

## **ABOUT THE PRESENTERS**

### **Michelle Atkins, M.A.**

Michelle Atkins received her Master's in School Health Education from Adelphi University. She currently works as a health education teacher in the Roslyn Union Free School District. While in her position at Roslyn, Michelle has helped bring about the creation of S.A.V.E. club to the Roslyn District, which started as a community service idea in class. She contributed to the development of and is the advisor for the Gay-Straight Alliance. She teaches school-wide seminars and in-service classes on a variety of health-related issues. She is a frequent presenter at state and local conferences.

### **Geoffrey W. Broadhurst, M.S.**

Geoff Broadhurst has thirty-one years of teaching experience, at both the middle school and high school levels. He received his Bachelor of Science degree from SUNY Brockport and his Master of Science degree from SUNY Stony Brook. Geoff is currently a health teacher at Bay Shore High School, where he is the advisor for Students Against Destructive Decisions (SADD). He is a co-recipient of the 1987 Metropolitan Healthy Me Award. He developed Bay Shore's health education curriculum, which is rated one of the top thirty five Middle School curriculum s in the country. Geoff is an Assistant Scoutmaster for Troop 18 in Freeport, L.I. He is in his third year on the Board of Directors of Long Island Macintosh Users' Group, and is responsible for the Beginners' SIG (Special Interest Group). Geoff is an active participant in the HealthNets organization.

### **Linda Dychkowski, RN, BSN, MS, SNT, NCSN**

Linda Dychkowski is a Health Education Specialist with the Regional Coordinated School health Center at Western Suffolk BOCES. She is a Registered Nurse, a School Nurse teacher and a National Certified School Nurse. Among other degrees and certifications, Linda holds a Master of Science degree in Health Education from SUNY Stony Brook. Linda worked as a School Nurse for 16 years in the Smithtown Central School District. She is the clinical editor of School Nurse News, a national school nurse journal, and also works as a freelance writer for Nursing Spectrum, a publication for RN's in the NY/NJ area. Linda is an author of three class offerings in the Computer Mediated Long Distance Program at Stony Brook University School of Nursing. She is also a member of the Advisory Board at the School of Nursing at Suffolk Community College, Seldon Campus. Linda is the recipient of many honors in her field and has published multiple articles, newsletters, and health-related materials.

### **Gary English, Ph.D., CHES**

Dr. Gary English has teaching experience in health education in grades K-12. Prior to completing his graduate coursework, he taught in the Oklahoma and Kansas City Public School Systems. He completed his doctorate degree at the University of New Mexico in 1988 and assumed a faculty position as a health educator at Ithaca College. He served as the Department Chair from 1997-2001. Dr. English is a nationally renown presenter. He travels across the country to present on various health education issues. He is active in developing partnerships among higher education faculty and state education and health representatives. He has been successful in securing grant funding for many health education projects. He is an active member of state and local professional organizations. Currently Dr. English is the Director if the Statewide Center for Healthy Schools in Little Falls, NY.

**Maureen Ferrante, M.S.**

Maureen Ferrante has a Bachelor's Degree in Psychology and a Master's Degree in Mental Health Counseling from C.W. Post. She is a member of Chi Sigma Iota, ACA, NYACA, and the Nassau Mental Health Counselor's Association. Maureen presents suicide, depression, self esteem and anger management workshops to middle schools, high schools, colleges and universities. She also participates in crisis counseling at the Long Island Crisis Center. She facilitates a youth group called TOPS, where she supervises on-line counseling. This year, Maureen will begin counseling private clients at PFY. She will also be running a bi-weekly support group for parents of gay and lesbian teens.

**Danielle Giambrone, M.A.**

Danielle Giambrone received her Bachelor's of Science degree in Health Science from SUNY Cortland. After receiving her degree, Danielle worked as a Patient Representative for Caremark, a home healthcare company. Danielle received her Master of Arts degree from Adelphi University and began teaching health education. Danielle has experience teaching health education in the middle school and high school levels. She currently teaches high school health education in Smithtown Central School District, where she is also the cheerleading coach. Danielle is an active participant in the HealthNets organization.

