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### SCHEDULE AT A GLANCE

#### WEEK 1: ACHA MEETINGS AND NETWORKING
Open to all; full meeting registration not required

**Tuesday, June 1**

**Orientation Materials**
- The State of ACHA
- Virtual Meeting Orientation

*Pre-recorded to watch on-demand*

**Virtual Exhibit Showcase Opening**
11:00 am-12:00 pm

**Meetings**
- 12:15 pm-1:15 pm
- 1:30 pm-2:30 pm
- 2:45 pm-3:45 pm
- 4:00 pm-5:00 pm
- 5:15 pm-6:15 pm

**Wednesday, June 2**

**Meetings**
- 11:00 am-12:00 pm
- 12:15 pm-1:15 pm
- 1:30 pm-2:30 pm
- 2:45 pm-3:45 pm
- 4:00 pm-5:00 pm
- 5:15 pm-6:15 pm

**Thursday, June 3**

**Discussion Groups and Meetings**
- 11:00 am-12:00 pm
- 12:15 pm-1:15 pm
- 1:30 pm-2:30 pm
- 2:45 pm-3:45 pm
- 4:00 pm-5:00 pm
- 5:15 pm-6:15 pm

#### WEEK 2: EDUCATION, EXHIBITS, AND POSTERS
Open to all full meeting registrants

**Tuesday, June 8**

**Welcome/Keynote Session**
11:00 am-12:00 pm

**Virtual Exhibit Showcase**
12:00 pm-12:45 pm
2:15 pm-3:00 pm

**Virtual Posters**
4:00 pm-4:45 pm

**General Sessions**
- 12:45 pm-2:15 pm
- 3:00 pm-4:00 pm
- 4:45 pm-5:45 pm

**Wednesday, June 9**

**Dorosin Memorial Lecture**
11:00 am-12:00 pm

**Virtual Exhibit Showcase**
12:00 pm-12:45 pm

**Virtual Posters**
1:45 pm-2:30 pm

**General Sessions**
- 12:45 pm-1:45 pm
- 2:30 pm-3:30 pm

**Presidential Citation and Presidential Closing Session**
3:45 pm-4:45 pm

**Assembly of Representatives**
5:00 pm-5:45 pm

**ACHA Awards Ceremony**
6:00 pm-7:00 pm

#### WEEK 3: MENTORING
Open to all full meeting registrants

**Tuesday, June 15**

**One-on-One Mentoring Sessions**
8:00 am-5:00 pm (40 minute sessions)
Open to meeting registrants

**Wednesday, June 16**

**Group Mentoring Sessions**
11:00 am-4:00 pm (60 minute sessions)
Open to all

### ON-DEMAND EDUCATION SESSIONS
Open to all full meeting registrants

Released Tuesday, June 1

40+ On-Demand Sessions
Available in the ACHA Education Center
*Pre-recorded to watch on-demand; CE Credit available (depending on credit type)*

Schedule subject to change.
ABOUT ACHA 2021 VIRTUAL

WHAT’S HAPPENING, AND WHEN?

40+ On-Demand Education Sessions: June 1 (available through June 2022)
30+ Live Education Sessions and Featured Speakers: June 8-9
Live Session Recordings: Late June 2021
Exhibit Showcase: Opens June 1, available on-demand June 1-August 31
Poster Sessions: Open June 1, available on-demand June 1-August 31
ACHA Business and Adjunct Meetings: June 1-3
Group and Individual Mentoring Sessions: June 15-16
ACHA 2021 Awards Ceremony: June 9
Live Assembly of Representatives: June 9

HOW DO I ACCESS THE VIRTUAL CONTENT?

Access to participate in ACHA 2021 Virtual will require all registrants to login to the event platform using the credentials that you use to login to ACHA’s main website at www.acha.org.

The link to the event platform will be sent to you just prior to the June 1 meeting start date or within 24 hours of registering. In the meantime, please test your login or create a username and password if you have never done so at acha.org before. Instructions are below.

NOTE: This username/password are NOT the same as those that you used to register for the meeting.

1. Go to www.acha.org/MyAccount
2. If you have logged in to acha.org before, please test that you can login or use the Forgot Username and Forgot Password links to retrieve/reset your credentials.
3. If you have never logged in before:
   • When the login screen appears, use the “Forgot Username” link and wait for an email with that information.
   • Then use that username and the “Forgot Password” link to receive a second email.
   • Click on the link within the body of that email to take you to an account creation page.

Hold on to those login credentials! You will use them once you receive the link to access the meeting sessions and events!
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Schedule subject to change.
FEATURED SPEAKERS

KEYNOTE ADDRESS: MY JOURNEY TO DISCOVER WHY HEALTH DISPARITIES EXIST

Tuesday, June 8
11:00 am-12:00 pm Eastern

Thomas LaVeist, PhD is dean of the Tulane University, School of Public Health and Tropical Medicine. He has an extensive record of publication in scientific journals as well as numerous mass media outlets, and is director and executive producer of “The Skin You’re In,” documentary series about racial inequalities in health. He is also author of six books including “Minority Population and Health: An Introduction to Health Disparities in the United States” (the first text book on health disparities). An award winning research scientist, Dr. LaVeist has received the “Innovation Award” from National Institutes of Health, the “Knowledge Award” from the U.S. Department of Health and Human Services and was elected to the National Academy of Medicine in 2013.

