Welcome to the 2017 Adolescent Health Symposium!

This annual gathering of educators and youth workers brings forward key topics in the areas of health education and adolescent wellness. We are honored to have four renowned keynote presenters, as well as a diverse assortment of breakout sessions focused on our three symposium tracks:

**Track 1** Risk Factors

**Track 2** Health Promotion and Protective Factors

**Track 3** Emerging Issues

Please select the breakout sessions that best meet your personal and professional interests.

Again, we welcome you to Madison. Enjoy the networking opportunities, engage in active learning, and prepare to return to your organization with new and exciting strategies for working with youth.
Dr. Trevor Hancock is a public health physician and health promotion consultant, as well as a professor and senior scholar at the new School of Public Health and Social Policy at the University of Victoria, BC. He is one of the founders of the Healthy Cities and Communities movement and originated the term ‘healthy public policy.’ His areas of interest are population health promotion, healthy cities and communities, public health, healthy public policy, environment and health, healthy and ‘green’ hospitals, health policy and planning, and health futurism.

Dr. Karen Skemp has a Ph.D. in Kinesiology from the University of Minnesota. She is an ACSM (American College of Sports Medicine) certified exercise physiologist, an NSCA (National Strength and Conditioning Association) certified strength and conditioning specialist, and an AASDN (American Academy of Sports Dieticians and Nutritionists) certified nutrition specialist. Skemp has more than 20 years of experience teaching and coaching in the areas of nutrition, fitness and wellness. She currently teaches in the Department of Health Education and Health Promotion at UW-La Crosse.

Sue Abderholden has devoted her career to changing laws and attitudes that affect people with disabilities and their families. For the past 15 years, she has served as the executive director for the NAMI Minnesota (National Alliance on Mental Illness). She has held positions with Arc of Minnesota, U.S. Senator Paul D. Wellstone, and PACER Center (Minnesota’s Parent Training and Information Center). Abderholden has a B.A. in political science from Macalester College and a master’s degree in public health administration from the University of Minnesota.
9:30–9:45 a.m.  Break and Visit Exhibitors

9:45–10:45 a.m.  Presentation and Interaction Sessions

Capitol Ballroom

1. Developing Sustainable Education Strategies and Essential Practices for Healthier Living in the Anthropocene  
   —Dr. Trevor Hancock, professor and senior scholar, School of Public Health and Social Policy, University of Victoria, BC

A key challenge is how to present what are in many ways apocalyptic visions of the future in ways that do not send our students—and ourselves—spiraling down into gloom and despair. While Hancock doesn’t claim to have all of the answers, he does have some thoughts about how this can be done. Hancock will engage in discussions and hear your ideas and experiences. Learn about and discuss thoughts for challenging questions for classrooms and for the community as a whole. There are a variety of opportunities across a wide array of disciplines, from the natural sciences to social studies, from media studies and the arts to business studies, from ecology to economics, from values and philosophy to health and wellbeing.

- What is the Anthropocene, and how does one best communicate that not only in the classroom, but in the wider community and society? What are the economic forces and media tropes that we need to change if we are to set an alternative path?
- What would our community look and feel like in the future if it only had a “One Planet” footprint but still had a high quality of life? What is—or should be— the new American Dream? How can we understand, depict and communicate this?
- What is the ecological footprint of our school, and how could we move to a “One Planet” footprint?
- What alternative technologies and ways of living would be needed, where do they already exist and what else needs to be done? What are the new forms of economic activity and the new business opportunities that are compatible with and will help to create a future that has a low ecological footprint and a high quality of life?

University Room

2. Healthy Students Are Better Learners  
   —Eileen Hare, education consultant, Department of Public Instruction

Schools, health agencies, parents and communities share a common goal of supporting the link between healthy eating, physical activity and improved academic achievement of children and adolescents. Evidence shows that the health of students is linked to their academic achievement, so by working together, we can ensure that young people are healthy and ready to learn. Leave with resources to address your schools’ gaps in student health in the areas of nutrition and physical activity. In this session, participants will be introduced to:

- The ASCD Whole School, Whole Community, Whole Child framework
- Wisconsin DPI Nutrition Resources
- Wisconsin DPI Active Schools: Core 4+ strategies and resources

Assembly Room

3. Identifying Sexually-Abused Children Through Their Art: Part I  
   —Scott Neubauer, lecturer, University of Wisconsin-Whitewater, and education coordinator, Child Abuse Education Foundation

This is a two-hour session. Please stay for “Part II” from 11 a.m.–Noon.

