

**Department of Corrections**  
**Division of Juvenile Corrections**  
**Copper Lake School & Lincoln Hills School**



# Dialectical Behavior Therapy (DBT) Program

**Contact Name/Number:** Lori McAllister, Corrections Unit Supervisor / 715-536-8386, ext. 1271

**Average Length of Program:** 16 weeks

**Requirements for Program Participation:** Psychological Services staff and Social workers determine appropriateness for group participation. This program is most effective for girls with suicide or para suicidal behaviors within the past 6 months, borderline personality traits, conduct disorder, substance abuse disorders, and eating disorders. The youth needs to be willing to participate, be able to control anger and hostility in a group setting, have any psychosis under control, IQ of 70 or above, and have ADD and bipolar symptoms medicated.

**Criminogenic Needs Addressed:** Anti social cognitions, anti social personality/temperament

**Curriculum:** Dialectical Behavior Therapy Manual by Marsha Linehan

**Program Location:** Copper Lake School

**Program Content:** DBT is an evidence based cognitive-behavioral skills group infused with mindfulness practices. This program has 4 sections: core mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. Core Mindfulness focuses on skills that help youth observe, describe, and fully participate in their lives. Distress tolerance teaches skills that allow youth to get through situations without making things worse. This set of skills does not focus on problem solving. Emotion regulation helps youth to understand the function and purpose of emotions while giving tools to aid in managing emotional reactions. The final module, interpersonal effectiveness, teaches youth how to balance their needs/wants, with their relationships, while maintaining self respect. DBT is run as an ongoing closed group, but new members may join at the beginning of each module. The length of each module varies and may depend on group size and participation levels.

# Triad Program

**Contact Name/Number:** Lori McAllister, Corrections Unit Supervisor / 715-536-8386, ext. 1271

**Average Length of Program:** 18- 20 weeks

**Requirements for Program Participation:** Girls determined by psychological services and social worker to have substance abuse, mental health, and trauma related issues.

**Criminogenic Needs Addressed:** Substance abuse

**Curriculum:** Traid treatment manual

**Program Location:** Copper Lake School

**Program Content:** This is a group designed to treat young women with histories of substance abuse, emotional problems, and trauma (in the form of violence and/or abuse). Many adolescent females may have strong survival skills, but poor coping skills. This group aims to build on the perseverance they have but replaces maladaptive coping skills with more positive and empowering skills. This group is organized into four modules: Mindfulness, Interpersonal Effectiveness Skills, Emotion Regulation, and Distress Tolerance. The length of each module varies with group size and participation levels.

# Healthy Relationships Program

**Contact Name/Number:** Lori McAllister, Corrections Unit Supervisor / 715-536-8386, ext. 1271

**Average Length of Program:** 22 weeks

**Requirements for Program Participation:** Open to all females

**Criminogenic Needs Addressed:** Anti social cognitions, anti social companions, family

**Curriculum:** Healthy Relationship program focuses on girls relationship issues and topics

**Program Location:** Copper Lake School

**Program Content:** This is a group that addresses relationship with self, friends, family, professionals, and others. The group is facilitated through worksheets, group discussion, art projects, and videos.

The group topics include:

- An introduction and identification of relationships, definitions and beliefs
- Relationship with self
- Boundaries
- Romantic relationships/domestic violence
- Peer relationships
- Family relationships
- Authority relationships
- Spirituality
- Communication
- Making changes

# Education Program

**Contact Name/Number:** Wendy A. Peterson, Juvenile Education Director / 715-536-8386, ext. 1100

**Average Length of Program:** Varies

**Requirements for Program Participation:** All youth are required to participate in the Educational Program

**Criminogenic Needs Addressed:** Education, employment, leisure and recreation

**Curriculum:** Varies with the subject area and HSED requirements. Meets Common Core Standards.

**Program Location:** Copper Lake School & Lincoln Hills School

**Program Content:** When youth arrive, they are scheduled into the Reception Program (for assessments and orientation). Teachers assigned to this living unit provide educational services daily, and administer the STAR Renaissance Reading and Math assessments. This data, coupled with a student interview and review of student records (including special education records), provide teachers with the information necessary to design each individual student's instructional plan.