In his keynote address, Dr. LaVeist will explain ways in which social determinants of health produce race disparities in health and explain flaws in research methods commonly used to study health disparities.

This session is partially sponsored by the American College Health Foundation UnitedHealthcare Student Resources Fund

DOROSIN MEMORIAL LECTURE: REFLECTIONS ON RACE AND MEDICINE IN THE YEAR OF COVID-19 AND NATIONWIDE PROTESTS

Wednesday, June 9
11:00 am-12:00 pm Eastern

The ACHA 2021 Dorosin Memorial Lecture speaker is Damon Tweedy, MD, from Duke University School of Medicine. Dr. Tweedy is a New York Times bestselling author and speaker with a focus on the impact of race on the medical profession at all levels.

This session will cover disparities and steps that can be taken to address them so that university health and counseling centers can provide services to students of all backgrounds on campus. Additionally, Dr. Tweedy will describe how to look intentionally at systems of health care and counseling and presence (or lack of) support for students with regard to providers of color, and supporting the professional work done by providers of color.

This session is partially sponsored by the American College Health Foundation Stephan D. Weiss, PhD Fund for Mental Health in Higher Education
An Interview with Dr. Fauci and the 2021 Presidential Citation

Wednesday, June 9, 3:45 pm–4:00 pm Eastern

Anthony S. Fauci, MD is director of the National Institute of Allergy and Infectious Diseases (NIAID) at the U.S. National Institutes of Health, where he oversees an extensive research portfolio focused on infectious and immune-mediated diseases. As the long-time chief of the NIAID Laboratory of Immunoregulation, Dr. Fauci has made many seminal contributions in basic and clinical research and is one of the world’s most-cited biomedical scientists.

In a brief pre-recorded session, Dr. Fauci will accept the ACHA Presidential Citation for his courageous leadership and unwavering commitment to the scientific approach in the face of the COVID-19 pandemic. Dr. Fauci will then be interviewed by ACHA President Kim Webb, and will speak about vaccine acceptance and confidence, fall 2021 campus re-opening, vaccine mandates for students, faculty and staff, and ongoing COVID mitigation and safety approaches for the foreseeable future.

Closing Presidential Session: Preparing Thriving and Inclusive Campus Communities in the Aftermath of COVID-19

Wednesday, June 9
4:00 pm–4:45 pm Eastern

Anne Schuchat, MD has been Principal Deputy Director of CDC since 2015, serving as acting CDC director in 2017 and 2018. She was Director of CDC’s National Center for Immunization and Respiratory Diseases from 2006-2015 and Chief of the Respiratory Diseases Branch from 1998-2005. She’s been instrumental in CDC emergency responses including the COVID-19 pandemic, the 2019 outbreak of vaping associated lung injuries, the 2009 H1N1 influenza pandemic and the 2003 SARS outbreak in Beijing.

In her session entitled Preparing Thriving and Inclusive Campus Communities in the Aftermath of COVID-19, Dr. Schuchat will focus on how we better prepare our campus communities for public health measures and interventions for the both the remainder of the pandemic and for future health threats. She will view these topics through a lens of building thriving and inclusive campus communities.

This session is sponsored by the American College Health Foundation Aetna Student Fund
2021 ASSEMBLY OF REPRESENTATIVES

Wednesday, June 9, 5:00 pm-5:45 pm Eastern

Provide your input on association governance! If you are an eligible voting member of ACHA, you play a very important role in the governance of the association, and therefore, in the field of college health. Plan to attend the Assembly of Representatives and hear association updates, welcome the incoming ACHA president into office, and vote on recommended bylaws amendments.

You are an eligible voting member if you are a:

- representative of a member institution (RMI)
- section chair, chair-elect, or designated representative
- member of the ACHA Board of Directors
- past president of ACHA

All ACHA members are invited to attend the Assembly of Representatives, though only the members listed above are eligible to vote.

ACHA 2021 AWARDS AND FELLOWS CELEBRATION

Wednesday, June 9, 6:00 pm-7:00 pm Eastern

Each year, ACHA honors exemplary members nominated by their peers for exceptional service and commitment to the association and to the field of college health.

ACHA is pleased to honor the 2021 Awards Recipients and Fellows during this special virtual ceremony. These are individuals or groups who are making exceptional contributions to ACHA, the field of college health, or their own health center and campus.

We hope you’ll join us!
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Virtual Posters are visual presentations of successful programs on a variety of campuses. We encourage you to spend time learning about the innovative research and programs being conducted around the country, as featured in more than 30 virtual posters displayed at this year’s meeting. Visit the event portal for more information.

