Sexual Health- Rubber Lovers Fall 2013

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Statement Mission

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The Division of Student Affairs is committed to the development and growth of the whole student through a comprehensive network of high quality professional services and programs which facilitate formal, informal, and collaborative learning. We strive to create a healthy and responsive community in which students learn to work together, develop relationships, broaden concerns for the welfare of others, and appreciate individual differences. Students are encouraged to balance their freedom with their responsibilities as they cultivate values of diversity, leadership and citizenship.

The mission of the Health Service is to provide medical services and health education programs which enhance the ability of students to participate fully in intellectual and personal growth opportunities afforded by the University.

The mission of the Health Education Resource Center is to prevent and reduce preventable health risks and illnesses that interfere with academic performance, learning, student retention, and personal growth opportunities.

Statement of Goals

The overarching goals of the Rubber Lovers presentation are to reduce sexually transmitted infections or unintended pregnancies which may interfere with academic success.
Statement of Outcomes

Students who participate in the Rubber Lovers presentation will be able to:

- correctly define 8 of the 10 steps to putting on a condom from the partial list of the 18 steps to putting on a condom as determined by fill in the blank questions on the post-test.
- correctly identify what percentage of people with STI’s (Sexually Transmitted Infections) have NO symptoms as demonstrated by an open ended question on the post-test.
- correctly identify the top three most risky sexual behaviors as demonstrated by fill in the blank questions on the post-test.
- accurately list two different places to get tested for STI’s (Sexually Transmitted Infections) in the EIU area as determined by fill in the blank questions on the post-test.

Assessment Methods

A pre-test and post-test are administered for the Rubber Lovers presentation. This assessment method identified the extent to which the student learning outcomes were met.

Implementation of Assessment Plan

Megan Cotner, Sexual Health Education Coordinator of the Health Education Resource Center, was responsible for administering the pre-test and post-test during the Rubber Lovers presentation. The pre-tests and post-tests were placed in a file for Kelsey Merritt, Assessment and Evaluation Coordinator of the Health Education Resource Center, to input into SPSS for data analyses.

All students participating in the Rubber Lovers presentation participated either through open sessions, classroom instruction upon request by the professor, or a request by a student organization. This program is offered through the Health Education Resource Center at Eastern Illinois University and is presented by the Sexual Health Education Coordinator. All who participated were asked to fill out a pre-test of materials covered from the presentation immediately before the presentation began. Upon completion of the Rubber Lovers presentation, the participants then filled out a post-test, composed of the exact questions given in the pre-test, in order for the Sexual Health Education Coordinator and Assessment and Evaluation Coordinator to assess the knowledge obtained from the information presented in the program.

Results

The focus of this survey was to assess the knowledge obtained by students of Eastern Illinois University after the completion of the Rubber Lovers presentation.

Topical Areas within the survey include:

- Learning Outcomes of the Rubber Lovers presentation
- Pre-test and Post-test results

Data was received from a total of 221 participants who attended either the open sessions or requested presentations between the dates of October 1, 2013 to December 13, 2013.
Post-test Results

Question One: Fill in the blank with the correct step to putting on a condom.
- 96.4% of students responded correctly with “consent to be sexual.”
- 87.3% of students responded correctly with “check expiration date.”
- 84.8% of students responded correctly with “make sure package is airtight.”
- 80.6% of students responded correctly with “make sure condom is right side out.”
- 87.2% of students responded correctly with “pinch ½ inch tip reservoir.”
- 93.7% of students responded correctly with “roll condom down erect penis.”
- 88.5% of students responded correctly with “hold onto the rim at the base of the condom.”
- 99% of students responded correctly with check condom for rips or tears.”
- 89.5% of students responded correctly with “dispose of condom in trash.”
(See Chart – Steps to Putting on a Condom)

![Steps to Putting on a Condom](image)

Question Two: You have pinched the tip of the condom and realized that the condom is inside out. What should you do?
- 93.7% of students responded correctly with “throw it in the trash and get a new condom.”
(See Chart – Inside Out Condom)
Question Three: What percentage of people with STI’s (Sexually Transmitted Infections) have NO symptoms?

- 95.8% of students responded correctly with “80%.”
  (See Chart – % of NO STI Symptoms)

Question Four: What is the MOST risky sexual behavior?

