

**Factors Influencing Relationship  
Formation & Sexual Behaviour Among  
Adolescents (18 - 24 years) in the UWI  
Student Population**

**REPORT ON SEXUAL BEHAVIOUR  
STUDY (QUALITATIVE)**

**UWI MONA CAMPUS**

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# Factors Influencing Relationship Formation & Sexual Behaviour Among Adolescents (18 - 24 years) in the UWI Student Population

## EXECUTIVE SUMMARY

Students entering university are faced not only with academic challenges, but also challenges of social integration. Fast-paced and short-lived sexual relationships contribute to increased risk behaviours in this community and are encouraged due to the 1:2 male/female ratio.

While students are aware of potential risks from unprotected sex, this awareness does not translate into action as the cultural norms and peculiarities of the environment (e.g. new and unbridled freedom) prove to be of overwhelming influence for many.

Factors which predispose students to sexual risk behaviours have been identified as well as the attendant reinforcing, and enabling factors which can help to provide a supportive environment for safer sex.

Many opportunities for behaviour change and environmental support can be extracted from the expressed needs of the students as presented in the recommendations of the report and summarized in the risk and intervention diagrams attached.

## **A. Project Background**

Clement et al (1) has documented the significant influence of health status in the 18 – 24 year age group on physical activity and nutrition patterns over the life span.

In the Caribbean, risky sexual behaviours are among the youth health issues of concern in the public health domain. The impact of associated risk factors such as smoking and alcohol consumption has also been well documented in the literature (2 - 5).

In recent, years, many studies have explored the health status of college students, noting the importance of this period of life (6 - 9) as they transition into adulthood, a period which can prove to be intensely challenging in the face of peer pressure to drink, smoke and experiment with social drugs (e.g. tobacco, cannabis, etc.) .

In a study among university students at the University of the West Indies Mona Campus, Norman & Gebre (10) found low levels of consistent condom use among steady partners, with increased usage among non-steady partners. In that study, most students (77%) were reported to have never participated in any HIV education programmes.

The Health Behaviour Survey (11) conducted in 2006 revealed that excessive alcohol consumption was practiced by nearly half of the males (46%) and 21% of females, mainly at parties and when spending time with friends. Cannabis smoking (ganja or weed) was reportedly practiced by a third of males and a quarter of females, mostly for relaxation and increasing desire for sex. While most persons reported using a condom at last sexual intercourse (65%), it is most often a choice of the males.

In a qualitative study conducted in 2004, Mullings & Bailey et al (12) reported that the UWI was perceived as an environment of sexual freedom and expression. Although knowledge of HIV/AIDS and Sexually transmitted infections (STIs) was high, environmental influences such as fetes, dances and parties coupled with uncontrolled levels of alcohol consumption were thought to be key facilitators for unsafe sexual behaviours on the campus. Strong sexual gender roles also persist which serve to fuel

unsafe practices (e.g. males are expected to have many girls visiting their rooms to remove any possible perception of homosexuality).

There was low recall for campaigns or messages related to HIV and STIs and some students were of the opinion that mass media campaigns were not directed at them.

## **B. Study Aim**

To explore the factors which influence and shape relationship formation and sexual behaviour among UWI Mona students.

## **C. Study Objectives**

1. To describe patterns of relationship formation and sexual behaviour among young adults in a tertiary institution
2. To examine behavioural and environmental factors which (a) support and (b) put young adults at risk in the development of sexual relationships including risk factors for Sexually Transmitted Infections (STIs).
3. To examine and identify modifiable risk factors in the development of sexual relationships
4. To utilize findings to develop relevant health promotion programmes for reproductive health for the target population

## **D. Methodology**

A pre-tested Moderator's guide was used to explore the factors which influence and shape relationship formation and sexual behaviours among UWI Mona students.

The study was conducted on the Mona Campus, with twelve (12) focus group discussions held with students 18 – 24 years enrolled during the 2006/07 academic year. Participants were recruited from among the resident and non-resident student population. Full time students were selected as they are expected to have more exposure to the UWI environment.

