



PERIOD: Educate, Impact, and Perceptions

Decolonizing the menstruation (period) to foster one's menstruation as a sacred part of self

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Introduction

Education on menstruation and its management is imperative for improving the quality of life of menstruators. Driven by the student researcher's personal experiences with menstruation, this research study intends to give light to these two research questions: (1) "How effective are the different sources and types of education provided to the youth relating to menstruation (period) and management?" and (2) "What are the perceptions of youth about their menstruation (period)?"

Literature Review

Platforms used to gather literature were Google search engine, a seminar, and Chaminade University's Sullivan library online access and databases. The specific Chaminade University library's databases queried were EBSCO OneSearch, Ovid Emcare database, and Health Source Nursing/Academic Edition. The literature review was conducted using a literature review matrix table. Some common themes that were noted using the literature review matrix table are both optimistic and promising. Graphic representations of both tables were also made.

Several literature shows some variation of menstruation education and management (Davies et al., 2020; Hossenboccus et al., 2021; Moon et al., 2020; The Real Period Project CIC, 2019; Wilson-Smith et al., 2013). There are also literature studies that explore perceptions on menstruation (period) from diverse groups of people (Barnack-Tavlaris et al., 2019; Casola et al., 2022; Huseth-Zosel and Secor-Turner, 2021; Jabola-Carolus & Yee, 2021; Jiang and Casabone, 2021; Mason et al., 2017; Mekle et al., 2020; Mokhtari et al., 2020; Mukherjee et al., 2020; Serret-Montoya et al., 2020; Sommer et al., 2015; Steward et al., 2018; Weisberg et al., 2016).

Methods

A literature review matrix was utilized to analyze all the literature gathered to address the two research questions. The keywords used to select the appropriate literature to be included in the matrix are: "menstruation education," "menstrual education," "menstruation perceptions," "menstrual perceptions," "decolonizing menstruation," and "hawaiian decolonization of menstruation cycle." The sample size is 23. Data was analyzed by highlighting keywords related to the two research questions with emphasis on "education" (yellow highlight) and "perception" (pink highlight). Further thematic analysis was utilized to organize results into theme tables to address the research questions. Each research question was organized on a table addressing the common themes and the corresponding literature(s) that supports the designated theme.

In addition, a checklist was also developed by the investigators using evidence from the literature regarding existing menstruation education tools, encouraging attitudes and perceptions toward menstruation. This checklist was used to assess the effectiveness of 6 menstruation education sources; with 5 randomly selected through the Google search engine and 1 from a menstrual equity seminar.

