

VISITING HOURS:

What is Incontinence And What Are Some Treatment Options

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Urinary incontinence, or involuntary loss of bladder control, isn't something that just happens to older patients. In fact, the condition affects men and women alike, young and old. More than 25 million Americans have urinary incontinence, and the experience can sometimes leave them feeling ashamed, socially isolated and depressed.

Urinary incontinence is more common than people realize. Approximately 50-60% of individuals may experience incontinence at some point in their lives. Urinary incontinence can affect anyone; however, many people begin to notice bladder health problems post-



Goehner

partum, following surgery or in middle age. Urinary incontinence can occur in many forms. Two types of common urinary incontinence include:

- **Stress incontinence.** This is loss of urine when you exert pressure on your bladder by coughing, sneezing, laughing, exercising or lifting something heavy. Stress incontinence occurs when the sphincter muscle of the bladder is weakened. In women, physical changes resulting from pregnancy, childbirth and menopause can cause stress incontinence. In men, removal of the prostate gland can lead to this type of incontinence.

- **Urge incontinence.** This is a sudden, intense urge to urinate, followed by an involuntary loss of urine. Your bladder muscle contracts giving you very little time to reach the bathroom. With urge incontinence, you may need to urinate often, including throughout the night. Urge incontinence may be caused by urinary tract infections, substances that irritate the bladder, bowel problems, Parkinson's disease, Alzheimer's disease, stroke, injury or nervous system damage associated with multiple sclerosis. If there's no known cause, urge incontinence is also called overactive bladder.

Conservative treatment options are available for the treatment of urinary incontinence. According to the American Physical Therapy Association

(APTA), proper preventive measures and treatment by a physical therapist can help patients manage, if not alleviate, this often debilitating condition. A trained physical therapist will develop an individualized treatment for each patient. Treatment may include exercises to strengthen and re-educate pelvic muscles as well as nutrition and lifestyle education to optimize bladder health.

For more information on physical therapy treatments available for urinary incontinence call (605) 668-8790. Heather Goehner, physical therapist at Avera Sacred Heart Hospital, completed her undergraduate degree in Health Promotion at South Dakota State University in 2006 and received her Doctorate of Physical Therapy from The

University of South Dakota in 2009. After joining Avera Sacred Heart Hospital, Goehner began training for bladder and bowel dysfunction. She has completed coursework and training in the areas of pregnancy and postpartum specifically for back and pelvic pain, exercise, incontinence, constipation and sleep disturbances associated with pregnancy.

Sources include:
American Physical Therapy Association
(www.apta.org)
Mayo Clinic Online (www.mayoclinic.com)

This weekly column is produced by the public relations office at Avera Sacred Heart Hospital to promote healthy lifestyles and provide useful medical information to our community.

Peer Groups Can Be A Positive Influence On Teens

BY VAL FARMER

What do you think of those mysterious and seemingly dreaded forces in our society - teen-age peer groups and pressure? Do you conjure up nightmare images of gangs, drugs, sex and alcohol? If so, you are not alone. The public has a tendency to associate teen peer group influence as only negative.

Peer groups are not inherently positive or negative. They can be both good and bad. Teen friendships, group interactions and influences are a part of positive development. Here are some ideas on peer group influence.

Why are peer groups important? Children learn to evaluate themselves through the eyes of their peers. They get important feedback on their personal characteristics. They practice and gain social skills and confidence. They learn fairness, cooperation and how to defer personal gratification to group goals.

Teens learn how to make themselves more attractive and interesting to others. They learn to school their aggressive reactions in the interest of fitting in. They enjoy companionship while exploring their interests - sports, music, art, debate, honor society, drama, languages, etc.

When and why are peer groups influential? Peer groups become important in late elementary years and peak during the 8th or 9th grade. Teens with a strong need to belong are more subject to peer influence.

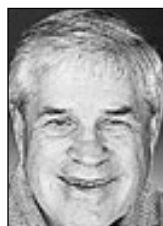
During high school, peer group influences start to wane. Individual identity, values and goals play more of a role in decision-making. Older teens have more of a sense of who they are and what they want. Some teens are open to everyone and can befriend others in different groups without needing to belong to a particular group themselves.

Some peer groups can be exclusive and closed while others may be more open to newcomers and outsiders. Some groups have strong values and norms and demand conformity. Influence within the group may be wide spread or centralized because of the attitudes of certain individuals. Sometimes a teen's inability to fit in may be due to circumstances beyond his or her control.

Positive peer groups usually have strong bonds to school while negative groups are anti-education in some fashion. Religious peer groups mix teens from different schools and age groups.

Deviant peer groups form from socially rejected children or those whose family life is lacking in attention and love. Another factor is poor academic achievement. Negative peer groups are more prone to go across ages, especially younger age peers, to find companions sympathetic to their antisocial attitudes.