**P1** Video Gaming and Health: An Opportunity for Health Screening and Promotion  
Presenter(s): Kelli Agrawal, MPH, TTS, Rakan Alshaibi, and Himani Gubbi, BS, BA (University of Florida)

**P2** Full Disclosure: The Importance of Inclusive Intake Procedures for Transgender Patients  
Presenter(s): Ashley Campos (University of California Berkeley)

**P3** The Impact of Remote-Delivered Services on Counseling Center Staff Wellness  
Presenter(s): Katherine Cohen, MA, Emily Hersch, BA, Emily Lattie, PhD, Anjay Saklecha (Northwestern University); Yuxi Tan, MD (Central South University)

**P4** Examining Rape Myth Acceptance Among College Students: Varsity Athletes Compared to Non-Athletes  
Presenter(s): Margaret DiVita, PhD, MS, and Sarah Beshers, PhD (SUNY Cortland)

**P5** Gratitude Interventions as an Effective Way to Improve College Student Well-Being  
Presenter(s): Andrew Downs, PhD, and Katherine Tolcher (University of Portland); Madalyn Cauble, BA (Georgia State University)

**P6** Reframing Mental Health as an Effective Way to Decrease Stigma and Increase Help-Seeking in College Student-Athletes  
Presenter(s): Andrew Downs, PhD, and Caitlin Kirk (University of Portland)

**P7** Ability to Access Health Care Among Community College Students During COVID-19  
Presenter(s): Sarah Elmes, MS, Cynthia Harper, PhD, MIA, MA, and Jennifer Yarger, PhD (University of California, San Francisco)

**P8** Prevalence, Nature, and Scope of Peer Programs Supporting College Student Mental Health  
Presenter(s): Savannah Erwin, MA, Sarah Gaither, PhD, Talita Ahmed, BS, Nancy Zucker, PhD (Duke University)

**P9** Prescription Stimulant Diversion and Misuse: Understanding Transaction and Related Events  
Presenter(s): Jacquelyn Garcia, BA, and Kate Diaz Roldan, BS (California State University, Long Beach)

**P10** Pandemic, Protests, and Penury: Syndemic Impacts on Mental Health and Self-Protective Behaviors of U.S. College Students  
Presenter(s): Erica Gollub, DrPH, MPH, Melanie Cirillo, and Josh Mendelsohn, MSc, PhD (Pace University)

**P11** College Students’ Experiences with Substance Use at Electronic Music Events: A Qualitative Study  
Presenter(s): Valerie Halstead, PhD, APRN, FNP-BC and Ashley Falcon, PhD, MPH (University of Miami); Brian McCabe, PhD (Auburn University)

**P12** Using the Theory of Planned Behavior to Promote Sexual Consent Among Undergraduate Greeks  
Presenter(s): Valerie Halstead, PhD, APRN, FNP-BC (Indigo Dermatology)

**P13** College Student Perspectives of the COVID-19 Pandemic: Concerns, Preventative Behaviors, and Impact on Academic Success and career choice  
Presenter(s): Edward Hebert, PhD, Sabrina Hickey, BS, and Nancy Webb, MA (Southeastern Louisiana University)

**P14** The Impact of the COVID-19 Pandemic on the Mental Health of First-Year University Students: Comparison Between 2019 and 2020  
Presenter(s): Ryo Horita, PhD, Akihiro Nishio, PhD, and Mayumi Yamamoto, MBA, PhD (Gifu University)
Virtual Posters

**P15** Examining the Relationships Between Physical Activity Liking, Perceived Body Size, and Eating Behaviors Among College Women
Presenter(s): Patrice Hubert, MS, RDN, Valerie Duffy, PhD, RD, Tania Huedo-Medina, PhD, and Trica Leahey, PhD (University of Connecticut)

**P16** Public Health, The Pandemic, and HIPAA – A Triangle of Collaboration
Presenter(s): Joan Kiel, PhD, CHPS (Duquesne University)

**P17** Predicting Factors Associated with Anxiety and Depression in a Regional College Student Population
Presenter(s): Dee Kinney, PhD, MSW, RDN, and Daniel Ashwood, PhD (Miami University of Ohio)

**P18** College Students’ Perceived Risks of COVID-19 and E-Cigarette Use
Presenter(s): Dillon Lay, Melinda Ickes, PhD, and Sadie Middleton (University of Kentucky)

**P19** State of the Union 10 Years Later: Sexual Health Disparities in a National Sample of U.S. College Students
Presenter(s): Sarah Litt, MA, NCE, Melanie Minges, MA, Cassandra Riedy, MA, Anese Barneett, MEd, Danielle Hickman, MS, LCPC, Kuan-I Wu, MS, MSED, Alicia Quayson, MA (George Washington University)

**P20** The Zenstudies Program: Making a Healthy Post-Secondary Transition. A Study of the Efficacy and the Quality of the Implementation
Presenter(s): Diane Marcotte, PhD, Josianne Chicoine, PhD, and Simon Lapierre, BA (University of Québec)