Participants will be placed in mixed-faculty groups, each group consisting of 8 – 10 students. A 50:50 male/female distribution was targeted, with six (6) female groups and six (6) male groups being held.

Notes of all focus groups were taken by a trained note-taker, in addition to which sessions were tape recorded. A transcript was produced for each session. Data was analyzed and coded for key themes, identifying concurrent as well as divergent views and opinions.

Data collection was conducted between February and April 2007, with a total of 95 persons participating.

Student representatives (e.g. Resident Advisors, Hall and Block representatives) were instrumental in recruiting participants for the study.

The project was reviewed and approved by the University Hospital of the West Indies/University of the West Indies Ethics Committee and written informed consent was obtained from all study participants.

## **E. Limitations/Challenges**

The majority of participants in the study were resident students, and therefore the findings will largely be reflective of the status of sexual risk among that sector of the student population. Nevertheless, an effort was made to garner the views of non-resident students from 2 focus groups.

The groups were conducted in the second semester, one which is often more challenging for students in terms of academic load and exams. This impacted availability and resulted in one-quarter of planned groups having to be rescheduled due to low-turnout. Most groups were held in the evening to accommodate students. However, many groups started late as students were challenged to integrate their schedules with group times.

Nevertheless, once started, the group discussions were very lively and animated.



## **F. STUDY FINDINGS**

### **1. A Culture of Popularity**

#### *Males (What makes a male popular)*

To be considered popular a male university student on the Mona Campus should possess certain attributes. Generally, both males and females perceived these to include holding leadership positions (e.g. at the Guild or hall levels) and participation and excellence in sporting activities. Higher economic status also contributes to the status quo, as evidenced by the type of car (sports models are particularly popular – Evolution, Impreza, SUVs), clothes and general disposable income a male has.

In addition, popularity for both males and females is enhanced when you ‘hang out’ with other popular persons (i.e. people who exude “confidence...similar personality... outgoing, hype, put themselves in the spotlight”).

Males held the view that a sexual relationship is also a major contributor to popularity as a popular male “...cannot be a person who always goes to the library... [Has to have] whole heap a girl, pretty car and brand new clothes...you should be known by women and also be visible at all times”. Also, “the most popular guys make the most conquest [female] and other guys envy him for that”.

Females noted that physical features such as height and facial appeal and clothing (e.g. “dresses nice...looks fly”) are also among the important attributes to consider.

Academic prowess is less of an issue when the issue of popularity is being considered as “...5% of the popular people is because they’re bright”

Off-campus students also reflected a similar perception of popularity on the campus.

*Females (what makes a female popular)*

Physical appearance is the key factor which contributes to a female being popular.

This is reflected in comments such as “...looks. shape”...must be blinging...always wearing the latest style”.

For males, revealing clothing is especially appealing.

“Well put together- belly skin, tattoo in back, big breast, long hair, show cleavage, pierce navel and party a lot on the weekends”

Like the males, popularity is enhanced if a female’s companions are also popular

“If she has a hot girl as a friend she’ll more likely be called hot too”

However, males however cautioned that beyond physical attractiveness, personality and the ability to hold a good conversation are critical factors.

“Personality- definitely up there... Interaction – should be captivating”

“... if a girl is sexy and nice at the same time it separates them from the rest”

“Should be able to have a good conversation – personality”

In tandem with social values, promiscuous females are perceived as generating negative popularity.

