

Get The Facts on Drug Abuse and Aids Prevention for Young Adults

Research sponsored by National Institute on Drug Abuse has shown that drugs and alcohol negatively affect good judgement in regard to sexual behavior, and often place young adults at risk for AIDS. The extent of drugs and alcohol abuse by young adults and the "partying lifestyle" play a key role in situations in which young people engage in sex when they do not want to, practice unprotected sex when they do, and find themselves regretting their actions - sometimes too late. Drugs, particularly alcohol, play a key role in affecting good judgement about sex; this puts many at great risk of exposure to HIV.

Young Adults and Risky Behavior

NIDA's 1992 Monitoring the Future Survey (High School Senior Survey) shows that 27.9% of high school seniors, 41.4% of college students, and 32.5% of their non-college peers engage in heavy binge drinking. Among high school seniors, 27.1% used illicit drugs in the past year and 28.3% of young adults used illicit drugs in the past year.

AIDS is a Leading Cause of Death Among Young People

HIV infection/AIDS is now the third leading cause of death among young people aged 25-44, the sixth leading cause of death among those aged 15-24, and is expected to be among the top five leading causes of death among women of childbearing age in the 1990s. The Public Health Service estimates that by the end of 1994 between 320,000 and 385,000 cumulative deaths will have occurred due to HIV infection/AIDS. (Centers for Disease Control and Prevention Surveillance Report).

Young Adults at Risk for Contracting HIV

As of June 1993, 1,301 people aged 13-19 were diagnosed with AIDS. In addition, almost one fifth of all people diagnosed with AIDS were between the ages of 20-29 at the time of diagnosis. As of June 30, 1993, 59,617 young adults aged 20-29 had been diagnosed with AIDS. Among them, 47,777 were aged 25-29, and 11,840 were aged 20-24. (Centers for Disease Control and Prevention - CDC)

HIV Transmission Through Heterosexual Contact

The CDC reports that through March 1993, 284,840 AIDS cases have been reported in adolescents and adults. The statistics show that among this group, 19,178 (7%) acquired AIDS through heterosexual contact. Among this group 11,638 were females. Of these women, almost 24% were white, 53% were black, and 23% were Hispanic. From April 1991 to March 1992, 3,671 people acquired AIDS through heterosexual contact. From April 1992 to March 1993, there were 6,072 cases

of heterosexual AIDS - an increase of 65%. (CDC)

Injecting Drug Use Among Adolescents and Adults

As of March 1993, 83,819 people had acquired the HIV through their own injecting drug use. This accounts for 29% of all AIDS cases. Among this group, 15,816 were women. In addition, 6,696 women contracted AIDS by having sex with an injecting drug user. (CDC)

Alcohol and Sexual Behavior

Alcohol is associated with high risk sexual activity that can potentially result in exposure to HIV. Sexual practices considered high risk for acquired HIV from an infected individual include intercourse without a condom; other sexual practices that facilitate the exchange of blood, semen, or other body secretions; and unprotected sexual activities with multiple partners.

Studies have shown that alcohol consumption may influence high risk behaviors during sexual encounters. A study of heterosexual drinking habits and sexual behavior found that women and men who frequently combined alcohol use with sexual encounters were generally less likely to use condoms during intercourse.

Alcohol and the Immune System

Research shows that alcohol can impair normal immune responses that protect the body from disease. Chronic alcohol consumption has been shown to reduce the number of infection fighting white blood cells, and depress antibody production and other immune responses in laboratory animals and in humans.

* Alcohol can impair normal immune responses that protect the body from disease.

* Chronic alcohol consumption reduces infection fighting white blood cells.

For further information on issues related to drug abuse prevention, contact Cathy Annas, Drug Education Coordinator for Students, Room 234, Thompson Hall, or call 838-6147.

Ways To Learn

continued from page 6

Mr. Alan G. Richey, Psychology/Religion Instructor, suggested to experience it as opposed to rote memorization. The more senses involved, speaking, hearing, and seeing, the better the retention.