**P21** New Trends in the Treatment of Urinary Tract Infections in Women
Presenter(s): Kathy Pichel-McGovern, CRNP (Haverford College)

**P22** Contemplative Practices in the Classroom: Managing Stress and Increasing Self-Compassion
Presenter(s): Michele McGrady, PhD, MA (Western Michigan University)

**P23** Risk Factors of Emerging Adults Using E-cigarettes with THC/Cannabis
Presenter(s): Sadie Middleton and Melinda Ickes, PhD (University of Kentucky)
**P24** The Impact of Health Risk Behaviors on Chronic Cardiometabolic Health Conditions in African American College-Aged Women in the COVID Era
Presenter(s): Gilaine Nettles, PhD, DPT, MHA, PT, and Spirodon Karavatas, DPT, PhD (Howard University)

**P25** Assessing Worksite Health Promotion Programming and Resource Capacity in Mississippi Community Colleges
Presenter(s): Jonah Neville, MS, CHES, Antonio Gardner, PhD, MS, CHES, Barry Hunt, Ed-D (Mississippi State University)

**P27** “Keeping My Patient Safe”: Experiences of Student Health Coaches Working with Adults with Chronic Health Conditions
Presenter(s): Kayla Noll, MS, CHES, Ralph Wood, PhD, CHES (Southeastern Louisiana University)

**P28** What Influences Clinician’s Decisions to Order Lab Tests?
Presenter(s): Richard O’Keefe, MD, MA, FAAFP, ABFM and Tehmina Kazmi, MD, Meghan McSherry, FNP-BC, Martine Duplan, BA, Linda Jordan, MD (Columbia University)

**P28** Musculoskeletal Discomfort Due to Computer Use in College Students: Implications During COVID-19
Presenter(s): Priyadarshini Pattath, PhD, MPH, and Lisa Webb, EdD (Virginia Commonwealth University)

**P30** Faculty, Staff and Student Perceptions of Their Health and Work Performance Experiences Associated with the Impact of COVID-19 During the Spring 2020 Semester
Presenter(s): Andrea Pevey, ANP-BC, Edward Hebert, PhD, Sabrina Hickey, BS, and Kayla Noll, MS, CHES (Southeastern Louisiana University), Matt Lovett, PhD, William Hey, PhD (University of Louisiana Monroe); Ralph Wood, PhD, CHES, Penny Thomas, DNP, FNP-C (Southeastern Louisiana University); Ismatara Reena, EdD, MBBS, CHES (University of Louisiana at Lafayette)

**P31** Exploring the Integration and Functionality of an eHealth Intervention to Improve College Students’ Sexual and Reproductive Health Literacy
Presenter(s): Rumour Piepenbrink, MPH, CHP and Sharonda Lovett, CHES, Joseph Puccio, MD, Julie Tombback, MD, Cheryl Vamos, PhD, MPH (University of South Florida); Rachel Logan, PhD, MPH (The Equity Experience, LLC); Stacy Griner, PhD, MPH, CHP, RDH (University of North Texas Health Science Center)

**P32** An Examination of Racial/ Ethnic Differences in the Relationship between Psychological Distress and Sexual Risk-Taking Behavior in College Women
Presenter(s): Delishia Pittman, PhD, ABPP, Cassandra Reidy Rush, MA (The George Washington University); Sarah Litt, MA (Children’s National Medical Center)

**P33** Virtualizing Medical and Mental Health Care in the Time of COVID-19: Telehealth Satisfaction from Students’ and Providers’ Perspectives
Presenter(s): Tahshann Richards, DO, MPH, Rosagna Rubiano, DNP, FNP-BC, and Richard Eichler, PhD, Dawn McAllister, MD, Rosagna Rubiano, DNP, FNP-BC, MBA, Richard Eichler, PhD, Alicia Quayson, MA, Danielle Hickman, MS (Columbia University)

**P34** Examining Psychological Distress as a Primer for Sexual Risk Taking Among Emerging Adults
Presenter(s): Cassandra Reidy Rush, MA, Sarah Litt, MA, NCE, Melanie Minges, MA, and Delishia Pittman, PhD, Alicia Quayson, MA (George Washington University)

**P35** The Relationship Between Problematic Internet Use, Smartphone Addiction, and Depression and Anxiety Among a Diverse Sample of College Students
Presenter(s): Adrianna Rojas, Jonathan Watts, BS, and Myriam Forster, PhD, MPH (California State University Northridge)

**P36** Lessons Learned from COVID-19 Testing in College Students: What Particular Symptoms Tell Us
Presenter(s): Jessica Simmons, MD, Stephanie Hartman, MD, Meredith Hayden, MD, and Kawai Tanabe, MPH (University of Virginia)

**P37** Creating a Sexually Transmitted Infection (STI) Self-Collection Testing Program in the Midst of a Pandemic
Presenter(s): Sharon Sperling-Silber, RN, MSN, Julie Tombback, MD, Grigoriy Grenader, DO, Jamie Zhang, BSN, Andrea Andaya, BSN (Columbia University)

**P38** A Toolkit For Promoting Menstrual Equity in Higher Education
Presenter(s): Grace Turner, MPH, CHES, Rose Glaser, BS (The University of Northern Colorado)

**P39** Impact of an Embedded Counseling Center Psychologist within a Student Health Medical Clinic
Presenter(s): Matt Zimmerman, PsyD, ABPP, and Meredith Hayden, MD (University of Virginia)
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You’ll find:
• Product/program videos, demos, and updates
• Resources you can download and take away
• Opportunities to register for webinars or other special events (time sensitive, so don’t delay)
• Chances to enter to win prizes (time sensitive, so don’t delay!)