The educational programming is configured to provide educational services to meet the varied needs of Copper Lake/Lincoln Hills Schools' students, including middle school, senior high, special education services, career and technical educational programming, and transitional and post-secondary services. The Title I Reading Program utilizes Foster Grandparents and READ 180 curriculum, where, on average, after 40 days, students' reading comprehension increases by 1.6 grade level and students' reading vocabulary levels increase by one grade level. Youth can earn a traditional high school diploma or an HSED (High School Equivalency Diploma).

In addition to math, science, language arts, social studies, physical education, music and art incentive programming, all youth participate in the LifeWorks Education Program that encompasses the following components: self-assessment, analysis of work preferences and career options, post-secondary education and career goal-setting, youth's birth certificate, social security card, and a Wisconsin State ID, culminating in a completed Career Portfolio. The Career Portfolio has and will continue to follow the student into the community, to be utilized as a transitional tool in pursuing educational and employment goals outside of the institutional context.

# Reception Program

**Contact Name/Number:** Matt Theiler, Corrections Unit Supervisor / 715-536-8386, ext. 1223

**Average Length of Program:** Approximately 21 days

**Requirements for Program Participation:** Court ordered commitment by county judge

**Criminogenic Needs Addressed:** Anti-social cognition, family, school and leisure

**Curriculum:** n/a

**Program Location:** Copper Lake School & Lincoln Hills School

**Program Content:** The Reception Program serves as the initial assessment and evaluation center for most new commitments. During this phase of a youth's stay, the primary focus is on developing a working knowledge of the youth's case for the initial meeting of the Joint Planning and Review Committee where his future program needs are determined. An Individual Case Plan is then established which incorporates results from numerous assessments, health and educational screenings and community reports. This document outlines the goals and objectives that the youth is required to satisfy during his correctional stay and his subsequent supervision in the community. Preliminary arrangements are made for payment of court-ordered restitution, procurement of a copy of their birth certificate, social security number, and state ID card. All youth are oriented to the rules and policies and procedures of the institution.

Youth who have been committed to the Department of Corrections for direct placement in the Youth Corrective Sanctions Program, Personal Responsibility Integrity - In Daily Environment (PRIDE) Program and Abbreviated Reception Alcohol and Other Drug Abuse (AODA) Program are also temporarily housed in the reception living unit pending final approval for transfer.

Youth participate in educational programming each work day, including a lifework education assessment. Educational information assembled during reception will be used to begin a youth's portfolio and the development of a Lifework Education Plan.

# Victim Impact (VIP) Program

**Contact Name/Number:** Jane Callahan, VIP Program Coordinator / 715-536-8386, ext. 1122  
or  
John Ourada, Deputy Superintendent / 715-536-8386, ext. 1273

**Average Length of Program:**

- Lincoln Hills School - 3 weeks
- Copper Lake School – Classes meet daily for three weeks, for 50 minutes per class

**Requirements for Program Participation:** Identified by Juvenile Program and Review Committee (JPRC) as program need based on youth criminal behaviors and/or lack of remorse/guilty over crimes. Youth are initially screened for academic readiness (minimum 5th grade reading ability) and psychological stability. A pre-placement interview to determine youth readiness and responsivity is conducted by program facilitators.

**Criminogenic Needs Addressed:** Anti-social personality or temperament, anti-social cognition, family

**Curriculum:** Victim Impact – Listen & Learn curriculum developed by California Youth Authority and Mothers Against Drunk Drivers in conjunction with Office of Justice Programs. The Victim Impact Program offers an educational curriculum that emphasizes victims' rights and creates an awareness of the harmful effects of crime. The program helps youth to understand that all crime negatively affects the lives of individuals physically, emotionally, psychologically, and/or financially. VIP consists of 13 units, built around 10 core crime topics: property crime, assault, robbery, hate and bias, gang violence, sexual assault, child abuse and neglect, domestic violence, drunk and impaired driving, and homicide.

