)
  - ☐ Korean (4)
  - ☐ Other (please specify) (5)
- 

11. What is your ethnic background?

- o Hispanic/Latino (7)
- o Non-Hispanic (8)

Display This Question:

If what is your ethnic background? = Hispanic/Latino

Hispanic Please indicate which best describes you:

- o Mexican, Mexican American, Chicano (1)
- o Puerto Rican (2)
- o Cuban (3)

o Other Spanish/Hispanic/Latino (please specify) (4)

---

12. Are you currently a fraternity or sorority member?

- o Yes (1)
- o No (2)

13. Work status (choose all that apply):

- o Full-time (9)
- o Part-time (12)
- o I do not work (15)

14. Religious affiliation:

- o Agnostic (1)
  - o Atheist (2)
  - o Buddhist (3)
  - o Christian (4)
  - o Jewish (5)
  - o Hindu (6)
  - o Muslim/Islam (7)
  - o Non-religious/secular (8)
  - o Other (please specify) (9)
- 

Display this question:

If Religious affiliation: = Christian

15. Christian denomination:

- o Catholic (1)
  - o Church of Christ (2)
  - o Baptist (3)
  - o Methodist (4)
  - o Lutheran (5)
  - o Presbyterian (6)
  - o Episcopal (7)
  - o Not Applicable (8)
  - o Other (please specify): (9)
- 

16. Please indicate your current income in U.S. dollars.

- o Rather not say (1)
- o Under \$10,000 (2)
- o \$10,000-\$19,999 (3)
- o \$20,000-\$29,999 (4)
- o \$30,000-\$39,999 (5)
- o \$40,000-\$49,999 (6)

- o \$50,000-\$74,999 (7)
- o \$75,000-\$99,999 (8)
- o Over \$100,000 (9)

17. Please indicate your current **household** income in U.S. dollars.

- o Rather not say (1)
- o Under \$10,000 (2)
- o \$10,000-\$19,999 (3)
- o \$20,000-\$29,999 (4)
- o \$30,000-\$39,999 (5)
- o \$40,000-\$49,999 (6)
- o \$50,000-\$74,999 (7)
- o \$75,000-\$99,999 (8)
- o Over \$100,000 (9)

18. Please select the highest level of education your parents/primary guardian(s) have completed.

- o Did not complete high school (1)
- o Graduated high school (2)
- o Associate's Degree (3)
- o Bachelor's Degree (4)
- o Master's Degree (5)
- o Doctorate Degree (6) Specify: \_\_\_\_\_
- o Professional Degree (e.g., MD, DDS, etc.) (7) Specify:  
\_\_\_\_\_

19. Field: What is your major?

\_\_\_\_\_

20. What is your minor?

- o \_\_\_\_\_
- o Do not have a minor



## APPENDIX M

Below are a series of short scenarios where an individual is being harmed. For each scenario, please indicate the likelihood that the individual is being trafficked. Answer as quickly as you can without spending too much time on any scenario. Provide your gut response and move on to the next set of questions that will ask about your willingness to help the individual in the scenario through various activities.

### SCENARIO 1: OIV

*Sara, covered in several bruises and scars, lives with a controlling individual who prevents others from asking her questions and does not allow her to go out on her own. As a means of earning her stay, Sara is forced to offer sexual favors to strangers that come to their home.*

*Sara states she lives with the individual because she has nowhere else to go.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

ACHT	1 (not at all)	2 (slightly)	3 (moderately)	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Hang human trafficking awareness posters around your university	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	
10. Become a telephone assistant to aid research	
11. Donate monthly to a local anti-trafficking outreach group	
12. Meet with your state and local government representatives to promote anti-trafficking legislation	

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

VB	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SCENARIO 2: OIV

*Haneul from Korea was promised a job as a model in New York but was forced into prostitution instead.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Instructions:** Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<hr/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
2. The individual is responsible for their circumstances.	<hr/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
3. The individual is the cause of their circumstances.	<hr/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

### SCENARIO 3: OIV

*An immigrant works in a strip club because their partner tells them that they need to do it if they want to get married and in order to earn money for their partner.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### SCENARIO 4:

*A 16-year-old works at a restaurant six days a week for minimum wage. All of this youth's salary goes to pay rent for the room the restaurant provided, where the individual has no freedom to come and go without permission from the restaurant owner.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions:** Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 5: OIV

*A 16-year-old performs sexual acts with a friend's acquaintance in exchange for a place to stay and meals from the friend.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)



1. The individual is to blame for their circumstances.	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The individual is responsible for their circumstances.	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The individual is the cause of their circumstances.	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### SCENARIO 6: OIV

*Jessica works at a family friend's warehouse company to pay off debt that she is told she owes to the family friend. However, she does not know how she accrued this debt. The family does not tell her how much she owes and the only way to pay off the debt is by working for them.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions: Please indicate how willing you would be to complete the following activities to help this individual.