“Negative popularity can occur if you have hot girl that don’t value herself so she might hype or sleep around”

## **2. Establishing Sexual Relationships on Campus**

In this environment the definition or perception of a relationship is ill-defined. As one male participant put it:

“Relationships are not possible here at UWI, people just go around and have sex”

Where they exist, steady relationships are perceived as short-lived and therefore do not form the focus of many students:

“...Some persons don’t want to be tied down this young so they aren’t looking for any steady relationship... so-called ‘steady relationships’ last as long as the expiry date on your identification card. Being on campus you should date as many persons as you want to. You should make more friends as steady relationships can

damage you. Guys are thinking about what they want now and the guys nowadays aren't serious". (female)

"The average relationship is about a year- two semesters. Summer yuh gone. Like someone who lives in Negril and the other person on the other side of the island then the four months thing not going to work". (male)

Off-campus students perceived that off-campus relationships are more likely to succeed as "...the quality of the time they spend together... because they don't have the convenience of space like people who live on, they spend time getting to know each other".

There appears to be little connection between having sex and being in a relationship with someone as "...it's after you've been having sex that you make the relationship official". Furthermore, "...some persons don't go for a relationship; they have *friends with benefits*" [casual sex in exchange for money, material benefits, friendship].

#### *Mean time for Initiating Sexual Relationships*

On average the reported time for persons meeting for the first time to have sex is approximately 2 – 3 weeks.

"It may average from 2 weeks to month depending on the type of person you are"

"...generally the average is 3 weeks to a month. For a steady relationship it might take a couple of months."

Interestingly, deeply held personal values of chastity, motivated by religious beliefs of the individual's value system (male and female) are respected in this environment:

“Yuh have some man whey know her upbringing then some man will wait: like her religion or she jus nuh ready and if her record clean [not promiscuous]”.

However, there are instances where sex occurs a few hours after meeting or up to one week. The party scene is notable for encouraging quick sex. Integration Thursdays and Friday night parties have been reported as key occasions on which this will occur.

“If they meet at a party, it usually a few hours after the party”.

Those who reported a one week period claimed that:

“I've never gone past a week; a week on campus is like a whole month on the road because you're seeing each other everyday”

“If nothing happens after the week you give up, some guys might wait two weeks if they feel it's worth the wait”.

### *Factors Influencing Nature of Sexual Relationships*

The male: female ratio on campus is a major factor influencing the nature of sexual relationships. It is a scenario in which females are placed under a lot of pressure to “... have sex with the guy to keep him as “... ratio of women to man [is such that] you have to put out a lot to keep a guy”. (female)

The perception of the UWI environment as one which is ripe for experience was expounded in the words of a male participant:

“When you come to UWI you are “hungry” for experience. The thing about woman is that she’s only ONE woman, after you conquer her, there is more out there”.

In particular it is noted that popular persons do not have lasting relationships as ‘upgrading’ (switching to girls who may look better) is a primary goal.

“In popular relationships it is a trading a Benz for Bentley mentality”

The relative newness of the university environment is also a contributor as “persons who are lock down at home [are now] free away from home....whenever they have a little urge to satisfy, [they will have sex with] the first person [they see]”.

Many students were not particularly interested in the sexual orientation of others, insofar as it does not impact them directly. Same-sex relationships were reported to occur in small pockets, but while not out rightly supported, did not appear to be major factor of interest overall. The UWI environment appears to be more accepting than the wider community of individuality re sexual orientation and the person’s right to choose as long as the other party involved is consenting.

### **3. Seasonality of Sexual Relationships**

The peak period on the UWI calendar for sex is Semester 1 where males (particularly seniors) are perceived by females to be more sexually aggressive, especially towards new first year female students:

“Guys usually say that 1<sup>st</sup> semester is when they try out everything and everybody”

“Guys will want to test the “new batch” coming in during 1<sup>st</sup> semester”

“First year girls come to explore but as a senior man yuh benefit more”

Periods of stress (e.g. exam period) and partying encourage more sex as “...after exam [end of semester included] people want to de-stress”.

To a limited extent, carnival season is another high point “...because of the bumping and grinding which cause sexual arousal”. Summer time was mentioned by a few persons as an opportune time during which “...girls don’t have their friends around them to distract them”.

Mention was also made of natural seasons (spring) as “...when the tree by Humanities blossoms, more sex occurs”.