Scott Neubauer will facilitate a presentation about early identification, reporting and investigation of physical and sexual abuse of children. We will use actual photos and case studies designed to help differentiate injuries caused by child abuse from those caused by accidents. Additionally, we will discuss substantiation rates of child abuse in Wisconsin and in the Midwest. As part of the sexual abuse portion of the training, we will discuss the red flags that indicate child sexual abuse and introduce UW-Whitewater research on identifying, through their art, children who have been sexually abused. We also will suggest ways to report child abuse that have the best opportunity for successful substantiation. In this session, participants will:

- Recognize the indicators of child abuse.
- Differentiate between intentional child abuse and accidental injuries through the use of photos of abused children.
- Recognize and respond appropriately when children are disclosing abuse and neglect.
- Recognize who mandated reporters are and the training required for mandated reporters.
- Evaluate the effectiveness of reporting by mandated reporters and non-mandated reporters through the substantiation rates in Wisconsin and the other Midwestern states.
- Integrate understanding of best practices for successfully reporting physical and sexual abuse.
- Recognize the usefulness of children’s art in identifying sexual abuse among children.
- Encourage a continued dialogue on solving child abuse.

10:45–11 a.m.  Break and Visit Exhibitors
11 a.m.–Noon  Presentation and Interaction Sessions

Lobby Level Dining Room  4. Effects of Drugs on the Adolescent Brain and Behavior  Track 1—Lucas Moore, psychotherapist and substance use disorder specialist, Journey Mental Health Center

Lucas Moore will discuss the effects of drug use on the developing adolescent brain and how that, in turn, affects behavior. It is important to see treatment of a substance use disorder as treatment of a physical change in one’s brain, rather than a moral failing of the individual. One’s desire to change can be independent of one’s ability to change. This presentation and discussion will focus on how the adolescent brain develops, how the use of substances can affect this development, and what behavioral changes may result. In this session, participants will:

- Discuss substance use disorder as a brain disorder.
- Understand typical brain development and how substance use can affect this.
- Discuss behavioral changes that may result from these differences.

University Room  5. Creating a Caring Classroom  Track 2—Debbie Polster, health educator, Madison Metropolitan School District; and Carla Hacker, graduate faculty, University of Wisconsin-La Crosse, 35 years with Madison Metropolitan School District

Research has shown us that teachers’ actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality and community involvement. How do you engage students to want to take care of their health and recognize risks and benefits? Why are relationships key to any health behaviors? Learn strategies to creating a healthy classroom through meaningful relationships. In this session, participants will:

- Develop a toolkit of effective strategies to create healthy relationships for success in the classroom.
- Appreciate the importance of relational trust in helping with the success of students.

Assembly Room  6. Identifying Sexually Abused Children Through Their Art: Part II  Track 3—Scott Neubauer, lecturer, University of Wisconsin-Whitewater, and education coordinator, Child Abuse Education Foundation

This session is a continuation of session 3.

Noon–12:30 p.m.  Lunch  Capitol Ballroom

12:30–1:45 p.m.  Keynote Presentation

Capitol Ballroom  Owning Our Health: Nutrition and Physical Activity Connections—Dr. Karen Skemp, assistant professor, Health Education and Health Promotion, University of Wisconsin-La Crosse

Are we overweight and sick because we are just not doing what we are told to do? Or are we overweight and sick because we are being told the wrong things? Recommendations for healthy eating and physical activity will be addressed. The presenter will discuss practical tips and strategies to empower our youth (and you!) to adopt a healthier lifestyle. In this session, participants will:

- Review key challenges to healthy eating and meaningful activity today for youth and yourselves.
- Distinguish the best recommendations for healthy eating and meaningful activity for youth in “owning their health.”
- Identify one action you can take in your work and/or home setting to facilitate youth in making healthy choices related to nutrition and activity.