**Program Location:** Copper Lake School & Lincoln Hills School

**Program Content:** VIP is presented through various activities including, but not limited to, small group and individual activities, assignments, daily journals, discussion, short videos, and guest speaker presentations, which include survivors and professionals who work with victims. These presentations serve as strong, personal reinforcement of the negative impact of crime on its victims.

VIP encourages the participants to understand the redemptive qualities of restorative justice.

In an effort to utilize the unique skills and talents of the various classifications of employees throughout the institution, facilitators have been recruited from the ranks of teachers, teacher assistants, social workers, program assistants, youth counselors, and supervisors. Principles of Motivational Interviewing and Social Learning Theories are integrated in VIP as means to engage youth in the program.

# Sex Offender Treatment Program

**Contact Name/Number:** Richard Peterson, Corrections Unit Supervisor / (715) 536-8386. ext. 1255

**Average Length of Program:** 10-12 months

**Requirements for Program Participation:** Youth committed to Lincoln Hills School for offenses falling under the parameters of the Sexually Violent Persons Act (Chapter 980) are given priority for program participation. Youth committed for sex offenses not falling under Chapter 980 may be considered under some circumstances.

**Criminogenic Needs Addressed:** The primary criminogenic needs that are addressed in this program are anti-social cognition and anti-social personality or temperament.

Specific areas addressed within these needs include:

- lack of empathy
- anger, hostility
- impulsive behaviors
- risk taking
- poor problem-solving skills
- poor decision-making skills

**Curriculum:** JCIP, CORE Phase A & B

**Program Location:** Lincoln Hills School

**Program Content:** Youth involved in the program are first required to complete a cognitive-behavioral skill training component designed to improve problem solving, decision-making, perspective-taking, and interpersonal skills. This portion of the program is also intended to engage the youth in the treatment process and acquaint them with being part of a "group." Upon completion of this curriculum, youth move into core program components that deal more specifically with their sex offenses. This component addresses issues common to all sex offenders, with the goal being to reduce denial and minimization of their behavior; to promote recognition of harm caused to victims, and to develop relapse prevention skills. Significant areas of concentration include: understanding consent, risky thinking, presenting a life history, coping with problems, understanding decision chains, sexual fantasies, offense patterns, coping with urges, and the impact offending has on the victim, among others.

A multi-disciplinary team consisting of psychologists, teachers, social workers, youth counselors, and program management staff provides treatment services on an individual or group basis. Family counseling is also offered, when appropriate.

# Substance Use Disorder (SUD) Program Alcohol and Other Drug Abuse (AODA) Program

**Contact Name/Number:** Renee Krueger, Corrections Unit Supervisor / 715-536-8386, ext. 1216

**Program Location:** Lincoln Hills School

**Average Length of Program:** 16 weeks

**Requirements for Program Participation:** Youth determined to have Substance Use Disorder needs through the screening and assessment process.

**Criminogenic Needs Addressed:** Substance abuse, family, anti-social companions, anti-social cognition, anti-social personality, leisure and/recreation

**Curriculum:** Seeking Safety

**Program Content:** The SUD Program is a primary treatment program specifically designed for polydrug addicted youth who have been unsuccessful in treatment or have not been appropriate for treatment in a less restrictive setting. The program is a minimum of 16 weeks in length and consists of 25 topics that are designed as cognitive, behavioral, or interpersonal domains. The topics are designed to be independent of each other such that they can be utilized in any order or in any quantity based on the needs of the youth. Youth in this program will learn coping strategies without the use of substance, manage trauma symptoms, develop grounding techniques, set boundaries and learn how to recognize healthy relationships, and identify people who are supportive in their recovery. The institution program builds the foundation with the youth such that recovery can be transitioned to the community with the support of their significant others.