#### 4. Safer Sex Practices

The perception among most males and females was that condoms are generally being used on the campus.

“Most persons use condoms. Even persons who are not having sex have condoms”

However, there were concerns that use may be selective and inconsistent, especially in the case of multiple partnerships:

“... most use it when them a pipe (having sex) a second stream girl (not bonafide girl) like first and second semester yuh use it...”.

Furthermore, unsafe methods such as withdrawal are reportedly being practiced:

“...but when is a girl whey inna yuh room everyday yuh jus use the withdrawal method”.

Although participants reported general awareness of the risk of unprotected sex (including HIV/STIs and pregnancy), it was pregnancy which appeared to be the major concern influencing condom use -

“ It’s the pregnancy that affects you more than anything else here at UWI”

“You don’t want to be getting a girl pregnant”

In spite of that “...people do take risks on campus” and “...some people still believe they can’t catch AIDS”.



Popular persons reportedly use condoms, probably more so than the general community because their level of risk and perceived risk is higher:

“These are people who use the condom. once a girl has a reputation, it is in your interest to use a condom”.

“Hot guys are pros or so they say, so they always have condoms”

“Popular girls use condoms. It is fast track thing”.

“They might be hot but they’re not stupid, so they’ll protect themselves”

However, condom use appears to be more the purview of males than females since -

“Guys will ensure that they are used but the girls don’t really care”.

“Girls carry condoms, but not enough girls carry though”

## **5. Access to Condoms**

There is significant stigma around purchasing condoms and this may be a contributor to less than optimum levels of condom use. Participants reported experiencing discomfort with the “...only two places on campus that sell condoms ...it’s uncomfortable as persons will be watching you and knowing the frequency of your sex life. The look that is given to you [by cashiers] when you purchase condoms can kill”.

On some halls of residence and specific blocks, there is an assigned ‘condom rep’ whose responsibility it is to procure condoms for distribution:

“For instance on my block nobody ever bought condoms but we have a condom rep- so we know where to get it”

“[On the] ‘fresher’ [first year] block yuh have a condom rep but in the senior block [it is] everyone for themselves - you have to get it”

While students are grateful for being able to access condoms at the University Health Centre which allows them to save money (“..thank God fi di Health Centre and the hospital”), some expressed concerns with the quality of condoms available at the Health Centre at times -

“Silver better than the green one (package)

“Green are for white man and Chinese man...burst easily and they dry”

Mention was also made of other efforts to distribute condoms on hall (e.g. in the bathrooms).

Condom procurement was perceived as particularly challenging for females due to prevailing social norms and taboos.

“Condom reps wouldn’t work for girls...society – rumors spread and everybody wondering who she sleeping with and she’ll be observed. Women are looked down on when they buy condoms; they are usually seen as being promiscuous”

### Concerns Surrounding Condom Use

For males, issues of condom quality (bursting or slipping) were the major concerns.

Mention was made of preferred brands such as:

“the longlove condoms make you go on longer; most guys will go for the longlove”

“Some hype girl want the brand condoms like Trojan and Durex”

The most important issue for the female was that of potential allergy to latex condoms.

“...girls who are allergic to latex always pose a problem; allergies are the most thing probably”.

Mention was also made of the likelihood of infections from condoms, a factor which may need to be addressed through education on sexual hygiene:

“Condoms can give girls infection and they may also cause an allergic reaction”

Generally, the availability of a variety in colours and flavours was perceived as positive given that “... persons may like the different colours and flavours ...”

## **6. Perceptions of the UWI Environment with Regards to Sexual Relationships**

### ***Sexual Norms & value***

Normative values about sex are similar as with other youth populations. Peer pressure to engage in sex is experienced by both males and females alike:

“When fresher male come in, because of the ratio you are expected to have a girl by second and third year. You are expected to have a girlfriend but if you don’t something is wrong with you”. (male)

“There is a stigma that as soon as you come to UWI you should not be a virgin – that places added pressure”. (female)

For first year students or persons who are resident on hall for the first time, the phenomenon of ‘Blessing the room’ or ‘Christening the mattress’ (having sex in the room for the first time /on a new mattress) is a recognized ‘ritual’ and expectation.