Acknowledgements

Title III Grant P031W19009

Dr. Edna Magpantay-Monroe, Faculty Mentor and Primary Investigator

Krystal Kakimoto, CUH Nursing and Health Professions Librarian

Nainoa Gaspar-Takahashi, Peer Mentor

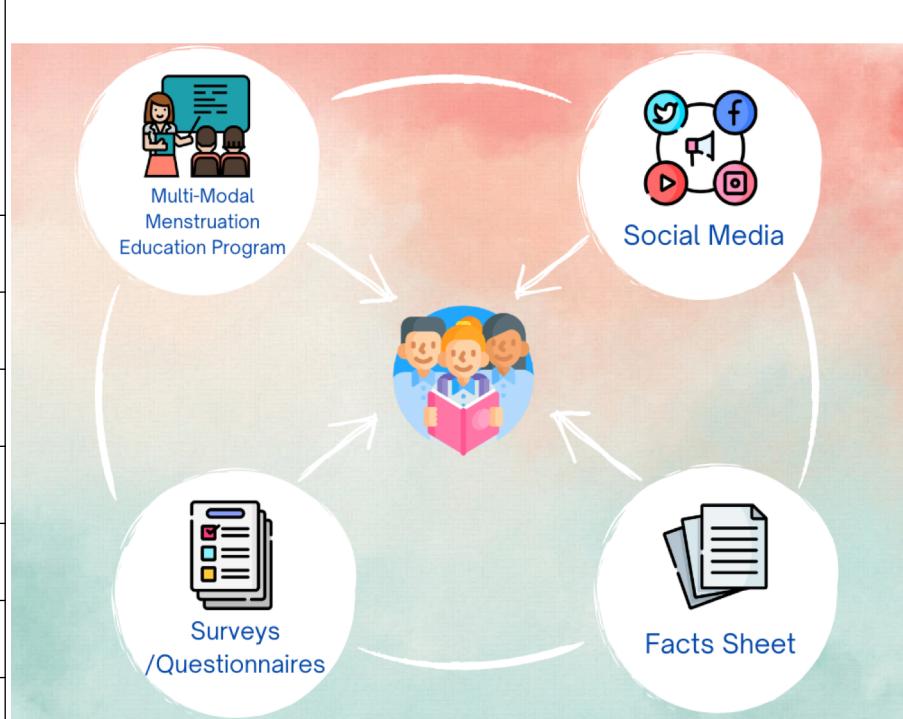


Abstract & Additional Material

Results

Table 1: Thematic analysis table addressing research question #1 (r/t effectiveness of menstruation educations)

Theme 1 – Multi-modal Menstruation Education Program(s) *	Theme 2 – Social Media	Theme 3 – Surveys/Questionnaires	Theme 4 - Facts Sheet