## Family Component

The family component is modeled after *Wisconsin Family Ties: A Family Guide to Adolescent Substance Abuse Information and Services in Wisconsin* to assist youth in: identify critical persons in the youth's life and what role they will play in their sobriety, developing realistic goals and immediate, specific steps to take, identifying and relying on family's strengths, culture, resources and supports, review of youth relapse prevention/safety plan.

# Aggression Replacement Training (ART) Program

## Contact Name/Number:

- Mary Zenk, Corrections Unit Supervisor / 715-536-8386 ext.1258 - Lincoln Hills School
- Nora Robbins, Social Worker / 715-536-8386 ext. 1172 - Copper Lake School

**Average Length of Program:** 10 - 12 weeks

**Requirements for Program Participation:** Youth determined to have aggression through the screening and assessment process.

**Criminogenic Needs Addressed:** Antisocial cognition, antisocial companions, antisocial personality or temperament, family, substance abuse, leisure & recreation,

**Curriculum:** The ART curriculum is developed from *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth Third Edition*, by Barry Glick and John C. Gibbs and *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills Third Edition* by Ellen McGinnis with Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein. ART includes the following concepts and topics:

1. Social Skills Training:  
Modeling, Role-playing, Performance feedback and Transfer Training
2. Anger Control Training:  
Hassle logs, Identifying triggers, Identifying cues, Using anger reducers, Using reminders, Thinking ahead, Using self-evaluation
3. Moral Reasoning:  
Raise level of fairness, justice and concern with the needs and rights of others

**Program Location:** Copper Lake School & Lincoln Hills School

**Program Content:** This evidence based group is a three component program that addresses emotional, cognitive and behavioral issues. This is done through group discussions, exercises, and role plays. This first component, Skillstreaming is a set of 50 social skills learned through role plays that are designed to enhance pro-social skill levels. ACT (Anger Control Training) is the second component and is designed to teach self-control techniques and is the anger management portion of this program. The last component, Moral Reasoning exposes youth to a series of moral dilemmas and through group discussion will advance a youth's moral reasoning capability. At Copper Lake School, Skillstreaming and Moral Reasoning are run as open ongoing groups, while ACT is a closed group that meets once weekly. At Lincoln Hills School, program delivery consists of teaching one lesson in each of these three components simultaneously each week in a closed group format.

# Personal Responsibility Integrity, In Daily Environment (P.R.I.D.E.) Program

**Contact Name/Number:** Renee Krueger, Corrections Unit Supervisor / 715-536-8386, ext. 1216

**Average Length of Program:** 90 days or 120 days based on a COMPAS assessment of risk.

**Requirements for Program Participation:** The Office of Juvenile Offender Review at Lincoln Hills School must refer youth for acceptance into this voluntary program. Typically, it is utilized for youth with less serious delinquency histories immediately after completing their reception programming or as an exit program for youth who have completed other Division of Juvenile Corrections programs. Additionally, counties may directly commit youth to the program who are pre-screened and accepted into this program without necessitating a full reception orientation. These youth will begin participating on the first Friday of the week they arrive at Lincoln Hills.

**Criminogenic Needs Addressed:** Anti-social cognition, anti-social companions, anti-social personality, leisure and/or recreation

**Curriculum:** JCIP & 40 Developmental Assets

**Program Location:** Lincoln Hills School

**Program Content:** P.R.I.D.E. is a short-term program with an emphasis on education, leadership, team building, community service, personal responsibility and future training with the goal of transitioning youth back into their communities. All youth are involved in daily physical training regimens, a full educational program, indoor and outdoor experiential activities. Treatment and educational groups focus on the 40 development assets. Youth will learn about external and internal assets, be able to identify strengths within their own assets and learn to build on them. Youth in the 120-day program may be enrolled in the Juvenile Cognitive Intervention Program with trained staff through the school.

