

14: Sexually Transmitted Diseases - Part 1



Purpose:

To share information with Native STAND members about common STDs, including how they are transmitted, their signs and symptoms, sequelae, treatment, and prevention (routine screening).

Stages of Change Process:

Getting information

Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Name 8 STDs.
2. Identify the 3 STDs most common among teenagers.
3. Use a pamphlet to match STD symptoms to individual STDs.
4. Name 2 incurable STDs.
5. Identify the three most common symptoms of STDs.
6. Name a local, regional, or national hotline or other resource for STD testing, counseling, and information.

THINKING AHEAD:

Collect local HIV/AIDS data and create a PowerPoint presentation (*optional*) and handouts for Session 16

Supplies/Materials:

- Laptop, LCD projector, screen (*optional*)
- STD Facts brochures

Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
STD Quiz	●	●	
STD Quiz with Answers	●		
STD presentation without photos	●	●	
STD presentation with photos	●		
STD Fact Sheets	●	●	
Local STD Data			●
STD Facts Brochures			●
STD Case Studies	●	●	
Call an STD Hotline Worksheet	●	●	
Resources	●	●	

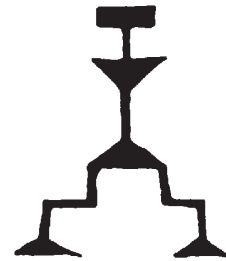
Preparation:

- Set up computer, LCD projector, and prepare PowerPoint presentation prior to session. (*optional*)
- Display Words of Wisdom
- Display Words of Wisdom

1. Welcome/Overview

3-5 minutes, large group lecture, adult co-facilitator

- Review Session 13: Condoms.
- Answer questions in the Question Box.
- Introduce today's session.
- Read today's WOW.



The smarter a man is, the more he needs God to protect him from thinking he knows everything.

George Webb, Pima, 1959

2. Shopping for Condoms Follow-Up

5-10 minutes, large group discussion, adult or teen co-facilitator

- Ask students who went shopping for condoms and filled out their Shopping Information Sheet.
- Ask who would like to share their experience. What was it like? How did it feel? Were they embarrassed? Was the store teen-friendly? Were the condoms accessible?
- Write the names of the stores that students felt comfortable visiting and would recommend to other students on chart paper. Ask the students to copy down the names of the stores in their PMs for future reference.

3. STD Quiz

10-15 minutes, large group discussion, individual work, adult or teen co-facilitator

- Refer students to the STD Quiz in the PM.
- Tell students NOT to put their names on them.
- Ask them to complete as much of the quiz as they can in 5-8 minutes.
- Call time.
- Tell students to wad up their quizzes and toss them across the room. Have them toss the papers several times to mix them up thoroughly.
- Tell each person to get a quiz.
- Ask volunteers for answers to the items. Get consensus. Have the students mark the incorrect answers with an "X". Explanations to the answers are in the RM, if there are any questions about a why a particular answer is true or false.

STD Quiz		
1. A Pap Smear checks for STDs.	T	F
2. Douching is recommended to prevent STDs.	T	F
3. Some untreated STDs can scar the fallopian tubes and cause infertility.	T	F
4. Cervical cancer is associated with a STD.	T	F
5. Condoms lubricated with spermicide are effective at preventing STDs.	T	F
6. Drug and alcohol use can increase your chances of getting an STD or pregnant.	T	F
7. Oil-based lubricants should be used with condoms.	T	F
8. STDs always have signs and symptoms.	T	F
9. Having an STD can increase your chances of getting HIV.	T	F
10. You can tell if someone has an STD by the way they look.	T	F
11. You can get HIV the first time you have sex.	T	F
12. You should use protection against STDs and pregnancy every time you have sex.	T	F
13. Only people who sleep around get STDs.	T	F
14. Condoms protect you against all STDs equally well.	T	F
15. All STDs are curable.	T	F
16. You can get an STD in your rectum (butt) from anal sex (sex in the butt).	T	F
17. Most people with genital herpes never know they have it.	T	F
18. You can get an STD in your throat and mouth from oral sex.	T	F
19. Many STDs can be passed on to a baby during pregnancy or delivery.	T	F
20. Compared to all races, American Indian/Alaska Natives have high rates of STDs.	T	F