	1 (not at all)    2 (slightly)    3 (moderately)    4 (very)    5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	_____

9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 7: OIV

*Zain who came to the United States on a promise for work and better wages from an IT company is unable to find another job because they only receive enough money to send to their family from this company that possesses their passport.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all)    2 (slightly)    3 (moderately)    4 (very)    5 (extremely)
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1. "Like" the Facebook page of an anti-trafficking organization	<hr/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The individual is the cause of their circumstances.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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### SCENARIO 8: UIV

*Adam lives with an individual who prevents others from asking him questions and does not allow Adam to go out on his own. Adam's body is covered with bruises and scars. Without any other means to get his own place, Adam says the individual forces him to stay in exchange for sexual favors to strangers that come to their home.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 9: UIV

*An individual from Texas was promised a job as a model in Miami but was forced into prostitution instead.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (extremely)	5
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### SCENARIO 10: UIV

*A Texan is told by their partner that the only way to secure a marriage that the Texan desperately wants is by working in a strip club to earn money for their partner's daily expenses.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)

1. The individual is to blame for their circumstances.	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The individual is responsible for their circumstances.	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The individual is the cause of their circumstances.	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### SCENARIO 11: UIV

*A 25-year-old, who recently lost their job and apartment, is told that in order to secure a place to stay and meals from the friend, they must perform sexual acts with their friend's acquaintances.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all)   2 (slightly)   3 (moderately)   4 (very)   5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	_____
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	_____



10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 12: UIV

*A 25-year-old's complete salary goes to pay rent for the room the restaurant he works for provided from where there is no freedom to come and go without permission from the restaurant owner. The individual works six days a week for minimum wage at the restaurant.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all)    2 (slightly)    3 (moderately)    4 (very)    5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	

2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 13: UIV

*John owes money to a family friend and works at their construction company to pay off the amount owed. However, John does not know how much he owes and his family friend will not tell him. He is told that working in the company is the only way to pay off his debt.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization					
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Instructions:** Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### SCENARIO 14: UIV

*Although an individual from Texas moved to New York on a promise for work and better wages from an IT company, they are unable to find another job because the company only pays them enough money to send to family, and the company also possesses their driver's license.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions:** Please indicate how willing you would be to complete the following activities to help this individual.

	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Hang human trafficking awareness posters around your university	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions:** Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 15: OIN

*Elizabeth discloses that she willingly has sex with multiple people.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<hr/>				
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)

1. The individual is to blame for their circumstances.	<hr/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The individual is responsible for their circumstances.	<hr/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The individual is the cause of their circumstances.	<hr/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### SCENARIO 16: OIN

*An individual comes to the clinic with their second STI in two months and discloses that they work as a stripper for a part-time job.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<hr/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 17: OIN

*Jennifer who is 17-year-old moves out to travel the United States with her 31-year-old partner and offers sexual favors to her partner's friends' to cover their financial needs in their journey.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 18: OIN

*An individual from Korea lives in the United States and works two minimum wage jobs to pay the bills.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 19: OIN

*A 16-year-old illegal immigrant works in a relative's restaurant rather than attending school because they fear being deported for crossing the border illegally.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all)	2 (slightly)	3 (moderately)	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions:** Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 20: UIN

*Peter reveals that he has sex with multiple people willingly.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions:** Please indicate how willing you would be to complete the following activities to help this individual.

	1 (not at all)    2 (slightly)    3 (moderately)    4 (very)    5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	

2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The individual is the cause of their circumstances.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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### SCENARIO 21: UIN

*An individual who lives with multiple strangers in a boarding house presents to the clinic with their second STI in two months.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (extremely)	5
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Instructions:** Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 22: UIN

*James offers sexual favors for money to his 39-year-old partner's friends' to cover their financial needs on their trip around the United States.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions:** Please indicate how willing you would be to complete the following activities to help this individual.

	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SCENARIO 23: UIN

*A Texan works two minimum wage jobs to pay the bills.*

- Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**



	1 (not at all) (moderately)	2 (slightly)	3	4 (very)	5 (extremely)
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.					