- 92.4% of students responded correctly with “anal sex without a condom.”
  (See Chart – MOST Risky Sexual Behavior)
Question Five: List 2 different places where you can get tested for STI’s (Sexually Transmitted Infections) in Charleston, IL.
- 82.9% of students responded correctly with “Coles County Health Department, EIU Health Service, or Sarah Bush Hospital/Clinic.”
  (See Chart – STI Testing Locations)
Content and Delivery

The recommendations from Quarter 1 are used again for Quarter 2 as this reporting format was not developed until Quarter 2.

Discussion and Recommendations
- Students demonstrated high understanding of Question Two, which asks what to do if the condom appears to be inside out. Therefore, there was minimal change between the pre and post-tests.

Action to be Taken During Next Assessment Cycle
- As a result of their competency in regards to understanding what to do when the condom is inside out, the Sexual Health Education Coordinator and the Assessment and Evaluation Coordinator will change the question on the pre and post-tests. The question will be replaced with a true/false question which states, “You should check the condom for rips and tears before and after sexual activities.”
- To further improve competency, the Sexual Health Education Coordinator will require the student participants to engage in discussion about why they check the condom for rips and tears both before and after sexual activities.

Discussion and Recommendations
- Students demonstrated little increase in competency on the post-test regarding the different locations where they can get tested for sexually transmitted infections in Charleston, IL.

Action to be Taken During Next Assessment Cycle
- To increase the students’ competency regarding the different locations where they can get tested for sexually transmitted infections, the Sexual Health Education Coordinator will spend more time during the presentation discussing the different testing locations. This goal will be reached by adding a review slide in the presentation which will require the students to verbally recall what the different locations are.
- To further increase students’ competency, the Sexual Health Education Coordinator will broaden the question by discussing the testing locations in the Eastern Illinois University area instead of limiting to Charleston, IL.

Discussion and Recommendations
- Students demonstrated an increase in the understanding of the correct steps to putting on a condom.

Action to be Taken During Next Assessment Cycle
- Although students demonstrated an increase in the understanding of the correct steps to putting on a condom, the Sexual Health Education Coordinator would like to see a greater increase.
- To further increase the students’ competency, she will add a review slide into the presentation. This slide will have missing steps and the students will be required to verbally fill in the blanks to the missing steps from the list provided.
Assessment

Discussion and Recommendations

- Question Two we found to have minimal change between the pre and post-tests.

Action to be Taken During Next Assessment Cycle

- The multiple choice Question Two: “You have pinched the tip of the condom and realized that the condom is inside out. What should you do?” will be replaced with a true/false Question Two: “You should check the condom for rips and tears before and after sexual activities.”

Discussion and Recommendations

- While having the individual steps to putting on a condom reported in a percentage and corresponding chart is important, we found it beneficial to add a pass/fail percentage of 80% accuracy and corresponding chart to ensure that student participants are fully competent.

Discussion and Recommendations

- Open ended questions tend to show more learning from pre to post-tests rather than multiple choice questions.

Actions to be Taken During Next Assessment Cycle

- The multiple choice Question Three: “What percentage of people with STI’s (Sexually Transmitted Infections) have NO symptoms?” will be changed to an open ended question.

Discussion and Recommendations

- While the MOST risky sexual behavior is anal sex without a condom, research shows that the majority of students are not participating in anal sex without a condom as frequently as vaginal sex without a condom. We want the focus to be turned from the MOST risky sexual behavior to the top three MOST risky sexual behaviors in order to communicate relevance to all students.

Actions to be Taken During Next Assessment Cycle

- The multiple choice Question Four: “What is the MOST risky sexual behavior?” will be changed to a listing Question Four: “List the top three MOST sexual behaviors.”

Actions to be Taken During Next Assessment Cycle

- Question One will be reformatted with a pass/fail percentage and corresponding chart. Student participants will need to meet 80% accuracy in order to pass Question One.

Discussion and Recommendations

- There was a negative change from pre to post-tests concerning the STI Testing Locations. By changing the question to “the EIU area” versus “Charleston, IL” we hope to decrease some of the confusion.

Action to be Taken During Next Assessment Cycle

- Question Five: “List 2 different places where you can get tested for STI’s (Sexually Transmitted Infections) in Charleston, IL.” has been slightly changed to “List 2 different places where you can get tested for STI’s (Sexually Transmitted Infections) in the EIU area.”

Discussion and Recommendations

- Although it is necessary to report the total number of participants, we think it would be helpful to include the number of presentations in order to understand the dynamics of participants.
Action to be Taken During Next Assessment Cycle

- As part of the results section, the number of open sessions or requested presentations delivered will be listed along with the total number of participants.