ACHA Raffle: Exhibit Showcase Word Scramble
If we can’t see you in New Orleans this year, at least we can think about the sights, flavors, and sounds of that incredible, vibrant city. Take a stroll through the ACHA Exhibit Showcase and search for scrambled words. You’ll need to correctly unscramble 15 unique words and submit them to us for a chance to win. For details and entry form, visit the meeting’s Exhibit Showcase in the event portal.

Prizes
All eligible entries with at least 15 unique correct words will be entered into a random drawing for a chance at winning:
• A FREE 2022 ACHA Annual Meeting Registration, scheduled for May 31-June 4 in San Diego (1 winner)
• A Cubii JR1 Seated Under Desk Elliptical Machine (1 winner)
• A Fitbit Versa 3 Smartwatch (2 winners)

Rules
• Only those registered for the Full Annual Meeting are eligible to enter
• Entry period is June 1-June 16
• Winners will be contacted by June 30
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Resolution of potential conflicts of interest

Program Planning Committee members have been asked to complete conflict of interest statements regarding relationships with commercial entities. Each of the 2021 Program Planning Committee members have reported no relevant conflicts of interest.

Program Planning Committee Chair
Stephanie Hanenberg, MSN, FNP-C, FACHA
University of Colorado Colorado Springs

Program Planning Committee Chair-elect and Poster Chair
Padma Entsuah, MPH
Columbia University

ACHA President
Kim M. Webb, MEd, LPC, FACHA
Washington University in St. Louis

ACHA President-Elect/Advisor on Student Issues
M. Scott Tims, PhD, CHWP
Tulane University

ACHA Vice President/Leadership Development Advisor
Jessica D. Higgs, MD, FAAFP, FACHA
Bradley University

Section Program Planners

Administration
Marcie Thompson, MBA
Oregon State University

Advanced Practice Clinicians
Anika March, FNP-DC
Columbia University

Clinical Medicine
Melanie Trost, MD
Duke University

Health Promotion
Brad Stewart, MEd, MBA
Texas Christian University

Mental Health
Beverly Fang, MD
George Washington University

Nurse Administrators
Andreea Baker, BSN, MSN
Concordia University-Nebraska

Nursing
Jacquelyn Hop, RN, MSN, CPN, LHCRM
University of Central Florida

Pharmacy
Tabby Ragland, PharmD
Middle Tennessee State University

Students/Consumers
Kaylah Scharf
University of Arizona, Tucson

Continuing Education Advisors

Chair, Continuing Education Committee and Advisor for Continuing Education for Certified Health Education Specialists
Kathy Saichuk, MA, MCHES
Louisiana State University

Advisor for Continuing Medical Education and Continuing Education for Family Physicians
Scott Henderson, MD
University of Missouri

Advisor for Continuing Nursing Education
Martha Davis, BSN, MBA
University of Georgia

Advisor for Continuing Education for Psychologists
Michael Malmon, PhD
Metropolitan State University of Denver

Advisor for Continuing Education for National Certified Counselors
Joy Himmel, PsyD, PMHCNS-BC, LPC, NCC
AAAHC

Advisor for Continuing Education for Social Workers
Drayton Vincent, MSW, LCSW, BCD
Louisiana State University

Advisor for Continuing Education for Pharmacists
Deb Hubbell, RPh, FACHA
University of Connecticut

Advisor for Continuing Education for Health Information Management Professionals
Deb Hubbell, RPh, FACHA
University of Connecticut

Advisor for Continuing Education for Registered Dietitians and Nutritionists
Dawn Boyd Null, PhD, RD, LDN
Southern Illinois University

American College Health Association Staff

Chief Program Officer
Susan Ainsworth, BA
American College Health Association

Continuing Education and Exhibits Manager
Lisa Pitrone
American College Health Association

Education Coordinator
Katie Francavilla, BS
American College Health Association
FUTURE ACHA ANNUAL MEETINGS

2022: San Diego, CA
Manchester Grand Hyatt San Diego
May 31-June 4, 2022

2023: Boston, MA
Boston Marriott Copley Place
May 30-June 3, 2023

2024: Atlanta, GA
Atlanta Marriott Marquis
May 28-June 1, 2024

2025: New Orleans, LA
Hilton New Orleans Riverside
May 27-31, 2025

For up-to-date information for Fall Affiliate Meetings, visit www.acha.org/ACHA/Networks/Regional_Affiliates.aspx.