**Patricia Gremillion-Burdge, MA, CHES**

Patricia Gremillion-Burdge earned a Bachelor's degree in Psychology from SUNY Plattsburgh, a Master's degree in Community Health Education from Adelphi University and is currently working on completing a second Master's degree at Adelphi University in Special Education and Childhood Education. Patricia is presently working as a health teacher in the Public Schools of the Tarrytowns, where she creates, plans and implements health lesson plans on the elementary, middle and high school levels. Patricia also advises Hollow Helpers, a student-based community service organization, advises Students Against Destructive Decisions (SADD), and serves as a member of the Health Advisory Board for the district. Patricia has presented extensively, is a member of many professional organizations and holds multiple professional certifications. She is an active member of the HealthNets organization.

**Grace Krieger, M.A.**

Grace Krieger is a graduate of Adelphi University's Masters Degree Program in School Health Education. She currently works as a health teacher in Valley Stream Union Free School District. She has many years of teaching experience, at both the middle school and high school levels. She is New York State certified in both health education and science education. She is a founding member and frequent participator in the HealthNets organization.

**Michael J. Ludwig, Ph.D.**

Dr. Ludwig is an assistant professor in the Department of Health Professions and Family Studies at Hofstra University. He received his Ph.D. from The Pennsylvania State University in Health Education in May, 1994. He also holds an M.S. (1981) and B.S. (1976) in Health Education from the State University of New York, College at Cortland. Dr. Ludwig taught in the New York City public school system for five years prior to

beginning his doctoral work. He also taught health education at Murry Bergtraum High School in lower Manhattan--an ethnically and racially diverse inner-city magnet school focused on business careers. His first academic appointment at Georgia Southern University in Statesboro, Georgia was for the 1994-95 academic year. He was appointed at Hofstra in January, 1998. His research focuses on the nexus of relations that exist between and among culture, education, health, and politics. Additionally, Dr. Ludwig promotes the use of popular culture as an important pedagogical tool, and believes the discourse on education often is limited to its relationship with economic opportunity at the expense of its vital link with civic responsibility. He has published in several peer-reviewed journals, has contributed to edited collections, and has presented his work at local and national conventions. He serves as a reviewer for the Review of Educational Research, and for the research consortium of the American Association of Health Education (AAHE).

### **Suanne Mauer-Starks, M.A., A.T.C.**

Suanne Mauer-Starks has been the program coordinator of Hofstra University's Athletic Training Program for the past thirteen years. She has been a practicing athletic trainer and has worked with Division I Intercollegiate athletic teams. Suanne has been the athletic trainer for Women's Softball, Men's Soccer and both Men's and Women's Basketball. For the past five years she has worked as a full-time faculty member in the Physical Education and Sport Sciences Department at Hofstra University. The courses she is responsible for teaching are predominately in the field of athletic training and exercise science. Suanne has been involved in the World Games for the Deaf and has traveled to two International Games, including Sofia, Bulgaria, and Copenhagen, Denmark. In addition, Suanne has spoken at district and national conferences, including the Eastern Athletic Trainer's Association Annual Meeting; the National Athletic Trainer's Annual Meeting and AAHPERD's Annual Meeting. She is active in the Athletic Training profession and she is a Test site Administrator and serves on the Scholarship selection Committee. Currently, Suanne is completing her doctoral work in Health Education at Columbia University, Teacher's College. Her doctoral dissertation and current research are in the field of multicultural and diversity education.