There are three phases to the program: Apprentice, Intern, and Leadership. The last phase of the program, the youth may be approved to participate in off-grounds community service. The focus is to develop strong work ethics, experience being a valuable young person in the community and learn about restorative justice.

# Juvenile Cognitive Intervention Program (JCIP)

**Contact Name/Number:** Mary Zenk, Corrections Unit Supervisor / 715-536-8386, ext.1258

**Average Length of Program:** 14-16 weeks

**Requirements for Program Participation:** Youth are identified as needing cognitive restructuring.

**Criminogenic Needs Addressed:** Antisocial cognition, antisocial companions, antisocial personality or temperament, family, substance abuse, leisure and/or recreation

## **Curriculum:**

JCIP Phase 1 & 2 curriculum was developed by Steve Parese, PhD., and the WI Department of Corrections. JCIP 1 is called *Choices* and it focuses on cognitive restructuring with adolescents. This phase consists of the following concepts:

1. The Thinking Cycle (Beliefs, Thoughts, Feelings, Behavior and Consequences)
2. Stop and Think
3. Thinking Reports
4. Choice Funnels
5. Thinking Patterns and Supporting Beliefs
6. Cycle of offending

*Changes* is the curriculum used for JCIP Phase 2. This phase continues to address cognitive changes while introducing skills training. This phase consists of the following concepts:

1. Five stages of Change (Resistance, Thinking, Planning, Action, Maintenance)
2. Goal Setting
3. Personal Warning Signs and Stop and Think
4. 5 Steps of Problem Solving
  - a. Stop and Think
  - b. Identify the Problem and Goal
  - c. Gather Information
  - d. Consider Choices and Consequences
  - e. Plan and Evaluate
5. Personal change plan

**Program Location:** Lincoln Hills School & Copper Lake School

**Program Content:** Through the group process, the Juvenile Cognitive Intervention Program (JCIP) motivates participants to assume responsibility for changing their anti-social thinking and behaviors. The primary focus is to assist youth in building skills that will increase impulse control while reducing the number and severity of rule and law violations. During Phase I of the program, participants are asked to identify their particular cycle of thinking and to explore how their thinking supports criminal behavior. Phase II teaches a five-step problem solving process that will assist in fostering pro-social behaviors. The youth are then expected to apply these concepts in their structured daily living.

By working closely with the treatment team on their Individual Case Plans, participants in this program will be given the opportunity to establish patterns of success and achievement. They will be afforded the opportunity to understand the impact their crime had on their victim, accept responsibility for their actions, and demonstrate emotional and behavioral stability.

There are two phases that participants go through at the institution for JCIP. For youth who have completed both of these phases, a Families Counts session is held where family members are invited to Copper Lake/Lincoln Hills Schools to learn JCIP concepts their youth have been learning and applying. There is also a discussion with parents on past regrets, current challenges and a commitment to future changes. Upon returning to the community on supervision, a third phase of JCIP, called *Challenges*, may be delivered by the agent to continue to discuss the application of JCIP concepts to everyday situations.

# Security Program

**Contact Name/Number:** Bruce Sunde, Security Director / 715-536-8386, ext. 1270

**Average Length of Program:** Determined by the Hearing Officer via Due Process, based on the severity of the offense(s), number of offenses within a 60 day period consistent with Administrative Code 373, Youth Conduct and the youth's willingness to cooperate. Additionally, youth are reviewed weekly by a supervisor and treatment social worker to evaluate their individual progress for early release eligibility to general population.

**Requirements for Program Participation:** Conduct rule violation requiring a separation from the general population based on safety or security issues.

**Criminogenic Needs Addressed:** While not designed to address long term criminogenic needs, placement in a security building interrupts a youth's poor self control and problem solving skills.