Literature #3	Literature #1	Literature #10	Literature #7
Literature #4		Literature #12	Literature #8
Literature #5		Literature #13	Literature #19
Literature #6		Literature #14	
		Literature #16	
		Literature #17	
		Literature #18	
		Literature #20	
		Literature #23	



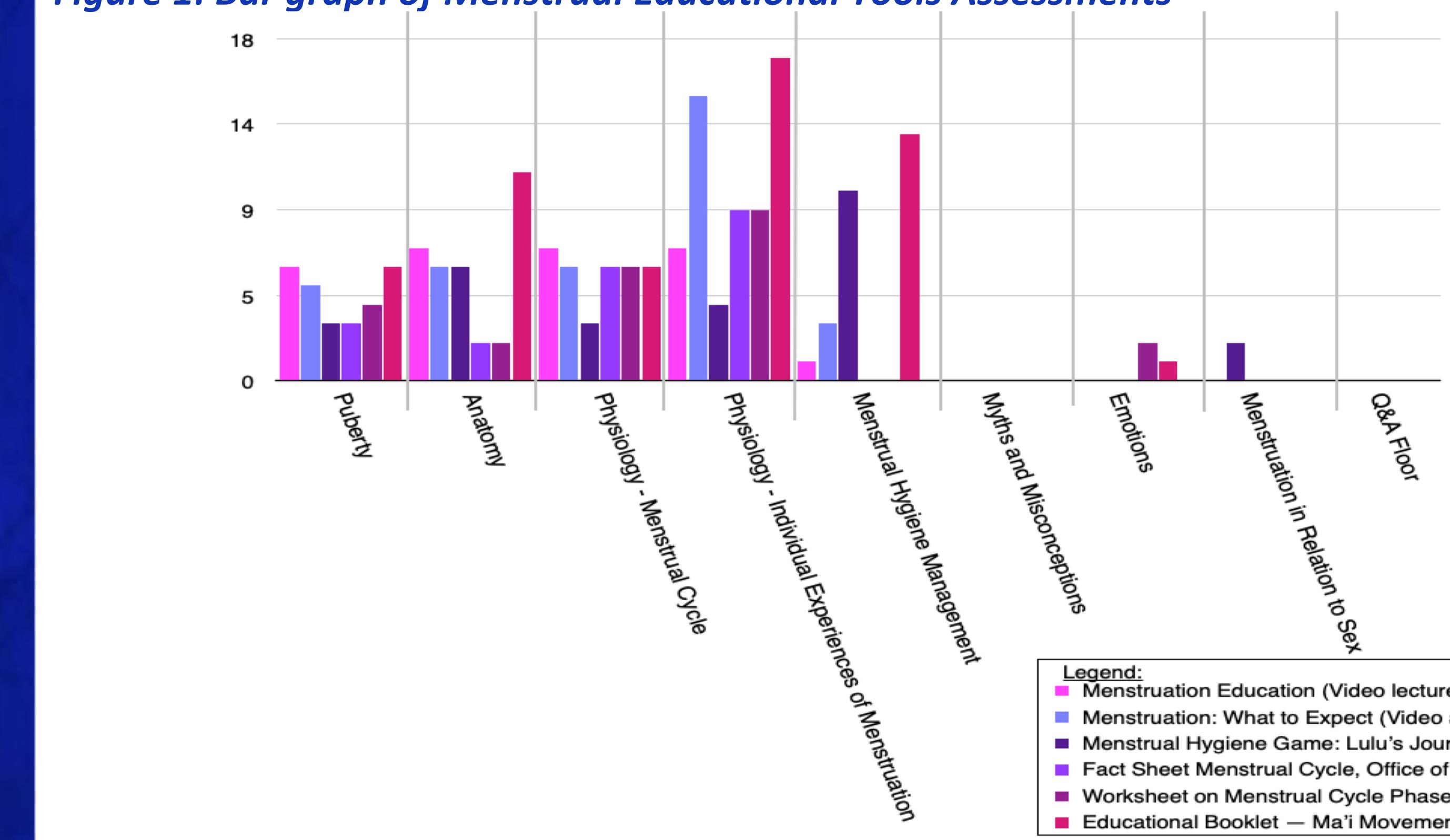
*May include a combination of any of the following discussions, interviews, quizzes, fact sheets, lessons and survey/questionnaires