2. The individual is responsible for their circumstances.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### SCENARIO 24:

*A 25-year-old Texan leaves college and works at a relative's restaurant because they fear they will be detained for a hit-and-run at school they caused.*

- **Indicate below to what extent the individual in the current description is being trafficked? Circle one below.**

1 = definitely false    2 = mostly false    3 = probably false    4 = probably true    5 = mostly true    6 = definitely true

- **Instructions: Please indicate how willing you would be to complete the following activities to help this individual.**

	1 (not at all) (moderately)	2 (slightly)	3 (very)	4 (extremely)	5
1. "Like" the Facebook page of an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sign a petition to support the formation of anti-trafficking legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Limit buying products associated with trafficking, such as certain coffee or clothing brands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Take a fifteen-minute online Human Trafficking Awareness Training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set up a web alert to receive human trafficking news updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hang human trafficking awareness posters around your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish a university club to raise awareness and combat human trafficking within the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be involved in a fundraiser that donates its proceeds to an anti-trafficking organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Attend a weekend-long conference focused on combating human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Become a telephone assistant to aid research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Donate monthly to a local anti-trafficking outreach group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Meet with your state and local government representatives to promote anti-trafficking legislation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- **Instructions: Please indicate the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can; there are no right or wrong answers.**

	1 (Strong Disagree)	2 (slightly Disagree)	3 (Neutral)	4 (Slightly Agree)	5 (Strongly Agree)
1. The individual is to blame for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The individual is responsible for their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The individual is the cause of their circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Human Trafficking Training

(0 = No, 1 = Yes)

### Criminal Justice Students

1. I had coursework in my criminal justice classes regarding human trafficking.
  - a. If yes, what class(es)?
2. I have received formal training about human trafficking (e.g., seminar, course, etc.) outside of criminal justice classes.
  - a. If yes, through which organization(s)?
2. I have researched about human trafficking on my own?
3. I have participated in anti-human trafficking efforts?
  - a. If yes, describe below.
    2. What are your future career plans?
      - a. Law enforcement
      - b. Corrections
      - c. Law school
      - d. Victims Advocate
      - e. Other: \_\_\_\_\_

### Psychology Students

1. I had coursework in my psychology classes regarding human trafficking.
  - a. If yes, what class(es)?
2. I have received formal training about human trafficking (e.g., seminar, course, etc.) outside of criminal justice classes.
  - . If yes, through which organization(s)?
3. I have researched about human trafficking on my own?
4. I have participated in anti-human trafficking efforts?
  - . If yes, describe below.
5. What are your future career plans?
  - . \_\_\_\_\_

## VITA

### JEEVA BABU

#### EDUCATION

##### **Sam Houston State University**

August 2017-present

M.A. in Clinical Psychology

Expected Graduation Date: Spring 2019

Thesis: *Criminal justice student's perceptions of human trafficking victims.*

(Thesis Chair: Dr. Temilola Salami)

##### **University of Houston, The Honor's College**

August 2013–May 2017

Houston, TX

Bachelor of Science in Psychology

Minor in Medicine and Society

#### HONORS AND AWARDS

TPEG Resident Grant

August 2017- May 2018

Summer Graduate Bearkat Grant

June - July 2018

Enrollment Fund

June - July 2018

Thomas R. & Richard S. Franklin Scholarship

2016

E. Virginia Barnett Scholarship

2016

Laurie T. Callicutt Scholarship (Psychology Research)

August 2016 - May 2017

Psi Chi (The International Honor Society in Psychology)

January 2016 - May 2017

National Society of Collegiate Scholars

August 2014 - May 2017

University of Houston Academic Excellence Scholarship

August 2013 - May 2017

#### RESEARCH EXPERIENCE

##### **Thesis**

Thesis Title: "Criminal justice student's perceptions of human trafficking victims."

Sam Houston State University, Huntsville, Texas

*Thesis Chair: Dr. Temilola Salami, PhD*

January 2018 - present

- Thesis investigating if criminal justice students' ability to identify human trafficking victims is influenced by certain characteristics of the victims (e.g., age, gender, race).
- Conducted literature reviews on latest research related to human trafficking, vignette studies, and biases related to trauma victims.
- Created vignettes of human trafficking victims and non-victims to facilitate the study
- Compiled measures to determine certain biases of participation (e.g., CoBRAS, culpability, perceptions of immigrants).
- Managed data collection through contact with criminal justice professors and the SONA system.
- Conducted data analyses using SPSS.

- Summarized output of regression analyses, participant characteristics, and correlations in tables and text.

**Research Assistant, Treatment, Health, and Resilience in Vulnerable and Excluded Groups Lab**

Sam Houston State University, Huntsville, Texas

*Supervisor: Dr. Temilola Salami, PhD*

August 2018 - present

- Supervise two undergraduate research assistants.
- Assist with creating and presenting about stereotype threat at the Diversity Leadership Conference.
- Conduct presentations about APA style and citations.