Answers to STD Quiz

1. A Pap Smear checks for STDs. **FALSE**
2. Douching is recommended to prevent STDs. **FALSE**
3. Some untreated STDs can scar the fallopian tubes and cause infertility. **TRUE**
4. Cervical cancer is associated with a STD. **TRUE**
5. Condoms lubricated with spermicide are effective at preventing STDs. **FALSE**
6. Drug and alcohol use can increase your chances of getting an STD or pregnant. **TRUE**
7. Oil-based lubricants should be used with condoms. **FALSE**
8. STDs always have signs and symptoms. **FALSE**
9. Having an STD can increase your chances of getting HIV. **TRUE**
10. You can tell if someone has an STD by the way they look. **FALSE**
11. You can get HIV the first time you have sex. **TRUE**
12. You should use protection against STDs and pregnancy every time you have sex. **TRUE**
13. Only people who sleep around get STDs. **FALSE**
14. Condoms protect you against all STDs equally well. **FALSE**
15. All STDs are curable. **FALSE**
16. You can get an STD in your rectum (butt) from anal sex (sex in the butt). **TRUE**
17. Most people with genital herpes never know they have it. **TRUE**
18. You can get an STD in your throat and mouth from oral sex. **TRUE**
19. Many STDs can be passed on to a baby during pregnancy or delivery. **TRUE**
20. Compared to all races, Native Americans have high rates of STDs. **TRUE**

STD Basics for Native STAND Peer Educators—no pictures

3 very important things you need to know about STDs:

1. You can get an STD by having any kind of sex (vaginal, anal, oral)
2. Most STDs are asymptomatic (there are no signs or symptoms)
3. Having an STD increases your chances of getting HIV

Types of STDs

- Bacterial - curable
 - Chlamydia
 - Gonorrhea
 - Syphilis
- Viral - not curable
 - Herpes
 - HPV*
 - Hepatitis B*
 - HIV/AIDS

*Vaccine Preventable

4. STD Overview

25– 30 minutes, large group lecture, adult co-facilitator

- Ideally, present the STD overview using a laptop and LCD projector. If this is not possible, direct students to the copy of the STD PowerPoint presentation in the PM.

Note: There are 2 versions of the STD Overview provided: one has photos of patients with STDs and one does not. There are advantages and disadvantages to the version you use. The graphic slides provide a visual representation of what an STD may look like. This may be helpful to peers when they are discussing STDs with others. Some people think the graphic photos serve as a “scare tactic” and will deter young people from having sex out of fear of an STD. Some people feel that since the majority of STDs are asymptomatic, that showing graphic photos of the most extreme cases of STDs is misleading and may cause youth to take a cavalier approach if they don’t see something on themselves or a partner like what they see on the slides. You know your students and community best. You will need to decide which slides are the most appropriate for your youth.

- After you have gone through the presentation, refer students to the STD Fact Sheets in the PM. These are for their future reference.

Chlamydia Fact Sheet

Overview

- Chlamydia (pronounced kuh-MID-ee-uh) is a very common STD caused by bacteria.
- It is the most frequently reported bacterial STD in the U.S. (about 3 million cases a year, mostly young women).
- If detected early, chlamydia can be easily treated.

Transmission

- Contact with infected mucous membranes/exchange of body fluids.
- Passed easily during vaginal, anal, or oral sex.
- Passed from an infected mother to her newborn during vaginal childbirth.



Signs & Symptoms

- Mild or absent - known as the “silent disease”.
- If any signs or symptoms, they usually are seen within 1-3 weeks of exposure.
- In women: abnormal vaginal discharge, burning sensation when urinating. If left untreated: lower abdominal pain, low back pain, bloating, fever, pain during intercourse, bleeding between menstrual periods.
- In men: a discharge from the penis, a burning sensation when urinating, burning and itching around the opening of the penis, pain and swelling in the testicles.

Testing

- Most tests are done with urine.
- Some tests require a specimen from the infected site (e.g., cervix or penis) using a swab similar to a Q-tip.

Treatment

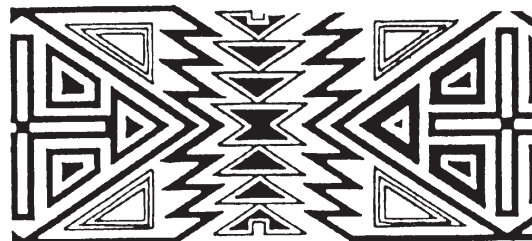
- Cured with antibiotics.
- Recommended to re-screen at 3 months.
- All sex partners must also be treated.
- Avoid sex until treatment complete.