### **Stanley Snegroff, Ed.D., CHES**

Stan Snegroff is an Associate Professor in the Health Studies Program in the Department of Health Studies, Physical Education and Human Performance Science, Adelphi University. He presently serves as Director of the program. He received his Ed.D in Health Education from Columbia University in 1974 and has been at Adelphi since 1975. Dr. Snegroff is a member of Eta Sigma Gamma, the National Health Education Honorary Society and has been certified by the National Commission for Health Education Credentialing as a Health Education Specialist. He has published, served as an editor and reviewer and presented at national, state and local conferences. Dr. Snegroff has received requests for his Abortion Attitude Scale from researchers all over the world and it has been published as recently as 1998 in the Handbook of Sexuality Related Measures. He was an invited member of a national task force that wrote the internationally requested manual National Sexuality Education Guidelines published by the Sexuality Education and Information Council of the United States. Dr. Snegroff has been honored by Adelphi University with a Merit Award for Teaching Excellence. Dr. Snegroff presently serves on the Advisory Board to Annual Editions: Dying, Death and Bereavement, Dushkin/McGraw-Hill Publishers. He is a reviewer for the American Association for Health Education Research Coordinating Board for the annual conference and is on the Scientific Review Committee for the Annual Conference of the Eastern District of the Society for the Scientific Study of Sexuality. He serves as the faculty

sponsor for the Alpha Theta Chapter of Eta Sigma Gamma, the National Health Science Honorary.

**Dominick Splendorio, M.P.S.**

Dom Splendorio has been a health educator for more than thirty years, at both the middle school and high school levels. He received his Bachelor's degree from SUNY Brockport and his Master's degree from SUNY New Paltz. He currently works as a health teacher in Clarkstown South High School, in Rockland County, NY. In his position in the Clarkstown schools, he has been instrumental in the development of a health education elective, a Task Force on Alcohol, and a series of school-wide initiatives including HIV/AIDS peer education and alternative alcohol education. He is a presenter at many regional, state and national conferences. From 1998-2000 Dom served as Vice president for School Health for NYSFPHE (New York State Federation of Professional Health Educators). Dom and his colleagues are currently working on completing a book of creative teaching strategies that will be available sometime next year.

**Yvonne Stephens, Ph.D., CHES**

Dr. Yvonne Stephens obtained her Bachelor's degree in Health and Physical Education from SUNY Cortland, her Master's degree in Health Science from Wake Forest University and her Doctoral degree in Health Education/Health Behavior from the University of Illinois at Urbana-Champaign. Dr. Stephens is an assistant professor in the Department of Health Promotion and Human Movement at Ithaca College. Prior to her position at Ithaca College, Dr. Stephens taught at Murray State University in Kentucky, the University of Illinois at Urbana-Champaign, and the University of North Carolina at Greensboro. She was also a Health and Physical Education Teacher and Health Education Coordinator at Forsyth Country Day School. Dr. Stephens has been the recipient of a number of grants, is an invited reviewer and author of multiple publications, and has made health-related presentations across the country.

**Susan Stiglitz, M.A.**

Sue Stiglitz is a New York State certified Medical Assistant. She received her Bachelor's degree in health education from Queens College, and her Master's degree in School Health Education from Adelphi University. Sue currently works as a high school health teacher in Hicksville Union Free School District, where she piloted one of the first parenting education programs in New York State. Sue is also an adjunct professor at Nassau Community College and Adelphi University. She is active in professional organizations. Not only is she a member of AAHPERD and NYAHPERD, but for the past six years she has served as the Vice President of the Nassau Zone of NYAHPERD. Sue has also made numerous professional presentations in the field of health education.

**Robert Vitelli, M.A.**

Robert Vitelli, a Long Island native, administers LIGALY's Community Education Program by providing sensitivity workshops, support to gay and lesbian high school and college groups, organizing LIGALY's annual conference, and coordinating the Peer Education program. After college, Robert participated in the AmeriCorps National Service program providing education to underprivileged youth in Oakland, CA. Robert has a Master's degree in Student Personnel Administration in Higher Education. He has over 4 years experience working with youth and young adults in middle schools, high schools, colleges and universities. Robert is also an adjunct Professor at Nassau Community College.