**Research Assistant, Youth and Family Studies Lab**

Sam Houston State University, Huntsville, Texas

*Supervisor: Dr. Amanda Venta, PhD*

June 2018 - present

- Assisted in empirical investigation of the acceptability, feasibility, or effectiveness of services provided for survivors of human trafficking.
- Registered research participants for the study and administered consent forms.
- Participated in conducting interview and administering questionnaires on demographics and human trafficking experiences.
- Assisted with building collaborations and partnerships to conduct study at various human trafficking service providers.

**Lab Manager, The Health and Resilience Initiative for Vulnerable and Excluded Groups Lab**

Sam Houston State University, Huntsville, Texas

*Supervisor: Dr. Temilola Salami, PhD*

January 2018 - July 2018

- Managed laboratory via the performance of various administrative duties.
- Oversaw progress of active studies.
- Managed calendar of laboratory.
- Co-authored a paper on treatment Assisted with compiling literature review for treatment of human trafficking paper.
- Assisted with peer review of an article in *Women Quarterly* journal.

**Research Assistant, Human Trafficking Education Lab**

Organization: Doctors for Change

Houston, TX

*Supervisor: Dr. Juhi Jain, MD*

August 2017 - December 2017

- Managed data from pre- and post-surveys that measure how much knowledge the medical personnel staff have on human trafficking before and after educational awareness presentations.
- Created and managed follow-up survey to send out to participants.

**Research Assistant, University of Houston Forensic Psychology Services Lab**

University of Houston, Houston, TX

*Supervisor: Dr. John Vincent, PhD*

August 2016 - May 2017

- Administered questionnaires, MFAST, and TOMM about the influence of malingering in civil court cases in regards to car accidents.
- Managed data entry in Qualtrics for the role of malingering in civil court cases in reference to car accidents.

**Research Assistant, Social Influences and Health Behaviors Lab**

University of Houston, Houston, TX

*Supervisor: Dr. Clayton Neighbors, PhD*

January 2016 - May 2017

- Conducted an independent study to determine the prevalence of the imposter syndrome within an highly competitive and diverse undergraduate population.
  - Conducted literature review on imposter syndrome within college students and factors related to the negative outcomes.
  - Compiled measures to conduct the study (e.g., Imposter Syndrome Scale, Depressive Experiences Questionnaire, Brief Fear of Negative Evaluation Scale).

**Primary Research Assistant, Prayer and Health Study within Social Influences and Health Behaviors Lab**

University of Houston, Houston, TX

*Supervisor: Dr. Clayton Neighbors, PhD*

January 2016 - May 2017

- Conducted literature review on the influence of spiritual coping on alcohol-related unhealthy behaviors.
- Assisted with tailoring measures to apply to each individual religion applied in the study.
- Managed data collection for the study through survey management on Qualtrics, participant management on SONA, and survey distribution through emails.

**Research Assistant, Social Influences and Health Behaviors Lab**

University of Houston, Houston, TX

*Supervisor: Dr. Clayton Neighbors, PhD*

August 2015 - May 2017

- Conducted literature review on influences of alcohol on college students and measures to assess influences of addictive behaviors.
- Critiqued research articles related to health behaviors and addiction weekly.
- Administered questionnaires to participants for Project WRITE study.
- Administered questionnaires to participants for UHAPS study.
- Contacted previous participants for continuation in long-term studies.

## PROFESSIONAL EXPERIENCE

### Psychologist Private Practice,

Houston, TX

Practicum 2 and 3 site

*Supervisor: Lesajean Jennings, Psy.D*

January 2019 - present

- Administered psychological assessments (i.e., intelligence testing, academic achievement testing, depression inventory, ADHD testing, etc.)
- Conducted therapy with clients and shadowed psychologist in individual and group therapies.
- Participated in group counseling with sex trafficked victims.
- Wrote psychological reports on clients.

### Montgomery County Youth Services, Youth Counseling Non-Profit Services

Houston, TX

Practicum 1 site

*Supervisor: Adriana Gutierrez, LPC-S*

October 2018 - December 2018

- Assisted LPC with duties such as report writing, intake process and shadowed LPC during therapy sessions.

### Volunteer, Children's Assessment Center, Treatment Center for sexually abused children

Houston, TX

September 2016-present

- Provide support, friendship, and an active environment during the children's time at the playroom.

### Volunteer, Indian Charity Clinic

Houston, TX

January 2013- December 2013

- Volunteered at a free clinic for uninsured patients consisting of shadowing doctors, assisting nurses, and working the front desk.