Table 2: Thematic analysis table addressing research question #2 (r/t youths' perceptions toward menstruation)

Theme 1 – Advocacy/Equity	Theme 2 – A "Natural Event" (positive)	Theme 3 - Stigma	Theme 4 – Lack of Knowledge
Literature #1	Literature #12	Literature #1	Literature #3
Literature #2	Literature #16	Literature #2	Literature #6
Literature #3	Literature #23	Literature #10	Literature #9
Literature #7		Literature #11	Literature #11
Literature #9		Literature #12	Literature #13
Literature #10		Literature #13	Literature #18
Literature #11		Literature #14	Literature #20
Literature #16		Literature #15	Literature #23
Literature #17		Literature #16	
Literature #18		Literature #17	
Literature #21		Literature #18	
Literature #22		Literature #20	
Literature #23		Literature #21	
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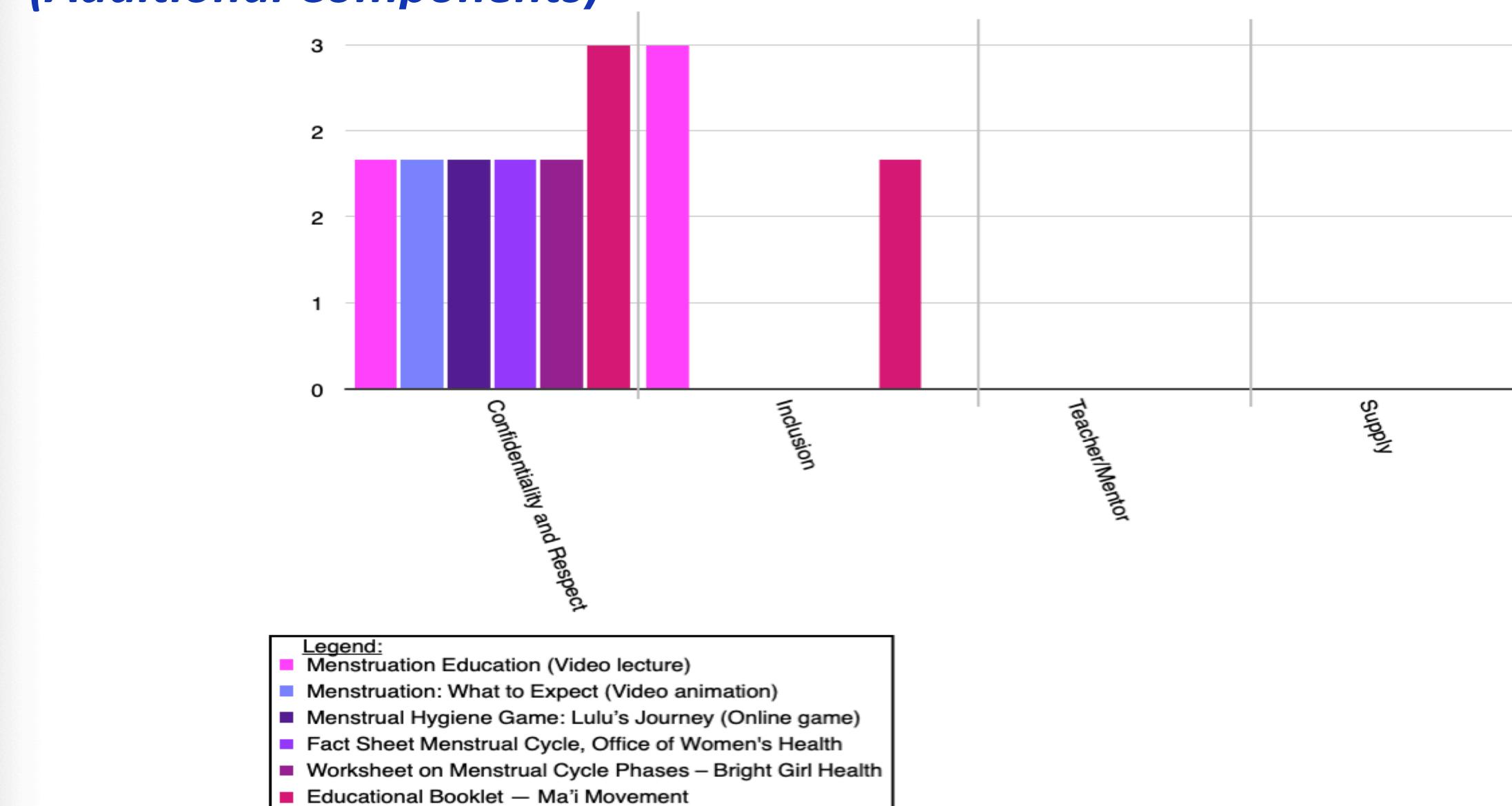
Legend: ➤ South Korea ➤ East Africa ➤ Mexico ➤ Nepal
➤ United States of America ➤ Canada ➤ Iran ➤ Unknown
➤ United Kingdom ➤ India ➤ Australia

Figure 1: Bar graph of Menstrual Educational Tools Assessments



Results

Figure 2: Bar graph of Menstrual Educational Tools Assessments (Additional Components)