What about parental influence and peer groups? If decisions are long-term and have strong consequences then parental influence is still strong. If their most important decisions are more short-term - style and mannerisms, clothes, personal expressions, etc. - teens



VAL FARMER

will be most influenced by their peers.

There is a myth that parents lose influence to the peer group. Researchers have found that children who have strong parental influence also have strong peer influences at the same time. As they grow toward maturity, they are more interdependent with both parents and peers.

Teens who are neglected or have too many conflicts with their parents often connect with friends who tend to be anti-education and antisocial. Getting love, attention, respect and encouragement in the family helps teens be less needy and dependent on peer approval.

What can parents do? Here are a few recommendations:

1. **Get to know your children's friends.** Make your home a place where your children's friends are welcome. Get to know their names. Recognize and greet them socially when you see them in public. Form a relationship with them.

Have fast food in the house and let your children host their friends at your home. At younger ages, drive them on trips and activities. Don't be too intrusive. Let them talk around you.

2. **Don't overreact.** Be cautious about judging. Children will devalue your opinion and not trust your judgment if they see you are judging wrong or on surface impressions. One bad apple doesn't spoil the barrel. A problem kid can benefit from a positive peer group and won't necessarily be a negative drag on your child's behavior or character.

Your child can recognize the good and bad in their friends and not judge them too harshly. It is when the mix of friends is predominantly negative that parents need to be concerned. If most of your child's friends are positive influences, relax and trust your child's judgment.

3. **Set the stage.** Encourage them to get involved in activities and interest groups where they can form friendships. Skills give them greater self-confidence and more acceptance from others. Some children may need coaching on social skills such as being friendly, talkative and assertive.

4. **Keep your lines of communication open.** Help them when peer relationships go awry. Be concerned and helpful. Keep your own relationship positive.

5. **Do things as a family.** Enjoy each other's company. Go camping. Eat out. Family activities provide a good balance to the ups and downs of peer friendships. Teens need both a comfort zone of security with family life and with their peer groups at school and church.

For more information on teenagers, visit Val Farmer's website at www.vallfarmer.com.

Val Farmer is a clinical psychologist specializing in family business consultation and mediation with farm families. He lives in Wildwood, Missouri and can be contacted through his website. This column is sponsored by Lewis & Clark Behavioral Health.

SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC PROGRAM REQUESTS APPROVED

SPEARFISH — The South Dakota Board of Regents has approved a request from Dakota State University to deliver more of its academic offerings via the Internet. In other action, the board also created a new energy-focused certificate program at Black Hills State University and a minor in health sciences at The University of South Dakota.

Dakota State University requested authority to deliver two existing programs—its bachelor of business administration degree in marketing and a minor in sociology—using the Internet. The option will be available starting this fall. Officials responded to requests to deliver these popular programs to a wider audience, and said the expanded access should positively contribute to state workforce development.

At Black Hills State University, a new certificate program in energy management technology will also be available starting this fall. Certificate programs are developed by packaging a small set of courses—in this case, three 3-credit courses—that allow students to develop expertise in a focused area of study addressing identified market needs. BHSU will train workers to identify energy waste within an industrial, commercial, or institutional setting and use the latest in building automation control technology to reduce energy costs and improve energy efficiency.

A new minor in health sciences at The University of South Dakota builds on the success of the bachelor's degree in health sciences, which has been offered for the past year. Interest in that program is strong, with 158 students taking the first-year introductory course and another 107 registered so far for fall offerings. A total of 59 students have declared health sciences as their major, and the first graduates are expected in 2012. The 18 credit-hour minor, available next spring, will provide students a strong foundation of health care knowl-

edge and skills to enhance employability in careers such as health services administration and social work.

TRANSFER AGREEMENT ALLOWS STUDENTS TO COMPLETE HEALTH SCIENCES DEGREE

SPEARFISH — A credit-transfer agreement between The University of South Dakota and three technical institutes in South Dakota will ease the way for two-year technical education students to complete a bachelor of science degree in health sciences.

The South Dakota Board of Regents approved the agreements Thursday, which cover 21 health-related programs offered at Lake Area, Southeast, and Western Dakota technical institutes. Similar agreements were also reached with Western Iowa Tech Community College in Sioux City, Iowa.

The agreements identify general education coursework and technical course credits that USD officials will accept from students, who have completed certain two-year programs at the technical institutes, and apply to the bachelor's degree in health sciences. Another pathway students may choose to take is to complete years one and two at USD, years three and four at the technical institute, and then transfer technical education credits back to USD to complete the bachelor's degree.