Mr. Samuel D. Sink, Foreign Language Instructor, said the main thing is to deal with the little voice inside your head that is chatting all the time. Pay attention to it and then let it go and focus on the here and now.

- Fran Shumate

Career Information For Students with Disabilities



As students begin to consider vocational choices, the first step is to seek out as much information as they can find about the careers that interest them. People with disabilities are capable of performing a wide range of jobs. Students can and should first evaluate their interests - then narrow down their choices by weighing their vocational abilities with possible limitations imposed by their disability (keeping in mind that technological adaptations and worksite modifications can be made). After identifying vocational areas of interest and ability, students will be better prepared to explore the array of vocational opportunities available. A good way to start the process is to meet with a counselor in the Student Development Office who can direct the individual to career sources and provide help in how to use them. Important career books which are helpful in the career planning process are the Dictionary of Occupational Titles and the Occupation Outlook Handbook.

The Dictionary of Occupational Titles (DOT) describes occupations within our economy and provides information about the physical demands, working conditions, and aptitudes required for a specific job. The Occupational Outlook Handbook (OOH) is published every two years, providing the most current employment data and trends concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes: job duties; personal training and educational qualifications for the job; salary range; advancement opportunities; and additional information sources. The DOT and OOH are published by the U.S. Department of Labor. These, as well as other publications, such as How To Choose a College: Guide for the Student with a Disability; and Job Strategies for People with Disabilities are available in the Counseling Center. Contact Cathy Annas for Career Planning Services in Room 234, or call 838-6147.



COUGAR ATHLETICS

INTEREST MEETING

<p style="text-align: center; margin: 0;">INTERCOLLEGIATE SPORTS</p> <p style="text-align: center; margin: 0;">INCLUDE:</p> <ul style="list-style-type: none"> <li style="text-align: center; margin: 2px 0;">BASEBALL <li style="text-align: center; margin: 2px 0;">BASKETBALL <li style="text-align: center; margin: 2px 0;">TENNIS <li style="text-align: center; margin: 2px 0;">CO-ED VOLLEYBALL <li style="text-align: center; margin: 2px 0;">CHEERLEADING <p style="text-align: center; margin: 0;">ALL INTERESTED STUDENTS ARE REQUIRED TO ATTEND</p>	<p style="text-align: center; margin: 0;">INTRAMURAL SPORTS</p> <p style="text-align: center; margin: 0;">INCLUDE:</p> <ul style="list-style-type: none"> <li style="text-align: center; margin: 2px 0;">BASKETBALL <li style="text-align: center; margin: 2px 0;">CO-ED VOLLEYBALL <li style="text-align: center; margin: 2px 0;">SOFTBALL <li style="text-align: center; margin: 2px 0;">TENNIS <li style="text-align: center; margin: 2px 0;">PING PONG <p style="text-align: center; margin: 0;">ALL INTERESTED STUDENTS ARE REQUIRED TO ATTEND</p>
 <p style="margin: 0;">SEPTEMBER 7 12:30 IN THE PIT</p>	 <p style="margin: 0;">SEPTEMBER 7 1:30 IN THE PIT</p>

College Transfer Questions Help Is Available

How can I be sure that my courses will transfer to a senior college? Will "D's" transfer? What happens if I repeat a course? What courses do I need to take to transfer into my major at the four-year college? What colleges offer my major? How do I convert quarter hours to semester hours?

These are among the questions frequently asked by college transfer students. For answers to these and other concerns you might have about transferring to a senior college, you should contact Larry Caudill, transfer coordinator, in the Counseling Center. Information is available on any college major at any four-year college. If you are undecided about your career or college plans, counseling is provided to assist you in determining your options and making decisions best for your interests and abilities. Personal Education Plans are also prepared, upon request, that list quarter-by-quarter the courses you should take according to your major and senior college.

The Counseling Center is located on the second floor of Thompson Hall. For more information contact Larry Caudill at 838-6148 or go by his office in Room 235. Appointments are not necessary.