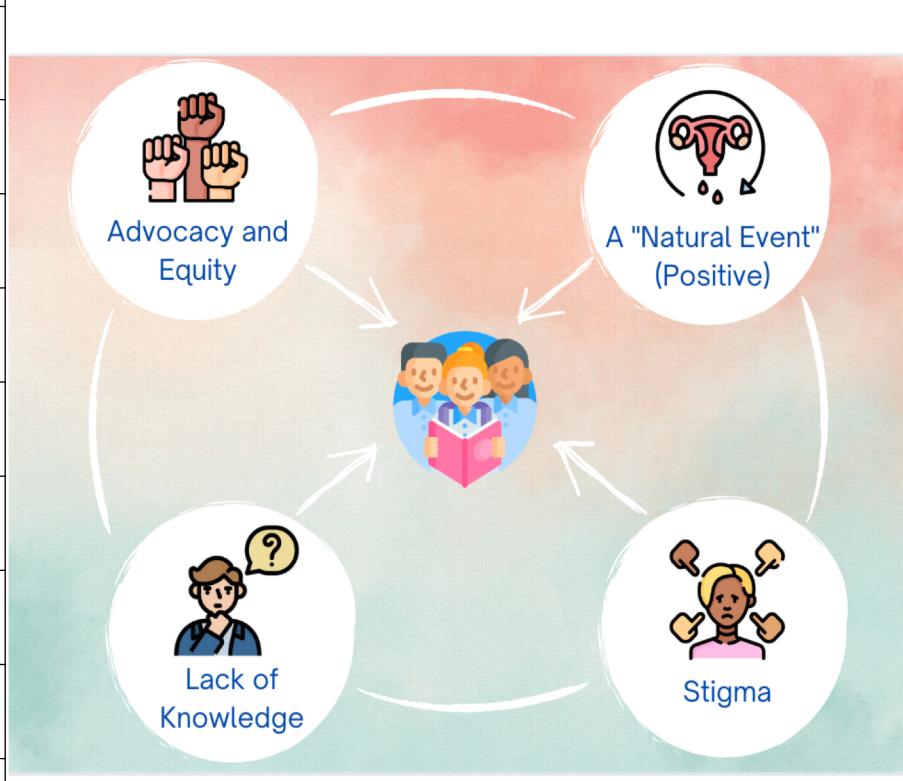


Discussion

Participants of "multimodal menstruation education programs" showed an increase of knowledge on the menstrual cycle and menstruation hygiene management; thereby found to be the most effective menstruation education method. The most used education method is "surveys and questionnaires," likely for their pragmatic nature in gathering knowledge bases on menstruation topics of participants.

The prominent perception toward menstruation is "stigma." Stigma is notably rooted in lack of knowledge about menstruation and its management. Negative perceptions, like stigma and lack of knowledge, toward menstruation, thereby menstruators, hinders impactful discussion about menstruation in social, cultural, and policy-making settings. Though there is hope as an almost equally prominent perception of "advocacy/equity" towards menstruation encourages vocalizing experiences with menstruation, menstrual hygiene management as a public health issue and menstrual equity.

American colonization and Western missionaries catalyzed the stigmatization of menstruation across Hawai'i through associating menstruators with negative qualities and spreading patriarchal ideals, cementing menstruators as inferior (Jabola-Carolus & Yee, 2021). Decolonizing menstruation entails moving past harmful Western patriarchal notions that menstruation is a "defiled," "gross," and "lewd" matter (Kuahwinui, 2018). "Menstruation in Hawaiian epistemology is sacred and should be fostered within the modern 'ohana Hawai'i" (Kuahwinui, 2018). Suffice to say empowering menstruators, notably those who are Native Hawaiian, Indigenous, and People of Color (BIPOC) involves immersion in the indigenous ways of knowing by exploring the divine connection between the moon, one's ancestors, and one's menstrual cycle, courage to share one's experiences with menstruation, and acceptance of one's menstruation as a sacred part of self (Kuahwinui, 2018; "Mahina + Me").



Limitations and Recommendations

- Limitations: Time limitation of the project completion (approximately 8 weeks), limited sample size of literature and educational tools assessed, accessibility of certain full text articles, testing the validity and reliability of the checklist beyond the investigators.
- Expansion of search of menstruation education tools in Hawaii.
- Refinement of the study's checklist for its validity and reliability.
- Examination of use of social media for menstruation education.
- Exploration of perceptions of menstruation education from selected middle and high schools through survey and focus groups.
- Exploration of Hawaii's Senate Bill S.B. 2821's –relating to menstrual equality– impacts on its public schools
- Potential limitation of a pilot project involving a vulnerable population (i.e. participants under age 18) will require a full Institutional Review Board (IRB) review; longer time frame needed.