Second year students are more settled and more likely to enter stable relationships. For third years, this is also the expected norm (“...2<sup>nd</sup> and 3<sup>rd</sup> year – you are more conscious and you are stale meat”). However some participants reported that in the final year of study (particularly among males), there may be a desperate rush to have as much sex as you can before you exit this environment of freedom.

There is a perception that non-Jamaican students (particularly students from other Caribbean countries are more sexually experienced and also have more disposable income (especially to party and buy liquor) and as such are capable of attracting more sex. Non-Jamaican female students are also reported to be more sexually liberal

“Foreign students go wilder than the other girls. The guys usually target them more than the other girls too especially the Trinidadians because of the mindset that the guys have of them – they think they are freaks”.

“There are expectations you have monetary, experimental, or sexual expectations- of the foreign girls”

Although not widespread, but seemingly growing in popularity, group sex is a common occurrence among some pockets of students:

“...what you have is a circle of people having sex; everybody in the circle will take turns screwing everybody else”

“Persons will recruit other persons to be in the circle so they’ll get involved in the sex”

## **7. Lifestyle Factors Impacting Risk Behaviours**

### *Alcohol Consumption*

While there were at times some mixed reactions to the impact of alcohol consumption on the occurrence of sex, for the most part, alcohol is perceived to increase risky sexual behaviours. Inebriated females are at particular risk as some males pursue them and encourage excessive alcohol consumption with the objective of getting sex.

“...getting girls tipsy will definitely increase your chances; it adds to it really; girls who have their groups or cliques might be harder to get because they try to protect each other, so what you have to do is buy drinks for the whole group instead; it might not necessarily increase the amount of sex but just makes it much easier”. (male)

In addition, both males and females noted that there are some females who will intentionally consume excess alcohol to lose their inhibitions, particularly when they desire to have sex with someone.

“People who drink more probably have sex more. People who want to have sex probably drink a lot so they can have it [sex] and then they blame it on the alcohol”

### Parties

Parties are considered a major contributor to increased sex and unsafe sex on campus.

Block parties on hall are also a major event for sex (group sex included).

“The drinking, the smoking, the ambience at parties all adds to that sexual vibe”

“It [sex] happens more at block parties because it’s more private than places like the union”.

“When you are drunk, you are more vulnerable and this mostly happens at parties”

However, many males noted that in spite of the party environment males are generally conscious of protecting themselves and as such will prepare by taking condoms along.

“When going to parties you make sure you have condoms in your wallet”

“You always stock up because you’re expecting to have sex”

Older males perceived that sex at the party/fete venue is more likely to be done by younger students. The notion of this for them was rather unattractive as their hall rooms were considered more conducive to intimacy.

### Smoking

The use of marijuana (ganja or weed) and its impact on sexual behaviour was explored in the focus groups. Notably, there was some reluctance to discuss this issue.

Marijuana use appears to be motivated by the need for relaxation, meditation or to 'hold a vibe' rather than improving sexual performance.

“People smoke weed for relaxation. The emotions that weed brings to the forefront is different from the ones alcohol brings. It is more for relaxation especially for habitual users. A first time user might use it for sex.”

“Smoking is like a sport and it's not a major issue ...”.

“Girls don't really smoke and if they do, it's usually for meditation”.

Persons differed on the likely impact on the user, especially where sexual performance was concerned.

“...it's [ganja] not going to affect you that much really; what will happen is that it will boost your confidence so that might make you perform better; but it doesn't really affect you at all directly”.

“... [ganja] causes them to believe that they are performing better but they are not”.

“Ganja gives some persons a high feeling so it increases their appetite for sex.

Ganja heightens sexual drive....”

