

BACKGROUND: Though university students fall into one of the most at-risk groups for chlamydia, the most commonly reported bacterial sexually transmitted infection in the U.S., many are not being tested for this infection. A lack of chlamydia knowledge among this population is well-established in the evidence.

PURPOSE: This pilot study sought to increase chlamydia knowledge and reported chlamydia test-seeking behavior among university undergraduate students through an evidence-based, online educational program tailored specifically for this population.

METHODS: An exploratory sequential mixed methods design was utilized. The total sample (n=47) comprised undergraduate students at a mid-Atlantic, mid-size, private university. Learner needs/preferences were gathered from an upperclassmen focus group and used to inform program development. Program content was evidence-based. Forty-four students were passively recruited to complete a web-based chlamydia educational program that included knowledge assessments at baseline, immediately post-program and two-months post-program.

RESULTS: Thirty-four participants (77.3%) completed the online educational program, were found to have a significant increase in chlamydia knowledge after the intervention (M=8.0, SD=.000) compared to baseline (M=6.5, SD=1.5), $t(33)=-5.821$, $p<.0001$. There was no significant difference in the proportion of participants who stated they would seek chlamydia testing after the intervention ($p=.250$).

CONCLUSIONS: Chlamydia educational programs tailored specifically for university undergraduate students can increase knowledge, but increased chlamydia knowledge does not necessarily result in increased reported test-seeking behavior. Further study is needed to evaluate the relationship between increased chlamydia knowledge and actual testing uptake in this population. Future research should also explore other barriers to chlamydia testing in this population.