SAVE THE DATE!
CALL FOR PROGRAMS FOR ACHA 2022 COMING SOON

We hope you’ll join us for ACHA 2022 at the Manchester Grand Hyatt in San Diego May 31-June 4. The Call for Programs will open this summer and close in mid-September so it’s not too early to start thinking of submissions. Stay tuned to www.acha.org for updates.
COMMITTEE AND COALITION MEETINGS

ACHA coalitions and committees address a diverse range of exciting issues pertinent to ACHA and the health of college students, and they are a vital component of the association’s work and mission. Coalitions are open to any members with an interest in the topic; committee membership is approved by the president. All meetings are open to all, but you must be a current ACHA member to join.

SECTION NETWORKING MEETINGS

ACHA’s nine sections reflect the professional diversity of the individual members of ACHA. Each section elects or appoints its own section officers, who provide leadership, guidance, and programming for members, including selecting their own programs for the ACHA Annual Meeting. Your section is a great way to get involved with your peers and an even better place to take on a leadership role within the association.

AFFILIATE NETWORKING MEETINGS

ACHA’s 11 affiliates have their own officers who provide leadership, guidance, and programming to members including conducting their own annual meetings. The affiliate network is a great way to get involved with college health.

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CHECK OUT THE ACHA MOBILE APP

ACHA is pleased to provide you with a mobile app for the 2021 Annual Meeting. This is the best way to get reminders and stay connected with attendees, exhibitors, and speakers.

To download the ACHA 2021 Virtual Annual Meeting app, go to the app store and search for “ACHA 2021.” Once you have the app downloaded, make sure you log in so you can access the full range of features, such as attendee-to-attendee messaging, custom scheduling, and much more!

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TECHNICAL REQUIREMENTS AND ACCESSIBILITY

ACCESSING SESSIONS
Just prior to the June 1 meeting start date – or within 24 hours if registering after May 31 – registrants will receive a link to access the meeting’s event portal. See page 4 for detailed instructions on required login credentials.

Portal System Requirements: A web browser is all that is needed to participate. Please use an up-to-date version of Chrome, Firefox, Edge or Safari. Internet Explorer is not recommended.

On-Demand, Recorded Sessions: All on-demand and recorded sessions and posters will be viewed within this portal.

Live Sessions: From the event portal, users will Join the live sessions by being taken to Zoom in their browser. Please make sure you have the Zoom client downloaded on the device you will be using. To test joining a Zoom session, visit https://support.zoom.us/hc/en-us/articles/115002262083-Joining-a-test-meeting.

ACCESSIBILITY/ACCOMMODATIONS
1. Live sessions will have the option to turn on a live transcript/captions in Zoom.
2. Recorded sessions will have open captions burned into the video as well as a full transcript handout.
3. Tools such as on-screen keyboard, mouse alternatives, text and image zooming, visual “click assist”, text-to-speech, and voice recognition are available through eSSENTIAL Accessibility, an assistive technology software available for free download for annual meeting registrants. Download eSSENTIAL Software for free here. You’ll also find this link in the event portal FAQs.

FOR ASSISTANCE
Visit the event portal “Navigate the Meeting” section, for instructions, FAQs and tours of the event portal. For assistance on June 8 and 9, look for the Live Chat support button on the event portal home page. At all other times, send questions to education@acha.org.

A customizable mental health platform designed with students in mind.

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info@christiecampus.com
GENERAL MEETING INFORMATION

**Overall Purpose:** In keeping with the ACHA Strategic Plan, the purpose of the ACHA Annual Meeting is to provide high-quality education to college health professionals, students, and other stakeholders to enhance the skills and capacities needed to advance health and build healthier campus communities.

**Target Audience:** The target audience for the ACHA Annual Meeting includes college health professionals, students, and other stakeholders.

**Commercial Support:** At the time of posting, we have received commercial support from Moderna, Inc.

**Sponsor Disclosures:** At the time of posting, we have received general meeting sponsorship from Aetna, the American College Health Foundation, Anthem Blue Cross Blue Shield, Togetherall, UnitedHealthcare StudentResources, Wellfleet Student, Christie Campus Health, Color, Mantra Health, TimelyMD, and My Student Support Program.

**Non Endorsement:** ACHA does not endorse any products or services that are displayed or referred to in conjunction with this activity and is not responsible for the actual presentation of content during scientific sessions.

**Successful Completion:** In order to earn credit/contact hours and obtain a CE certificate, participants must:

1. attest that they attended the entire session
2. successfully pass the post-test (with a score of 80% or higher)
3. request credit by the designated expiration date
   a. Credit for attendance at LIVE sessions must be requested by June 30, 2021
   b. The launch and expiration date for credit for attendance for ON-DEMAND recordings/homestudy sessions will vary by credit type.

See the event portal under each session's CE Credit and Disclosures tab. See the event portal for detailed instructions.