**Dr. Emilia Patricia T. Zarco, M.D.**

Dr. Zarco joined Adelphi University in the Fall of 2001. Prior to that, she was Assistant Professor at the Kinesiology and Health Studies Department at Southeastern Louisiana University and the Department of Health Education at the University of the Philippines. Dr. Zarco has a Doctor of Medicine degree from West Visayas State University in the Philippines and a Masters in Education degree major in Health Education from the University of the Philippines. Her work has focused on developing, implementing, monitoring and evaluating Health Education Programs and materials that focus on Substance Abuse Prevention, HIV/AIDS Prevention, Coordinated School Health Programs and other skills-based Health Education Curriculum. She has also been involved in a variety of training programs for Chinese Educators, Iranian Educators, and other Asian Educators in the field of Drug Abuse Prevention Education, Puberty Education, Population Education and HIV/AIDS Prevention Education. She has done research studies in the field of substance abuse with Prof. Ricardo M. Zarco, the pioneer researcher on substance abuse in the Philippines. She studied adolescent health risk behaviors and psychosocial characteristics in collaboration with Dr. Randy Page at the University of Idaho. She also worked on program evaluation studies with Dr. Wynn Gillan at the Excellence in Health and Education Project in Louisiana. She has published several articles and presented research papers in national and international conferences.

## **Props & Gimmicks: How to Jazz up Your Health Lessons** *Dom Splendorio, Health Teacher, Clarkstown Central School District*

**Presentation Objectives:** Participants will:

1. participate in activities that are interactive and dynamic
2. discuss how props and gimmicks invigorate students and teachers

### **Presentation Abstract:**

This presentation is interactive. Participants will be introduced to a wide variety of props and gimmicks and will be instructed as to how they can be integrated into health education lessons. Participants will role-play activities. Participants will leave the workshop with a series of ideas and activities that can be implemented in their own health education lesson or workshop.

## **Integrating Diversity Education into your Health Class** *Suanne Mauer-Starks, Assistant Professor, Hofstra University*

**Presentation Objectives:** Participants will:

3. identify current statistics related to diverse populations in the U.S.
4. discuss origins of prejudice and stereotypes.
5. role-play activities that teachers can use to promote acceptance of others.

### **Presentation Abstract:**

This presentation will utilize an interactive approach to learning about diversity education. Participants will role-play diversity education activities and take part in discussion groups that will assist them in becoming more aware of their own bias. Participants will discuss how diversity education can be integrated into the health education curriculum. Participants will be able to take the lesson ideas back and implement them in their own classrooms and community workshops.

## **Cooperative Learning: How to Make it Work in Your Classroom** *Emilia Zarco, Assistant Professor, Adelphi University*

**Presentation Objectives:** Participants will:

1. describe cooperative learning as an educational approach to teaching and learning.
2. identify strategies and skills needed for cooperative learning to work effectively.
3. demonstrate some cooperative learning strategies.

### **Presentation Abstract:**

Cooperative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task or create a product. It promotes positive interaction and keeps students actively engaged. Studies show that cooperative learning improves academic achievement, fosters social and academic interaction, enhance race relations and student acceptance of the academically handicapped. Certain skills and strategies are needed for cooperative learning to work. There are also a variety of ways to implement this teaching and learning approach. Cooperative learning leads to along-term benefits for children's education and quality of social interaction.

## **Adolescent Depression and Suicide Prevention** *Maureen Ferrante, Coordinator of Community Education and Staff Social Worker/Counselor at Pride for Youth*

**Presentation Objectives:** Participants will:

1. identify warning signs and causes of adolescent depression and suicide
2. identify what to do to help someone who is suicidal

**Presentation Abstract:**

Eighty percent of young people who attempt suicide tell someone first. Participants in this workshop will learn the warning signs and causes of adolescent depression and suicide. Participants will identify what to do if a student, friend, or family member is suicidal. Participants will leave the workshop with a set of techniques to use in case someone they know is in a crisis.