**Curriculum:** School, recreation, and out of room time consistent with current Wisconsin Administrative Code.

**Program Location:** Copper Lake School & Lincoln Hills School

**Program Content:** These units provide a short-term intervention for youth who have violated rules of conduct. The intent of each program is to provide a safe, structured and healthy environment that encourages youth to participate appropriately and effectively and to gain motivation toward cooperating in order to eventually return to an open living unit.

Restrictions placed on youth are reviewed daily to assure appropriateness based on the seriousness of the violation(s) and youth's behavior. A youth's daily routine is individualized based on his ability and needs and promotes consistent behavioral expectations and accountability. Youth are expected to complete daily goal work assignments, participate in physical exercise, perform living unit-based jobs as assigned and perform in a positive manner in the in-house academic program. The program staff work with youth to develop productive coping, crisis and anger management skills in order to be more motivated, cooperative and involved in treatment programming.

# Cultural Program Services

**Contact Name/Number:** Matt Theiler, Corrections Unit Supervisor / 715-536-8386, ext. 1223

**Average Length of Program:** Ongoing

**Requirements for Program Participation:** None - Open to all

**Criminogenic Needs Addressed:** Anti-social companions, family, education, leisure/recreation

**Curriculum:** n/a

**Program Location:** Copper Lake School & Lincoln Hills School

**Program Content:** Cultural Program Services are provided for a culturally diverse population. These programs are designed to help youth better understand their heritage and how this impacts their interaction with others. Programs are also designed with the intent to expose youth to other cultures, traditions and customs. Youth of all ages are encouraged to participate and all programs are open-ended. Services are available through the efforts of volunteers, contracted individuals and linkages with various community-based organizations.

Copper Lake/Lincoln Hills Schools also contract with the Great Lakes Inter-Tribal Council to provide services involving youth in Native American cultural events, history, culture, spiritual life classes, teaching Native American skills and crafts, as well as providing facility staff training on Native American issues.

Additionally, Copper Lake/Lincoln Hills Schools sponsor a program designed to provide family members of urban youth transportation to the institution once each week for visits and family reintegration.

# Foster Grandparent Program

**Contact Name/Number:** Lori McAllister, Corrections Unit Supervisor / 715-536-8386, ext. 1271

**Average Length of Program:** Ongoing

**Requirements for Program Participation:** None - Open to all

**Criminogenic Needs Addressed:** Anti-social companions, leisure and/or recreation

**Curriculum:** n/a

**Program Location:** Copper Lake School & Lincoln Hills School

The Foster Grandparent Program, as designated by Congressional Legislation, provides senior volunteers to interact with children having special needs. The program is administered by The Corporation for National and Community Service and is 80% federally funded. The Foster Grandparent unit at Lincoln Hills School has been operational since March, 1973. Currently, the Foster Grandparent Program is active at both Copper Lake School and Lincoln Hills School.

Our unit of 18 foster grandparents provides over 24,000 hours of service to youth on an annual basis. Although listening and sharing the wisdom of their years is a popular activity, our grandparents also actively involve themselves in preparing baked goods, sewing and patching of clothing articles, playing cards and other games, planting flowers around living unit areas and providing tutorial assistance in reading, math, or vocational skills. A remedial reading program is also an important aspect of the program. Youth who meet eligibility for HSED but are below the required reading level, receive one-on-one tutoring with a foster grandparent.

