TIDE-1240-01
Sex Drugs and Rock and Roll
Health and Disease in Adolescent Culture

FALL 2014

TIDES Instructor:

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1. COURSE DESCRIPTION

New Orleans provides an excellent vantage point from which to scientifically explore a culture in which exhibiting high-risk health behavior patterns are almost normative. Students will work up epidemiological comparisons between their hometowns and New Orleans based on a wide range of available Internet databases. Students do no direct observations of any high-risk behavior patterns as part of the course.

Over the course of this semester students will develop an understanding of why young adults engage in high risk health behaviors. During the semester attention we will focus on the social processes thought to underlie young adults’ uptake of behavior patterns that expose them to unnecessary health risks. Among the wide range of high risk behaviors to be covered over the course of the semester will be: drinking, drugging, smoking, eating, speeding, unsafe sex, and other risky choices. Participants will develop an understanding of how one’s family, friends and peers come to shape high-risk health behavior patterns.

2. GOALS AND OBJECTIVES

Working within the context of the seminar, students are introduced to the world of applied behavioral science. Upon completion of the seminar students should be able to:
1. Demonstrate an understanding of the fundamental concepts of substance use and abuse and other high risk behaviors;

2. State the prevalence and trends of substance abuse for a variety of illicit drugs;

3. Identify similarities and differences between substance related and other high risk related issues among college communities;

4. Identify the symptoms of substance abuse for a variety of illicit drugs, and,

5. Demonstrate a beginning understanding of substance abuse and other high risk intervention strategies.

3. REQUIREMENTS AND POLICIES

A. Attendance
Students are expected to attend all 11 classes this semester. **Students with more than 2 absences will receive a non-passing grade.** Attendance sheets for students to sign will be issued at the beginning of each class.

B. Participation and Oral Presentations

Participation is a component of this course. Students must regularly show good knowledge of the sources assigned for class, thoughtful reflection on their meaning, and interest in the contributions of others. Students who are shy or feel uncomfortable speaking in front of groups should consult with the professor, who will develop strategies with them for success. Each student is expected to participate by contributing to the topical discussion each week. During weeks 7 through 10 one student group will do an oral presentation of an article related to a high risk behavior pattern and what they would to change the particular behavior.

C. Assignments for Class
All readings will be made available through Blackboard. Assigned readings have been kept relatively brief to assure that students will have time to read each paper and fully comprehend its significance with regard to the larger context of the course.

D. Written Assignments
All participants will complete one short written assignment of 3-4 pages.

E. Tulane Honor Code
Students are expected to follow the Tulane Honor Code. All work should be your own unless you are specifically authorized to collaborate. Students are invited to obtain help at the Writing Workshop.
Students must provide full references in MLA or APA style for paraphrased materials as well as direct quotations. Plagiarism of websites, other students’ papers, people, or library materials is an honor offence. I will bring suspected violators before the Honor Board.

4. GRADES

Grades will be determined as follows:

- Participation  20%
- Group Presentations  30%
- Written Assignment  50%

5. TOPICS AND ASSIGNMENTS

**Week 1 Aug 25**

Introductions
Reading Project Discussion

**Week 2 Sept 8**

Understanding High Risk Health Behavior Patterns of College and Young Adults in the United States.
*Read:* Monitoring the Future 2011 pp. 5-11 (See Blackboard).

**Week 3 Sept 15**

Understanding High Risk Health Behavior Patterns of College and Young Adults in the United States continued.

**Week 4 Sept 22**

Understanding High Risk Health Behavior Patterns of College and Young Adults in the United States continued.

**Week 5 Sept 29**

When do Peers play a part in determining one’s High Risk Health Behavior Patterns? Review and critique in-class movie: *Requiem for A Dream*

**Week 6 Oct 6**

How does the physical environment shape one’s High Risk Health Behavior Patterns?

**Week 7 Oct 13**

**Group Presentation #1**

When and how does one’s social environment impinge upon one’s Pattern of High Risk Health Behaviors.


**Week 8 Oct 20**

**Group Presentation #2**


**Week 9 Oct 27**

**Group Presentation #3**

Making sense out of High Risk Health Behavior Theoretically Part 2.


**Week 10 Nov 3**

**Group Presentation #4**

Making sense out of High Risk Health Behavior Theoretically Part 3.


**Week 11 Nov 10**

Summary Week

Looking backwards and moving forward.