


Continuing Web-Based Sex Ed Research

Fri, 12/01/2017 - 00:09

newcomb@tulane.edu

[View PDF](#)




Tulane University
School of Public Health
and Tropical Medicine

What do they think? Students' reactions to viewing graphic images of sexually transmitted infections in sexuality education

Alyssa M. Lederer, PhD, MPH, MCHES,¹ Susan E. Middlestadt, PhD²

¹Tulane University School of Public Health and Tropical Medicine; ²Indiana University School of Public Health-Bloomington




INDIANA UNIVERSITY
SCHOOL OF PUBLIC HEALTH
BLOOMINGTON

INTRODUCTION


- Youth ages 15-24 are disproportionately affected by sexually transmitted infections (STIs)¹ which can have severe health consequences.²
- Most youth receive school-based sexuality education³ and many postsecondary institutions provide STI education in academic and programmatic settings.^{4,5}
- According to national experts, showing graphic pictures of STIs is a common practice in sexuality education.
- Some sexuality educators consider graphic images an important educational tool; others consider graphic images fear appeals. However, students' reactions to viewing these images have never been empirically investigated.
- This study sought to fill this research and practice gap by examining students' reactions to viewing STI graphic images in sexuality education.

RESULTS


Participant Demographics (N=167)




Gender



Year





Race/Ethnicity




Health Related Major

Reactions to viewing STI Graphic Image






88.6% Negative



3.0% Positive



8.4% Positive and Negative

Thematic responses to "What went through your mind when you saw the STI pictures?"

Response	%	Exemplars
Disgusting	64.7%	"That is disgusting" "That's so gross" "This is repulsive"
Don't want it	13.8%	"I really don't want to ever have that"
Painful	11.4%	"They looked painful" "It seems uncomfortable"
Helpful	11.4	"Oh that is how it will look like when I have one..." "That it looks painful and unhygienic and that I will complete measures to avoid this possibility." "Gross, but very informative"
Scary	8.4%	"They were very scary and made me feel weird" "It was frightening"
Disturbing	6.6%	"It was disturbing to look at"

IMPLICATIONS FOR RESEARCH & PRACTICE

- Students had primarily negative reactions to viewing STI graphic images.
- STI graphic images could be considered disgust appeals rather than fear appeals; disgust is an emerging behavior area that has been found to positively influence behavior change⁶ but may also be ethically problematic.⁷
- Sexuality educators should weigh their goals of using STI graphic images as an educational approach with students' perspectives.
- A needed area of research is how students' reactions to viewing graphic images impact their STI attitudes and behaviors.
- A limitation of the study was that it was done at one institution of higher education; it is possible results may not be generalizable to other populations.

METHODOLOGY

- As part of a larger study, in spring 2016 undergraduate students enrolled in health-related courses at a large public Midwestern university watched an online STI education program that had graphic images of chlamydia, gonorrhea, herpes, HPV, and syphilis.
- At the completion of the program, students were asked "What went through your mind when you saw the STI pictures?"
- Conventional content analysis was performed for the N=167 responses to identify themes.
 - Coding was based on the participants' perspective.
 - Coding was not exclusive as many responses represented multiple themes.

REFERENCES, ACKNOWLEDGEMENTS, & CONTACT INFORMATION

References

1. National Center for Disease Control and Prevention. Sexually transmitted infections among U.S. college and university students and their partners - 2005. *MMWR Morbidity and Mortality Weekly Report*. 2006; 155(10):189-196.

2. Centers for Disease Control and Prevention. *2010. Addressing prevention and care of sexually transmitted infections in the United States. Report from the National gonorrhea and chlamydia treatment guidelines workgroup.*

3. American Public Health Association. *2010. American Public Health Association. Sexually Transmitted Infections: A Public Health Approach.*

4. Hensley, D.S., Higgins, D.L., Larson-Kimberly, M., et al. (2012). Perceptions and attitudes to sexually education content in college and university sex education: sexually healthy and learning. *2012, 13(3)*.

5. Hensley, D., Larson-Kimberly, M., et al. (2012). Sexually transmitted infections: college students' attitudes and perceptions. *2012, 13(3)*.

6. Hensley, D., Hensley, M., et al. (2012). The role of fear and disgust in predicting the effectiveness of internet-based sexually transmitted infection risk reduction messaging. *2012, 13(3)*.

7. Taylor, S. (2011). The language of disgust: the ethical, moral, and political implications of using graphic public health campaigns. *2011, 13(3)*.

Acknowledgements

With gratitude to Drs. Catherine Shaverwood-Lagally, Stephanie Sanden, and Beth Meyerross. This study received financial support from Indiana University School of Public Health-Bloomington, the Rural Center for HIV/AIDS Drug Policy, Adolescent Sexual Health Research Grant, and the Dennis and Richard Johnson Fund at the Newcomb College Institute of Tulane University.

For additional information contact

Alyssa Lederer, PhD, MPH, MCHES. alederer@tulane.edu

During the past several weeks in my internship with Dr. Lederer I finished working on a second poster for her APHA conference presentation, pictured, and continued to work on my literature review.

I thought I was nearly done with my literature review several weeks ago because there did not appear to be that many relevant sources. However, through reading

many of the articles, it seems like a broader variety of topics might be relevant to understanding web-based sex education interventions. Several of the main points I have learned are that web-based interventions are designed for a variety of settings, including schools (which is most pertinent for Dr. Lederer's work), but also to be used in combination with community-based classes or clinic visits. Digital games are also a popular new type of sex education method, but researchers are unsure how effective they are, or what components of the video games makes them most effective. It also seems that many web-based interventions are successful at increasing health knowledge and safer sex attitudes in the short run, but it is unclear if one-time interventions are capable of producing long term attitude or behavior change. The overall message is that the efficacy of digital sex education interventions is dependent on a variety of factors and much more research needs to be done. This is good rationale for doing the study on Dr. Lederer's data that this literature builds up to. I am excited to start working on data analysis early next semester!