## **Creating Safer Spaces: Working with Gay and Lesbian Youth**

*Robert Vitelli, Coordinator of Education and Training Services, LIGALY*

**Presentation Objectives:** Participants will:

1. participate in an exercise that examines stereotypes of gays and lesbians.
2. discuss health issues that face gay and lesbian youth.

**Presentation Abstract:**

This workshop consists of an interactive group discussion presented by staff from Long Island Gay and Lesbian Youth. Issues of sexual orientations, coming out, suicide prevention, self-esteem, violence, and family and peer relationships will be explored in the context of teaching acceptance and healthy human relationships. The goal of this workshop is to create awareness, reduce prejudice and bias, and to ultimately build a safer, more accepting environment for gay, lesbian, bisexual and transgender youth.

## **Reading and Using the News in Health**

*Michael Ludwig, Assistant Professor, Hofstra University*

**Presentation Objectives:** Participants will:

1. describe ways of using the newspaper as a health text in the classroom.
2. analyze the news for bias and fair reporting.
3. explain how using the newspaper in the classroom works toward the achievement of the National Standards.

**Presentation Abstract:**

This presentation will examine the use of a newspaper as a health text and use activities related to media literacy to understand how the news is constructed as a media text. Activities and strategies for using the news, both in and out of class, tools for analyzing the news, and writing strategies/activities using the news will be presented. Linkages among the various activities and the National Standards will be addressed.

## **Getting Serious about Coordinating School Health Efforts**

*Gary English, Director of the Statewide Center for Healthy Schools*

**Presentation Objectives:** Participants will:

1. identify the role of the Statewide Center for Healthy Schools and the Coordinated School Health Model.
2. identify administrators perceptions of Coordinated School health Programs
3. complete the application process to become a Healthy School Leadership Fellow

**Presentation Abstract:**

Much work has been done to draw attention to the CDC's Coordinated School Health Model. Learn what the NYS Statewide Center for Healthy Schools has done with the school administrators to gain their support for this model. Also learn about how to apply to become a Healthy Schools Leader in your district. This emerging program is an important key to the success of the Coordinated School health Model.

## **Exploring the New Parenting Standards for NYS**

*Susan Stiglitz, Health Teacher, Hicksville Union Free School District*

**Presentation Objectives:** Participants will:

1. understand and apply the new parenting standards to their existing curriculum.
2. observe a demonstration of the "Baby Think It Over" model
3. participate in brief role play experiences of parenting lessons they can implement in their classes.

**Presentation Abstract:**

Participants in this workshop will discuss the new New York State Parenting Standards. The "Baby Think It Over" model will be demonstrated. Participants will then have the opportunity to participate in several parenting education lessons that can be utilized in their own classrooms or community workshops.

## **Evaluating District Tobacco Policies: Results, Revelations, and the Role of Educators**

*Yvonne Stephens, Assistant Professor, Ithaca College*

**Presentation Objectives:** Participants will:

1. describe how to access and utilize available resources designed to guide school policy development
2. identify the critical components and criteria of a comprehensive school tobacco policy
3. examine their role in the collaborative effort among Coordinated School Health Program staff to develop, implement, and enforce an effective tobacco policy.

**Presentation Abstract:**

As with many school health-related initiatives, a strong policy is critical to provide the impetus and high-level support needed to attain school health goals. This session will summarize a Statewide Tobacco Policy Review Process, designed to be a first step in improving school-based tobacco prevention efforts in New York State. With the support of the State Department of Education, each of the state's 714 school districts was asked to submit their tobacco policy for comprehensive review (Response rate = 67%). Existing school policy documents guided the development of a rubric that delineated the major policy components to be targeted for assessment, including specific criteria and associated dimensions to score. A group of Team Leaders and Policy Readers were trained to review and score each tobacco policy using the rubric as a guide. A total of 478 tobacco policies were evaluated, and each of these school district's was provided a comprehensive summary of their tobacco policy review, detailing areas of strength and targets for improvement. Results of the policy review process strongly indicate that most schools need assistance and direction in the development and implementation of an effective School Tobacco Policy, and that collaboration among individuals representing *all* components of the Coordinated School Health Program is not only necessary but also essential to this important process.