# Psychological Services

**Contact Name/Number:** Dr. Rick Miller, Psychologist Supervisor / 715-536-8386, ext. 1385

**Average Length of Program:** Depends on level of need

**Requirements for Program Participation:** Referral to psychologist and/or identified need

**Criminogenic Needs Addressed:** Anti-social cognition, anti-social personality, family, substance abuse

**Curriculum:** Varies depending on need

**Program Location:** Copper Lake School & Lincoln Hills School

The Psychological Services Unit provides a full range of services to the institution. Clinicians provide psychological evaluations, as well as individual, group and family therapy, referrals for psychotropic medication, treatment consultation and staff training. Any staff member may submit a referral for evaluation and/or therapy. These referrals involve a variety of issues, such as a youth's potential for violence, risk of suicidal behavior, treatment needs, etc. The Psychological Services Unit supplements treatment resources available to youth in their living unit. Individual psychotherapy is offered to those youth most in need of this type of treatment. A variety of group therapy opportunities, such as grief counseling, father's group and anger management groups are offered throughout the institution. Family therapy may be offered for those parents who are willing and able to participate. When appropriate, psychologists make referrals to the consulting psychiatrist who prescribes psychotropic medication as warranted. All services are coordinated by means of the case management process. The Psychological Services Unit also provides professional consultation to the institution through team meetings, program recommendations and committee involvement. In addition, the Psychological Services Unit provides professional development opportunities to the institution through staff in-service training.

# Pastoral Services

**Contact Name/Number:** Matt Theiler, Corrections Unit Supervisor / 715-536-8386, ext. 1223

**Average Length of Program:** Ongoing

**Requirements for Program Participation:** None - Open to all

**Criminogenic Needs Addressed:** Anti-social cognition, companions, personality, family, substance abuse

**Curriculum:** n/a

**Program Location:** Copper Lake School & Lincoln Hills School

Copper Lake/Lincoln Hills Schools provide a range of religious services and counseling to youth committed via chaplain services and volunteer providers. In the event that our chaplain or volunteer staff cannot meet a youth's unique needs, other community resources are sought.

Youth are encouraged to participate in weekly non-denominational services that are provided by a chaplain and a variety of faith groups. The goal of the program is to provide youth with a meaningful resource for self-improvement and spiritual growth in their designated religion. Youth in each living unit are also provided the opportunity to participate in bible study provided by local volunteers.

Youth are also afforded the opportunity to participate in transition services provided by community resources, which will assist them in locating a place of worship in the area they will be placed.

# Health Services

**Contact Name/Number:** Patti McEwen-Kiel, Nursing Supervisor / 715-536-8386, ext. 1225

**Average Length of Program:** Ongoing

**Requirements for Program Participation:** None - Open to all

**Criminogenic Needs Addressed:** n/a

**Curriculum:** n/a

**Program Location:** Copper Lake School & Lincoln Hills School

The Health Services Unit (HSU) unites the professional disciplines of nursing, medicine, psychiatry and dentistry to provide healthcare services comparable to those obtainable in the community.

In addition to attending to immediate needs, healthcare professionals strive to educate youth on the impact their lifestyle choices have on themselves and others while in our facility and upon their return to the community. This would include making healthy lifestyle choices, proper use of the healthcare system, consequences of their choices on themselves and others (STD, TB, HIV, smoking, wellness education, etc.) and their responsibility in carrying out their healthcare needs.

HSU staff interface with the DOC Bureau of Health Services, local and state public health agencies and other healthcare providers throughout the state to share information, ensure continuity of care, provide prevention and screening programs (immunizations, TB screening and STD testing).

HSU works with other departments to provide a safe living and working environment and prevent the spread of disease by participating in C.A.S.H. (Committee Assigned to Safety and Health) and the Infection Control Committee.

## Nursing Services

Nursing responsibilities include initial admission screening and exam, physical assessments, emergency care, assessments of acute injuries and health complaints, laboratory services, management of prescription medication, screening for sexually transmitted diseases, immunization clinics, monitoring chronic conditions, health education and the upkeep of medical records.

## Medical/Psychiatric Services

On-site medical and psychiatric services are provided by physicians, psychiatrists, optometrists, advanced practitioners, registered nurses. Services include physical examinations, monitoring of chronic conditions or psychotropic medication, acute illness, and emergency care.

Local healthcare facilities are utilized for emergency services. Consultation with local or University of Wisconsin specialists is available if appropriate.

## Dental Services

Dental care is provided to youth by a dentist, dental hygienist and dental assistant. Services include dental examinations, routine dental hygiene and fillings, extractions and root canals.