These latest agreements bring the total number of credit-transfer agreements system-wide to 250. Total number of agreements at each institution breaks down as follows:

Public Universities — Black Hills State University 24; Dakota State University 55; Northern State University 39; South Dakota State University 67; and the University of South Dakota 65

Technical Institutes — Lake Area Technical Institute 68; Mitchell Technical Institute 18; Southeast Technical Institute 126; Western Dakota Technical Institute 38

LEVEL FUNDING SOUGHT FOR HIGHER EDUCATION BUDGET

SPEARFISH — The public university system's top budget priority for next year is to maintain its general fund budget, avoiding further base funding cuts that jeopardize academic quality and drive up costs to students.

The South Dakota Board of Regents agreed Thursday to advance a conservative budget for the fiscal year that starts next July 1. "Recognizing the state's fiscal challenges, there will be no requests for new academic programs or any base expansion of the budget beyond addressing salaries in fiscal year 2012," said Regents President Terry Baloun.

The top priority is to ensure that the board maintains its base budget with no further budget cuts. "At a time of record enrollments across South Dakota, with the economic impact of the higher education enterprise a given, we simply must maintain the state's critical investment in public higher education," Baloun said. Budget cuts over the past two years at the public universities, totaling \$10.3 million, have represented about a 5 percent base reduction in state general funds.

Another main priority is to support a modest salary increase for state workers after two years of no increase. "Our public universities must compete in a national market for faculty and researchers," Baloun said, "so it is essential we offer competitive salaries to retain and recruit the best talent possible." More than a year ago, salaries for South Dakota public university faculty and staff trailed the national market by 31.8 percent, and the situation has not improved since, as this marks the second year with no salary increase for state employees, he said.

"We respect the fact that times are tight, but the system cannot continue to grow the necessary graduates and research returns, all benefiting the future

economy of South Dakota, with less and less funding," Baloun said. "We intend to make our case that we have already given more than our fair share at the budget cutting table," he said.

S.D. PUBLIC UNIVERSITIES ENGAGED IN RECORD LEVELS OF RESEARCH

PIERRE — Total research awards to the six public universities in South Dakota exceeded \$154 million in the fiscal year that ended June 30, a record setting year for research support in the higher education system.

The amount awarded was up more than \$44 million from the previous fiscal year, according to the South Dakota Board of Regents. This 38.9 percent increase in research awards comes as the result of 1,265 research proposals submitted by the six campuses.

"Our faculty deserves the credit for this record-setting year," said Gary Johnson, system vice president of research. "Research does not cost; rather it pays dividends to the state. Competitive research awards recognize outstanding faculty members, faculty who embrace research not just for research's sake, but who make substantial contributions in their fields of expertise and carry new knowledge back to students in the classroom."

Jack Warner, the regents' executive director and CEO agreed. "Our research awards from external funding sources, such as the federal government and private corporations, have grown considerably in recent years. The amount now received nearly equals the level of state general support annually appropriated for the public university system," Warner said.

In the last fiscal year for which data were available, research expenditures in South Dakota totaled \$86.3 million, resulting in an annual economic benefit to the state estimated at \$124.3 million.

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Wanted: a new home for Lizzie. She is a 8 month old butterscotch colored lab. She likes to run and play and swim in the creek, enjoys long walks and is learning to heel and sit. She is doing quite well on housetraining also. She love all humans and has a very friendly disposition. She would love to have some wonderful human companions to love her all the rest of her years, and if they have other friendly dogs for her to play with...that would be a bonus.

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Kids And Cars Coming To A School Zone Near You

As 56 million students across the country get ready to start the 2010-2011 school year, AAA reminds motorists to be aware of increased child pedestrian activity and traffic congestion in and around neighborhoods and school zones.

With more than half of those students in elementary school, AAA urges drivers to be especially cautious and alert during morning and afternoon hours.

• **Follow the speed limit.** School zone speed limits are purposefully set low. Children are unpredictable and may have difficulty gauging the distance and speed of an approaching car.

• **Look for AAA School Safety Patrolters.** With more than half a million AAA School Safety

Patrollers at 30,000 schools across the country, they're a sure sign you're approaching a school zone.

• **Come to a complete stop at intersections with stop signs.** Research shows that more than one third of drivers roll through stop signs in school zones or neighborhoods.

• **Always stop for loading or unloading school buses.** It may be tempting to drive around stopped school buses, but not only is it dangerous, it's against the law, whether approaching a stopped school bus from either direction.

• **Eliminate driver distraction.** AAA research shows that taking your eyes off the road for two seconds doubles your chances

of crashing. Putting down your cell phone makes you a safer driver and sets a good example for young passengers and pedestrians. Never text while driving.

• **Plan Ahead.** Leave early for your destination and build in extra time to allow for congestion. Modify your route to avoid school zones and traffic.

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