However, there were some participants who cautioned that its use may increase risky behaviours as it can result in a loss of inhibitions. There was one participant who noted that he will deliberately place a condom where he can easily reach it before he smokes as he may otherwise forget and in the words of another -

“When you are high you might not remember to put on a condom, it’s kind of like being drunk”.

### Pornography

The viewing of pornography is a common occurrence as participants reported that “...everyone have it [pornography] on their laptops...”

For most persons, this is quite a harmless affair which is not a major issue and appears to offend only a few persons, since “...people are gonna be having lots of sex anyway so it’s not that big a deal”.

The major impact perceived is that “it not only increases the amount of sex but it also diversifies the sex”. Group viewing of pornographic movies is reportedly quite popular among students.



## **G. CONCLUSIONS**

It is interesting to note that males and females generally shared opinions on issues explored in the study, with little if any differences between them.

Overall, there is significant peer pressure on students entering the university to conform to established social norms and standards for sexual relationships. In particular, first year students face a lot of pressure to enter into sexual relationships to 'fit in' and to be popular.

Popularity is related to a number of factors, including the number of sexual relationships which one has (especially males (more = increased popularity)). However, for females promiscuity may result in negative popularity.

The UWI environment of partying and alcohol consumption supports increased sex which may lead to risky sex. Steady relationships are not considered the norm and short-lived sexual encounters are promoted especially with the 'friends with benefits' paradigm. While condoms are generally considered to be used within the population, there are concerns that usage is uneven as higher usage is perceived among the pockets of 'popular persons' who are more conscious of the risks involved in frequent partner changing (referred to as the concept of 'upgrading'). Selective use of condoms (i.e. in multiple partner scenarios) may also contribute to increased risk.

Marijuana smoking is motivated more by the need for relaxation rather than the need for sex. However, its impact may result in increased risk of unsafe sex (e.g. when it reduces inhibitions such that the condom is forgotten during sex).

Accessing condoms is a challenge as there is stigma associated with purchasing condoms on campus. Some halls appoint a 'condom rep' with responsibility for distribution.

However this service is not consistent across the halls or even within the halls and while first year students are the main target group for condom distribution, there is not much focus on other students.

Overall, while students are cognizant of the risks faced by unprotected sex, the university environment, marked by peer pressure in areas of deportment (i.e. wearing revealing clothing), fast-paced and short-lived sexual relationships can itself prove to be a risky environment for youth to traverse. Students perceive the need for them to acquire the requisite life skills to negotiate this environment, while being provided with the necessary support structures and services (i.e. education and condoms). They have defined a clear role for the university in this regard to provide the support system to enable them to negotiate their way through what can prove to be challenging terrain.

This study has identified risk factors which predispose students to sexual risk, as well as factors which may reinforce and enable safer sex in this community (13). It is at the three levels of the Precede-Proceed Model of Health Program Planning & Evaluation (predisposing, reinforcing and enabling) that interventions should be developed and implemented to modify existing risk factors.

## H. RECOMMENDATIONS

The following are recommendations for health education and health promotion programmes. It is further recommended that the tenets of the Caribbean Charter for Health Promotion (14) and Rogers' Diffusion of Innovation Theory (15) be incorporated in the planning of these programmes.

Exploring ways in which new approaches/methods can be integrated into existing programmes will also be an important aspect of programme revision and development.

Recommendations for specific programme elements are made under the headings below:

### **i. Predisposing – factors related to knowledge, beliefs, cultural values**

- Students recommend that the First Year Experience (FYE) programme on the halls of residence should be regularized to commence annually in September as soon as new students arrive. They also call for a more intense and integrated programme.

“FYE – needs to be more in-depth – more than 3 weeks and also needs to be over an hour – they need to emulate the off campus style (off-campus FYE programme) and integrate with the on campus FYE”.

“Orientation - there should be sex education... get them from early. It may change the outcome”.