Complications (if left untreated)

- In women, can cause Pelvic Inflammatory Disease (PID), chronic pelvic pain, infertility, and ectopic pregnancy.
- In men, can cause urethral infection, pain, fever, infertility.

Prevention

- Abstain from sex.
- Be monogamous (have sex with one uninfected partner who only has sex with you).
- Use condoms consistently and correctly every time you have sex.



5. Local STD Data

8-10 minutes, large group lecture, adult or teen co-facilitator

- In preparation for this session, collect recent local STD data to share with students. See the box for ideas on where you may be able to get local STD data.
- The more recent and more local the data the better. However, local numbers for AI/AN will probably be very small. You may want/need to expand your reach out to the county, state, or even region. You may also want to include multiple years, to increase the numbers.
- It's important the data show race/ethnicity, sex, and age differences.
- Be creative in how you present the data to the students—they may not be interested in seeing complex tables and graphs. How can you present the data creatively? (*Think back to the Risky Business activity in Session 1.*)

Where Can I Get Local STD Data?

Start with local health agencies, like:

- Your local IHS Service Unit or Tribal Health Center
- Your County Department of Health

If they can't give you the data you need, try these regional sources:

- Your State Department of Health
<http://www.cdc.gov/mmwr/international/relres.html>
- Your IHS Area Office
http://www.ihs.gov/FacilitiesServices/AreaOffices/AreaOffices_index.asp
- The IHS National STD Program Surveillance Report
<http://www.cdc.gov/std/stats/IHS>

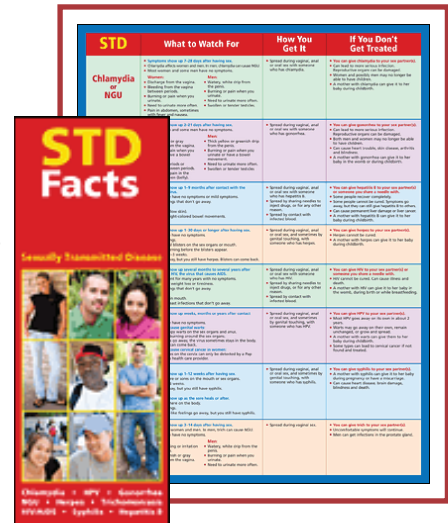
You can get national and state data from the Centers for Disease Control and Prevention/Division of STD Prevention, <http://www.cdc.gov/std>

- Ask students to review the data and share their observations with the group.
- Lead a discussion:
 - ◇ What are the differences in STD rates between AI/AN and non-AI/AN?
 - ◇ Why do you think there are differences?
 - ◇ How do you think the STD rates in our community would compare to the U.S. as a whole?
- Share the most recent U.S. data for STDs with students so they can see how their community/county/state compares. These data are available at:
<http://www.cdc.gov/std>.

6. STD Facts Brochure Overview

8-10 minutes, large group, adult co-facilitator

- Pass out STD Facts brochures (produced by ETR Associates). This is an excellent resource that opens into an easy-to-read poster-sized table that describes different STDs, signs and symptoms, treatment, potential complications. (*Ordering information for the STD Facts pamphlet is located in the RM.*)
- Ask students to familiarize themselves with the brochure.
- Explain that just as they learned in the STD Overview presentation, many symptoms of STDs are similar and it can be confusing trying to remember all the different types of infections and their symptoms.



7. STD Case Studies - Identifying STDs

10-15 minutes, small group then large group activity, adult or teen co-facilitator

- Break the students into small groups.
- Ask each group to read STD Case Studies in the PM.
- Using the STD Facts brochure, ask them to identify the probable STD in each scenario.
- Ask the groups to report and compare answers. They should focus on what STDs the individuals could have and what they should do next.
- Remind students that all sexually active people should get routine testing, even if they don't have symptoms. Because—as they have learned—many STDs are asymptomatic and some symptoms are easy to miss.

STD CASE STUDIES

Alissa & Marco

Marco and Alissa had been crushing on each other for a long time, but they just never seemed to get together. When Marco was available, Alissa was going out with someone else. When Alissa was available, Marco was seeing someone else. When they finally began to date, Alissa and Marco decided to have sex. Almost a month after they first had sex, Alissa developed a fever and headache and small fluid-filled blisters appeared on her vulva.

Stacey & Jim

Stacey and Jim started dating their sophomore year of high school. They fell in love and agreed they would only date each other. When they were seniors, they decided they were ready to start having sex. That summer, Jim told Stacey he had a growth on his penis that looked like a wart.