## **HealthNets Health Education Rountable: HealthNets Members Share Their Favorite Lessons**

*HealthNets members: Michelle Atkins, Geoff Broadhurst, Grace Krieger, Danielle Giambrone & Patricia Gremillion-Burdge*

**Presentation Objectives:** Participants will:

1. demonstrate the ability to use a decision-making model to make responsible decisions.
2. identify parts of the reproductive system.
3. distinguish which parts of the reproductive system are male and female.
4. discuss non-threatening gaming techniques as a tool for assessment and reinforcing health concepts.
5. discuss how desk-top publishing and the use of graphics can improve the reception of health materials given to students.
6. participate in a lesson about Lyme Disease prevention.
7. observe the use of a free violence prevention CD as a method of technology integration in health education.

**Presentation Abstract:**

Participants will experience what it is like to be at a HealthNets meeting! Members of the HealthNets organization will each share some of their most unique, and favorite lessons. Each member will spend a few minutes discussing the technique and may allow participants a brief role-play of the lesson itself. By the end of the workshop, participants will walk out the door with a minimum of 5 lessons that they can replicate in their own classrooms or community workshops.

## **Anger Management: Teaching Youth to Control Their Emotions**

*Maureen Ferrante, Coordinator of Community Education and Staff Social Worker/Counselor at Pride for Youth*

**Presentation Objectives:** Participants will:

1. participate in an exercise that examines stereotypes of gays and lesbians
2. identify health issues that face gay and lesbian youth

**Presentation Abstract:**

Participants in this workshop will learn the sequence of anger, new communication skills, and will role-play ways of coping with consequences. Cognitive restructuring will be emphasized. Participants will be able to utilize the information and skills they learn in this workshop to develop lessons that give young people the tools to manage anger in a non-violent manner.

## **Teaching About Death, Dying and Bereavement**

*Stanley Snegroff, Health Studies Program Director, Adelphi University*

**Presentation Objectives:** Participants will:

1. identify three essential objectives of death, dying and bereavement education.
2. design a death, dying and bereavement education curriculum, unit, program and/or lesson(s) to meet the needs of their students.
3. identify some methods that they can use with their students.

**Presentation Abstract:**

Participants will examine and discuss basic concepts to be included in a death and dying course. Through discussion and group participation the philosophy, context and methods

for a course on death, dying and bereavement will be explored. Participants will be able to share their thoughts, perspectives, and experiences for teaching this sensitive topic. References for establishing and/or enhancing a course in death, dying and bereavement will be distributed.

## **The Health Status of Nassau and Suffolk Counties**

*Linda Dychkowski, Health Education Specialist, Regional Coordinated School Health Center at Western Suffolk BOCES*

**Presentation Objectives:** Participants will:

1. identify negative and positive health determinants in local communities that affect students health.
2. recognize various local health indicators that impact on the ability of students to learn and to participate in curriculum activities.
3. discuss how to include local health data into health lessons to address those local community determinants that define student health and wellness

**Presentation Abstract:**

The Community Health Status Indicators (C.H.S.I.) provide a plethora of information about the actual health status of local communities. These indicators can be translated into roadmaps for current and future health curriculum endeavors. C.H.S.I.s are community report cards that reveal the overall health of residents on local communities. Student risk factors based on where they live provide crucial knowledge for health educators. The C.H.S.I data can be used as tools to address gaps in health education curriculum that will promote health-related strategies. The Community Health Status Indicator Report is a wake-up call for educators to reassess, and if necessary to customize their health education endeavors.