**Implications:**

a. Expansion of existing educational programmes, using workshops and small group discussions to address specific needs and development of new programmes as appropriate through partnerships with Office of Students Services & Development, University Health Centre & UWI HARP, etc. The timing of these interventions is critical as they need to be in place early in the orientation period (e.g. University and Hall orientation programmes). Visits to the halls (by the Health Centre) are also recommended.

**ii. Reinforcing – influence from significant others (e.g. peers)**

- Institution of new mentorship programmes to facilitate seniors mentoring first year students through the first year of university life or at least through the orientation period.

“Something needs to be put in place at the orientation programme where seniors can level with freshers about things that happen on campus and also tell them what to be aware of”.

- Identification of peers who are innovators and early adopters to support interventions (e.g. use of ‘popular’ males to promote condom use)
- Use of internal and external media to support awareness campaigns.

**Implications:**

Expansion of existing support programmes such as the Relationship module offered by the Counselling Unit of the Health Centre to address specific issues of the development of relationships and the responsibilities of all parties involved.

Target student support and advocacy groups to facilitate their support role (e.g. Peer Support Providers, student groups).

Development of partnerships with the Caribbean Institute for Media and Communications, Public Relations Office, Radio Education Unit and Mona Information Technology Services (MITS) to establish a media campaign on campus to promote awareness of safer sex strategies featuring campaigns which creatively incorporate campus norms to promote the safer sex message (e.g. "... 'blessing the room' - tell them to use a condom... "Let the condom be the accessory to the blessing").

Further to this, there should be a major focus on developing creative messages promoting safe life skills to show:

- how one can experiment/have fun with different colours & flavours of condoms
- ways to get 'high' or have fun without use of alcohol or drugs
- ways to show respect for self and others to encourage change of norms about sexual risk (risky sex, marijuana smoking and alcohol consumption)
- risks associated with group sex
- redefine popularity to focus on safer/less risky strategies

### **iii. Enabling – provision of resources and support structures**

- There was an overwhelming call for the promotion and provision of enabling factors/services for safer sex such as condom machines and Voluntary Counselling and Testing (VCT) for HIV. Participants complained bitterly of the lack of functioning condom machines on campus.

“The condom machines need to be fixed or replaced....persons are now more afraid and they are also aware of the risks, people are now more educated”.

“VCT should be done and highlighted on campus; they should however promote confidentiality and privacy”.

- Implementation of a Hotline where persons can access assistance for issues of relationships and sex.

“They could have 24/7 Hotlines where people can call in...”

“Develop a hotline- people do need help with sex...”

“...an anonymous thing like a hotline ...would probably work out better”

- Education and sensitization programme for concessionaires on campus to increase social access to condoms by reducing stigmatization of condom purchase.
- General sensitization of staff and students to the UWI Policy on HIV/AIDS and related intervention programmes.

**Implications:**

Urgent steps should be taken to procure additional condom machines to service the campus. Condom machines should be placed at discrete and accessible locations around campus (e.g. halls, department bathrooms, etc.) at an affordable cost as students recognize that "...condoms can't be free because people will waste them but the cost that is placed to it mustn't be too high or persons will not be able to afford it".

The provision of services such as Voluntary Counselling & Testing for HIV and a 'hotline' to address urgent issues of health and wellbeing among students and staff are other important aspects of the recommended expansion of the University Health Centre's services. This will require partnerships with agencies on the campus and also externally to support these developments.

The University Health Centre should also lead the implementation of targeted health promotion interventions to sensitize the general university community (e.g. Sexual Safety Intervention [Policy] Project) which aims to develop a supportive environment for the adoption of the UWI Policy on HIV/AIDS through education and services.

#### **iv. Policy & Administrative Support**

Another major focal point is the sensitization of key decision makers, opinion leaders and agencies within the university to the study findings, the goal being to secure support, resources and ‘buy-in’ for policies and proposed intervention programmes.

This will also contribute to the development of additional policies and support systems as appropriate. Agencies should include the university administration (including officers of the Office of Student Services & Development as well as senior student representatives and student leaders – e.g. Guild, and student groups, etc.).



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