Phil

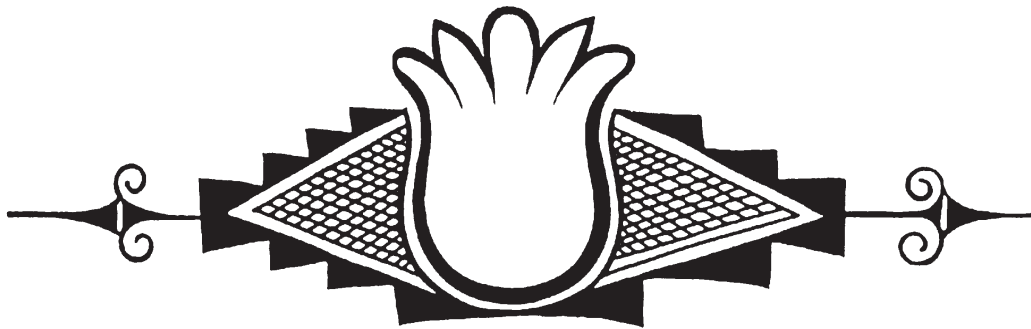
Phil was proud to join the Marines after high school graduation. While in basic training, he began to visit a local bar on the weekends. One night, Phil had way too much to drink and had sex with a man he just met at the bar. He was really embarrassed and promised himself never to go back to that bar. Several weeks later, Phil noticed a sore on his penis. He was concerned at first, but the sore didn't hurt and it disappeared after a couple of weeks.

Jessie & James

One night, Jessie and her friend James were watching T.V. They started making out and one thing led to another and they had sex. She was really embarrassed about the whole thing and they never talked about it again. She had never had sex before and decided she wanted to wait to have sex again. Jessie was sore the next day, but felt fine after that.

Pat & Lesley

Pat and Lesley are friends who sometimes mess around. They aren't serious about each other and neither one is really ready to have sex, so when they get together they just go down on each other. Last week Lesley gave Pat a blow job. This week she has a sore throat.



8. Call an STD Hotline

5-8 minutes, individual work

- Tell students that they have an assignment to complete before the next session.
- Direct students to the “Resources” in the PM. (Update this list to include local hotlines, organizations, and referrals are included.)
- Direct students to Call an STD Hotline in the PM. They should use this form to organize their questions and capture their experience.
- Explain to students that they will select one of the organizations listed in the “Resources” to call for information.

RESOURCES

American Social Health Association (ASHA)
<http://www.ashaof.org/learn/overview.cfm>
ASHA is "a trusted, non-profit organization that has advocated on behalf of patients to help improve public health outcomes since 1914."

Call an STD Hotline

Who will you call? _____

What's the number? _____

What do you want to know?

Question 1:
Answer: _____

Question 2:
Answer: _____


Question 3:
Answer: _____

Was the person at the hotline helpful? Courteous? Easily understood? Did they make you feel comfortable? _____

Would you recommend this hotline to a friend who had a question you couldn't answer? _____

Be prepared to tell the class what you learned.

Hotline
Friday
and how to prevent them; provides
(CDC)



ge, AK. Their website has many
condom ordering, and (soon) the

h, preventing STDs and pregnancy,
the American Social Health

(PIN)
Friday

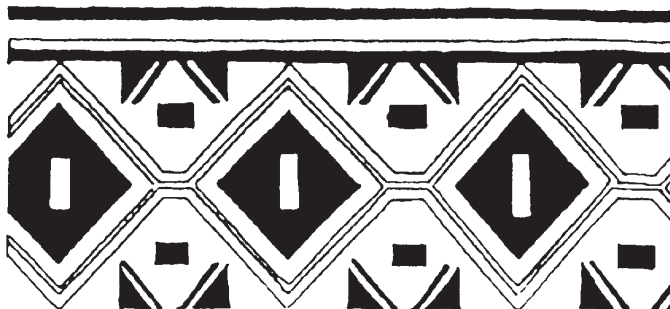
ine
-Friday,
ics. Operators can answer general
treatment of STDs.

Option: If phones are not available but computers are available, have students contact web-based services.

9. Closing

3-5 minutes, large group lecture, adult co-facilitator

- Preview Next Session: STDs Part 2.
- Direct the students' attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today's session and activities.
- Adjourn.



NOTES