1:45–2 p.m.  Break and Visit Exhibitors

2–3 p.m.  Presentation and Interaction Sessions

Assembly Room  7. You Are the Key to Cancer Prevention  Track 1—Aubrey Stetter-Hesselberg, regional HPV educator, Scenic Rivers Area Health Educator Center

This presentation focuses on describing the human papillomavirus (HPV), the HPV vaccination, common barriers providers face when attempting to offer and administer the vaccination as well as how to address them, and reliable resources providers may use for their purposes. In this session, participants will:

- Gain an understanding on how the HPV virus can cause multiple types of cancer.
- Be empowered to emphasize the importance of the of HPV vaccine regarding cancer prevention.
- Gain an understanding about, and be able to address, common barriers of the HPV vaccination.
- Learn about available resources and how to locate them.

Capitol Ballroom  8. Owning Our Health: Developing Nutrition and Physical Activity Connections  Track 2—Dr. Karen Skemp, assistant professor, Health Education and Health Promotion, University of Wisconsin-La Crosse

Learn about practical ideas, strategies and resources to help direct and challenge our youth to think outside the box when it comes to making healthy eating and meaningful activity choices, and ultimately “owning their health.” In this session, participants will:
• Discuss the key challenges to healthy eating and meaningful activity today for youth and yourselves.
• Develop reasonable recommendations for healthy eating and meaningful activity for youth.
• Review relevant resources that will assist in empowering youth to take responsibility for their health.
• Identify up to three actions you can take in your work and/or home setting to facilitate youth in making healthy choices related to nutrition and activity.

**Lobby Level Dining Room**

**9. Social and Popular Media in the Therapeutic Setting Track**

- **Lucas Moore, psychotherapist and substance use disorder specialist, Journey Mental Health Center**

This session will cover the importance of including social and popular media in the context of cultural humility. Often times, when professionals consider continuing education in the area of cultural humility, one’s mind immediately turns to working with people who identify in different racial/ethnic groups, as LGBTQ+, or even in a different socioeconomic status. However, people usually do not consider how social and popular media have their own cultures, as well. Especially when working with youth, young adults and young adults in transition, professionals need to be cognizant of how these cultures work. This presentation and open discussion will focus on how to use social and popular media within the therapeutic setting. This is not a session on how to use these individual services. Participants should already have a basic understanding of what the internet is, what social media services are and how to set up their own profiles. In this session, participants will:

• Discuss social/popular media as cultural humility.
• Learn why youth and young adults are inclined to be drawn to social media (biologically and socially).
• Lean about specific social media platforms, smartphone applications and services that use new media in a therapeutic context.

**University Room**

**10. Teaching Teens to Evaluate Online Health Information Track**

- **Erin McArthur, academic librarian, Polk Library, University of Wisconsin Oshkosh**

Where are your teens finding answers to their health questions? About one-third of teens use the internet to look for health information, including information on sensitive topics, which puts them at risk of finding misinformation and falling prey to unhealthy advice. While you might expect these “digital natives” to be savvy about the internet, they are often not familiar with the criteria used to identify a site as credible or trustworthy. In this session, you’ll learn how to evaluate health websites, locate credible health information and teach those skills to teens. In this session, participants will:

• Identify common online sources of health misinformation.
• Define criteria for evaluating health information online.
• Identify age-appropriate credible online sources of health information.
• Describe activities they can use to teach adolescents how to evaluate the quality of online information.

**3–3:15 p.m.**

**Break and Visit Exhibitors**

**3:15–4:15 p.m.**

**Presentation and Interaction Sessions**

**University Room**

**11. Addressing Issues of Cultural Humility Track**

- **Jesse Heffernan, director, Iris Place, NAMI Fox Valley**

Cultural humility is the lifelong process of learning, self-examination and refinement of one’s own awareness, knowledge, behavior and attitudes on the interplay of power, privilege and social contexts. Cultural humility is a more accurate representation of the process of constant reflection and change that takes place when learning about ever-changing culture. (This workshop is adopted from The YMSM + LGBT Center of Excellence full-day training, “A Provider’s Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual and Transgender Individuals, 2nd Edition.”) In this session, participants will:

• Define “cultural humility” and explain how it differs from “cultural competency.”
• Identify two concepts that contribute to self-awareness.
• Identify two strategies for creating culturally sensitive interactions.