## MANUSCRIPTS UNDER REVIEW

Salami, T. K., Gordon, M. R., **Babu, J.**, Coverdale, J., & Nguyen, P. T. (under review). Treatment considerations for immigrant victims of human trafficking: using an ecological framework.

Submitted for publication to *Transcultural Psychiatry*.

## MANUSCRIPTS IN PREPARATION

Salami, T. K., & **Babu, J.** (manuscript in preparation). Criminal justice student's perceptions of human trafficking victims.



## OTHER CONFERENCE PRESENTATIONS

**Babu, J.**, Huber, T., Del Valle, M., Salami, T. (October, 2019). Understanding Criminal Justice Students' Perceptions of Human Trafficked Victims. Poster to be presented at the American Psychological Association 2019 Annual Convention. Chicago, IL.

Cordova, B., Abate, A., **Babu, J.**, Varela, J., & Salami, T. (February, 2019). Don't Put Your Expectations on Me: From Stereotypes to Prophecy. *Diversity Leadership Conference*. SHSU, Huntsville, TX.

**Babu, J.**, Ruiz, N., Lundberg, K., & Segura, A. (February, 2019). Rape Culture. *Diversity Leadership Conference*. SHSU, Huntsville, TX.

## WORK EXPERIENCE

**Graduate Assistant**, Office of Equity and Inclusion/Title IX Office

Sam Houston State University, Huntsville, TX

February 2018 - present

- Advisor, Not on my campus
  - Advise Not on My Campus, a student organization dedicated to ending sexual assault on campus.
  - Manage officers and members of the organization.
  - Manage planning and execution of organizational events.
  - Build and maintain collaborations with on and off-campus organizations with a similar cause (e.g., Office of Health Promotion, Montgomery's Women Center).
  - Train interns on subjects related to sexual violence (e.g., consent workshops, bystander intervention training).
  - Manage incoming and outgoing emails for the organization.
  - Create and manage weekly e-newsletters to members.
  - Manage the organization's files and budget.
- Assist with front desk duties for the office.
- Manage intake forms related to reports of sexual assault or discrimination cases.
- Assist with managing interns of the office.

**Communications Director**, University of Houston Cub Camp

University of Houston, Houston, TX

August 2015 - August 2016

- In-charge of all external communication of the organization.
- Created and sent emails to professors, parents, and students about attending the optional orientation camp.
- Planned and Executed the Namesake Project to recognize outstanding professors of the university.

## CAMPUS LEADERSHIP AND ACTIVITIES

**Founding Executive Board Member and Director of Communications**, Modern Abolitionist Coalition

*Anti-Human Trafficking and Awareness Organization*

University of Houston, Houston, TX

August 2016 - May 2017

- In-charge of all internal communications
- Manage incoming and outgoing emails for the organization
- Create and manage weekly e-newsletters to members
- Coordinate volunteers for various events
- Lead presentations (e.g., Stockholm Syndrome's relation to sex trafficking) about human trafficking to educate members of the organization.
- Assist with strategized solutions to issues within the organization
- Create and manage the organization's Google Drive

**Volunteer Chair, Psi Chi and Psychology Club**

University of Houston, Houston, TX

May 2017-present

- Managed tutoring for undergraduate psychology students that needed help with several psychology courses

**Communications Director and Mentor, University of Houston Strive for College, college readiness mentoring program**

*College Readiness Mentoring Program*

University of Houston, Houston, TX

*Supervisor: Dr. Bradley Smith*

January 2014 - December 2015

- Manage communication between executive board, mentors, and mentees
- Create weekly updates for the organization
- Plan carpools to the high school we serve
- Assist with event and meeting planning and execution
- Mentor high school juniors and seniors through the college application process (e.g., editing essays and applications, providing scholarship opportunities)

**Education Manager-Houston, Warriors of the Wild, education program to increase awareness about the environment among elementary students**

University of Houston, Houston, TX

August 2014 - December 2015

- Contacted elementary schools for potential presentations
- Assisted with auditioning and choosing actors for the program
- Planned rehearsals and presentations with chosen actors and props
- Performed as an actor within the education program

**Project Leader and Intern, Bonner Leaders Program**

*Student Leadership and Community Service Program*

University of Houston, Honors College

Fall 2013 - May 2017

- Volunteer, Campus Kitchen
  - Student organization aimed to direct extra meals from college cafeterias to individuals who need meals

- Assisted with gathering meals from dining halls and serving meal to various shelters
- Program Co-Leader, Recycling Team
  - Assisted with developing a recycling program for residential halls at the University of Houston
- Marketing Intern, Pre-k2BA
  - Managed the social media marketing plan for the organization
  - Assisted the director with providing educational presentations to parents