**Conflict of interest:** There is no conflict of interest for anyone with the ability to control content of this activity except:

- S. Shahzad Mustafa, MD, has disclosed that he is on speaker’s bureaus for Genentech, Regeneron, GSK, AstraZeneca, and CSL Behring.
- Chris Adigan, MD, has disclosed that she is a speaker for Amgen and DermTec, is a consultant for for PhotonMD and Sciton, and is a speaker, consultant, and advisory board member for Lumenis.

ACHA guards against discrimination in selecting faculty or participants for continuing education activities, and makes every effort to maintain awareness of individual differences with respect to the following, listed in alphabetical order: age; gender identity, including transgender; marital status; physical size; psychological/physical/learning disability; race/ethnicity; religious, spiritual, or cultural identity; sex; sexual orientation; socioeconomic status; veteran status. Faculty are chosen for their expertise to meet specific needs of trainees and their availability. Faculty and participants are not asked to identify any sensitive information and no selection is made on the basis of the individual differences listed above.
CONTINUING EDUCATION STATEMENTS

CME: The American College Health Association (ACHA) is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

ACHA designates this live activity for a maximum of 8.5 AMA PRA Category 1 credits. ™ Physicians should only claim credit commensurate with the extent of their participation in the activity.

ACHA designates this enduring activity for a maximum of 47.25 AMA PRA Category 1 credits. ™ Physicians should only claim credit commensurate with the extent of their participation in the activity.

AAFP: This live activity, ACHA 2021 Virtual Annual Meeting: Building Thriving and Inclusive Communities, with a beginning date of 06/08/2021, has been reviewed and is acceptable for up to 6.5 Prescribed credit(s) by the American Academy of Family Physicians. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

CNE: This nursing continuing professional development activity was approved by the Ohio Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. (OBN-001-91) Activity Numbers: 2020-0000001036

CHES®/MCHES®: Sponsored by ACHA, a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designated for Certified Health Education Specialists (CHES®) and/or Master Certified Health Education Specialists (MCHES®) to receive up to 53 total Category 1 continuing education contact hours. Maximum advanced-level contact hours available are 29. Continuing competency credits available are pending.

PsyCE: ACHA is approved by the American Psychological Association to sponsor continuing education for psychologists. ACHA maintains responsibility for this program and its content. This program has been awarded 25.5 hours of continuing education for psychologists.

NBCC: The American College Health Association has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6397. Programs that do not qualify for NBCC credit are clearly identified. ACHA is solely responsible for all aspects of the program.

NASW: This program is Approved by the National Association of Social Workers (Approval # 886508715-1877) for 6.5 continuing education contact hours.

CPEU: This activity has been approved by the Commission on Dietetic Registration for 6.5 CEUs.

ACPE: The University of Maryland School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. The 2021 ACHA Annual Meeting has been approved for a total of 5.5 credit hours (.55 CEUs) of knowledge-based continuing education targeted to pharmacists in college health ambulatory settings. Participants may earn a maximum 5.5 credit hours (.55 CEUs) of pharmacy continuing education credit. See “Successful Completion” on page 20 for initial release and expiration dates.

Attention Family Physicians and Social workers: Any credit for on-demand sessions or recorded versions of the live sessions is TBD and will not be available until mid-late July.
Empowering students through an anonymous, online peer-to-peer mental health community

College should be a time for positive self-discovery, not stress and isolation. Monitored by mental health practitioners, Togetherall allows students from diverse backgrounds to connect safely and feel a sense of belonging - breaking conventional barriers.

We’re in this together. Togetherall is a partnership that integrates with and expands the reach of your institution’s available resources. We offer a scalable, cost-effective support solution, focusing on the safety and inclusivity of every student.

Always Accessible & Safe
• Flexible - Online platform is accessible 24/7, 365 days a year.
• Registered mental health practitioners moderate around the clock to monitor risk.
• Escalation plan with 24/7 crisis phone lines through our partnership with ProtoCall.

Always Judgement-free & Inclusive
• Students can anonymously seek and provide support.
• Inclusive online community that reaches and empowers underrepresented students.

Always Scalable & Easily integrated
• One counselor-to-many student model extends reach and capacity.
• Affordable cost and 24/7 moderation by registered practitioners.

Why Togetherall?
• Supports 200+ institutions and 2M+ students
• 15+ years of offering mental health services
• 93% self-report an improvement in their well-being
• 40% of students registered identify as BIPOC
• 35% report that Togetherall is their only source of reliable mental health support

Learn more at: togetherall.ac-page.com/about-togetherall
WEEK 1: ACHA MEETINGS AND NETWORKING
ACHA MEETINGS AND NETWORKING

TUESDAY, JUNE 1

11:00 AM – 12:00 PM Eastern

Exhibit Showcase Opening
Now’s your chance to connect with vendors serving the college health market! Spotlight hours are a great time to connect with representatives, but be sure to check for posted hours chat hours in the Exhibit Showcase Page for each vendor. Also, now’s the time to collect words for the Exhibit Showcase Scramble for your chance to win great prizes! Details on pages 14-15.