**Capitol Ballroom**

**12. Be Your Own Sunshine Track**

- **Dr. Steven Dakai, CEO, Shift Happens**

As the title of the song goes, “You Can’t Roller Skate in a Buffalo Herd, But You Can Be Happy if You’ve a Mind To!” You have the ability and the power to bring positivity into your life, both professionally and privately. Remember the words, “as you think, so shall you be.” With a positive outlook you can expect something good to happen today no matter what happened to you yesterday. Decide what you want, begin taking steps that lead you in the direction you wish to go, and let the universe open doors where once only walls stood. In this session, participants will:

• Reawaken and stimulate your imago.
• Learn how to increase your personal MPG’s (meaning and purposeful goals).
• Discover your reason for being—your ikigai—and the value in getting up in the morning.
13. Child Sexual Assault Prevention and Personal Safety: Erin’s Law

—Patricia Stewart, program consultant, The Children’s Health Market

At least 26 states have now enacted legislation requiring districts to implement a prevention-oriented child sexual abuse program, often referred to as “Erin’s Law.” During this interactive session, participants will explore tools and resources for evaluating existing PK–8 health education efforts and discuss strategies for implementing child sexual abuse prevention within a comprehensive approach to health education. In this session, participants will:

- Review “Erin’s Law” and identify core components of the legislation.
- Identify how the Characteristics of Effective Education and Appropriate Practices in School-Based Health Education can help make informed instructional decisions regarding prevention efforts.
- Review resources from the Centers for Disease Control that schools can use to evaluate strengths and weaknesses to make informed decisions about curriculum selection and/or guide revision work within the district.

4:30–5:15 p.m. Special Session

Capitol Ballroom

The Primacy of Cultural Connectivity As We Explore the Anthropocene Together

Dr. Hancock will share with participants his cultural involvement with Morris dancing, the Green Man and the yearly Hastings Jack in the Green Festival in the United Kingdom. He believes that in coping with the Anthropocene, science—or the “head stuff”—is not enough. We need a cultural shift that connects people to nature at a more profound level—the “heart and gut stuff.”

FRIDAY, FEBRUARY 10, 2017

7:15–8:15 a.m. Registration and Breakfast Buffet Capitol Ballroom

8:15–9:30 a.m. Keynote Presentation

Capitol Ballroom

Building Successful School Mental Health Programs within a Multi-Tiered System of Support—Dr. Mark Sander, senior clinical psychologist and director of School Mental Health, Hennepin County and Minneapolis Public Schools, visiting scholar, Wilder Research; and Sue Abderholden, executive director, National Alliance on Mental Illness (NAMI) Minnesota

Most mental illnesses start as a young person’s illness. Half of all adults with a mental illness began experiencing symptoms by the age of 14, with 75 percent experiencing symptoms by age 24. As with any health care condition, early identification and treatment leads to the best outcomes. Yet for children with mental illnesses, it is estimated that only between 30 and 50 percent receive treatment. Even for the symptoms of psychosis the average wait time for seeking treatment is 74 weeks. There are countless barriers to accessing treatment—however, for the past eight years, Minnesota has been successfully implementing school-based mental health programs to significantly increase access to and engagement in evidence-based mental health treatment. Learn how efforts in Minnesota have been successful in creating a multi-agency approach and positive outcomes for children and their families. In this session, participants will:

- Be able to identify key elements of successful school mental health programs.
- Recognize how school mental health fits within a multi-tiered system of support.
- Learn successful strategies for implementing and sustaining school mental health programs including state policy development.

9:30–9:45 a.m. Break and Visit Exhibitors

9:45–10:45 a.m. Presentation and Interaction Sessions

University Room

14. The Science of Sleep: A to Zzzzzs on Healthy Sleep Habits for Youth

—Dr. Ryan McKelley, associate professor and chair, Department of Psychology, University of Wisconsin-La Crosse

Data from the National Sleep Foundation suggest that 30 percent of American kids under 11 and more than 50 percent of teenagers get less sleep at night than is recommended. In a culture that celebrates over-commitment, sleep is often the health behavior most likely to be compromised in attempts to balance the demands of school and home. Inadequate sleep has been linked to higher childhood obesity, depression, irritability and memory problems, as well as lower attention, immune functioning and overall wellbeing. However, minor lifestyle changes can help ensure youth are making time to restore their minds and bodies. McKelley will provide an overview of the science of sleep and offer helpful tips to support healthier sleep habits. In this session, participants will:

- Summarize historical and current sleep trends in the U.S.
- List the environmental and personal barriers to getting adequate sleep.
- Identify the biopsychosocial benefits of healthy sleep.
- Describe several interventions to support healthy adolescent sleep hygiene.
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| Assembly Room        | 15. Cultivating Resilience in Traumatized Youth: Part I                       | Donna Rifken, psychologist, Community Care Resources                                           | This is a two-hour session. Please stay for “Part II” from 11 a.m.-Noon. Resilience is one antidote to trauma. Donna Rifken will explore how to translate the concept of resilience into strength-building strategies for traumatized youth. We will review historical and current concepts of resilience, as well as several current interventions to build resilience in already traumatized youth. In this session, participants will:  
  • Understand historical and current concepts of resilience in youth.  
  • Review several current strategies to build resilience in already-traumatized youth. |
| Capitol Ballroom     | 16. Comprehensive School Mental Health: Lessons Learned                       | Dr. Mark Sander, senior clinical psychologist and director of School Mental Health, Hennepin County and Minneapolis Public Schools, and Sue Abderholden, visiting scholar, Wilder Research; and Sue Abderholden, executive director, National Alliance on Mental Illness (NAMI) Minnesota | In this follow-up to the keynote, the presenters will provide a more detailed description of how to implement a pilot school-based mental health program and expand it over time. In 2004, the Minneapolis Public Schools started a pilot school-based mental health program in five schools. As of the 2016–17 school year, the program is in 47 of the 65 Minneapolis Public Schools. The presenters will share lessons learned related to implementation, collaboration with school employed mental health professionals, program evaluation and research, funding and statewide policy development and advocacy. A significant portion of this presentation will be open to questions and dialogue with the participants. In this session, participants will:  
  • Review strategies to build or expand school mental health programs.  
  • Learn about implementing high quality social, emotional and mental health services across a multi-tiered system of support.  
  • Review successful strategies, state policy development and advocacy. |
| 10:45–11 a.m.        | Break and Visit Exhibitors                                                    |                                                                                                |                                                                                                                                                                                                            |
| 11 a.m.–Noon         | Presentation and Interaction Sessions                                         |                                                                                                |                                                                                                                                                                                                            |
| Lobby Level Dining Room | 17. Emerging Drug Trends and What Can You Do About It                        | Jason Weber, community liaison officer, Fox Crossing Police Department                         | Weber will cover some of the emerging drug trends that are hitting our communities throughout Wisconsin. We will also focus on some innovative ideas that other communities are doing to raise the awareness and combat this epidemic. In this session, participants will:  
  • Increase their knowledge of some of the major threats to our adolescents.  
  • Review some ideas that other communities and school districts are implementing. |
| University Room      | 18. The Science of Sleep: A to Zzzzzs on Healthy Sleep Habits for Youth        | Dr. Ryan McKelley, associate professor and chair, Department of Psychology, University of Wisconsin-La Crosse | This is a repeat of session 14.                                                                                                                                                                             |
| Assembly Room        | 19. Cultivating Resilience in Traumatized Youth: Part II                     | Donna Rifken, psychologist, Community Care Resources                                           | This session is a continuation of session 15.                                                                                                                                                               |
| Capitol Ballroom     | 20. Advocating for the Mental Health of LGBTQ+ Youth                          | Dr. Liz Cannon, director and senior lecturer, LGBTQ Resource Center, University of Wisconsin Oshkosh; and Dr. Amney Harper, associate professor, Professional Counseling Program, University of Wisconsin Oshkosh | The presenters will address the development of lesbian, gay, bisexual, and transgender youth and the effects that microaggressions, bullying and oppression (motivated by reactions to their actual or perceived sexuality and/or gender identity or expression) have on their mental health. We will look at effective ways professionals can advocate for LGBTQ+ youth to create climates in which all youth can thrive. In this session, participants will:  
  • Distinguish between sex, sexuality, and gender.  
  • Understand the concept of non-binary gender pronouns.  
  • Develop a basic understanding of the coming out process and models for development for LGBTQ+ youth.  
  • Develop a plan of action for what can be done to address the needs of LGBTQ+ youth in your school.  
  • Understand the various oppressions that afflict this population, the prevalence of bullying in the K-12 school system and the effects of such oppressions and bullying. |
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