12:15 pm – 1:15 pm Eastern

ACHA COMMITTEE, COALITION AND TASK FORCE MEETINGS
These meetings are for members of the following groups. Note that coalition meetings are open to all members.

- Sensitive Exams Task Force
- COVID-19 Task Force
- Faculty & Staff Resiliency Task Force
- Leadership Institute Committee
- LGBTQ+ Health Coalition

1:30 PM – 2:30 PM Eastern

ACHA COMMITTEE, COALITION AND TASK FORCE MEETINGS
These meetings are for members of the following groups. Note that coalition meetings are open to all members.

- Education Planning Committee
- Health Center Fees Task Force
- Historically Black Colleges and Universities (HBCU) Coalition

2:45 PM – 3:45 PM Eastern

ACHA COMMITTEE, COALITION AND TASK FORCE MEETINGS
These meetings are for members of the following groups. Note that coalition meetings are open to all members.

- Sexual Health Coalition
- Travel Health Coalition

5:15 pm – 6:15 pm Eastern

Health Promotion Section New Member Welcome
In the New Member Welcome, we’ll provide an overview of the Health Promotion section, how you can get involved and upcoming events during the Annual Meeting. It will be a fun way to get to know fellow health promotion colleagues. We hope to see you there!

Nursing Section New Member Welcome Session
Nurses are invited to our virtual bring-your-own-snack gathering, where participants will meet other nurses from around the country who may be attending for the first time or who are returning to another ACHA meeting. This Welcome to the Nursing Section, will provide an opportunity to talk with the Nursing Section Executive Committee in a casual setting, and learn about ways you could become involved in ACHA.

Advanced Practice Clinicians New Member Welcome
Advanced Practice Clinicians are invited to our virtual bring your-own-Tea Time gathering, where participants will meet other APCs from around the country who may be attending for the first time or who are returning to another ACHA meeting. This Welcome to the APC Section will provide an opportunity to talk with the APC Section Executive Committee in a casual setting, and learn about ways you could become involved in ACHA.

4:00 PM – 5:00 PM Eastern

SECTION EXECUTIVE COMMITTEE MEETINGS
These meetings are for section officers (and those they designate) to discuss section business and prepare for the full section meeting.

- Administration Section Executive Committee
- Health Promotion Section Executive Committee
- Mental Health Section Executive Committee
- Nurse Administrator Section Executive Committee
- Nursing Section Executive Committee
- Pharmacy Section Executive Committee
WEDNESDAY, JUNE 2

11:00 AM – 12:00 PM Eastern

Psychiatry Fellowship Discussion Group
Connect with fellow psychiatrists and other mental health prescribers to discuss mutual areas of interest in providing psychiatric care to students.

ACHA COMMITTEE, COALITION AND TASK FORCE MEETINGS
These meetings are for members of the following groups. Note that coalition meetings are open to all members.

Alcohol, Tobacco, and Other Drugs Coalition

Student Health Insurance/Benefits Plans Coalition

FULL SECTION MEETINGS
These meetings are for all section members to come together to hear about the work being done by your section and plans for future initiatives.

Advanced Practice Clinicians
Clinical Medicine Section

12:15 PM – 1:15 PM Eastern

FULL SECTION MEETINGS
These meetings are for all section members to come together to hear about the work being done by your section and plans for future initiatives.

Administration Section
Health Promotion Section
Mental Health Section
Nursing Section
Nurse Administrator Section
Pharmacy Section

1:30 PM – 2:30 PM Eastern

AFFILIATE EXECUTIVE COMMITTEE MEETINGS
These meetings are for affiliate officers (and those they designate) to discuss affiliate business and prepare for the full affiliate meeting.

Central College Health Association Executive Committee
Mid-America College Health Association Executive Committee
North Central College Health Association Executive Committee
Ohio College Health Association Executive Committee

2:45 PM – 3:45 PM Eastern

AFFILIATE EXECUTIVE COMMITTEE MEETINGS
These meetings are for affiliate officers (and those they designate) to discuss affiliate business and prepare for the full affiliate meeting.

Pacific Coast College Health Association Executive Committee
Southern College Health Association Executive Committee

4:00 PM – 5:00 PM Eastern

ACHA COMMITTEE, COALITION AND TASK FORCE MEETINGS
These meetings are for members of the following groups. Note that coalition meetings are open to all members.

Benchmarking Advisory Committee
Faculty and Staff Health and Wellness Coalition
AVP/AVCs Open Meeting
All current AVP/AVCs are welcome to join us for a discussion about leveraging changes from COVID and creating a campus culture of social justice and inclusion.

5:15 PM – 6:15 PM Eastern

SECTION NETWORKING
Section members are encouraged to come together virtually to socialize.

Administration Section Networking
Advanced Practice Clinicians Networking
Clinical Medicine Section Networking
Health Promotion Section Networking
Mental Health Section Networking
Nurse Administrators Section Networking

Schedule subject to change.
THURSDAY, JUNE 3

11:00 AM – 12:00 PM Eastern

**College Health and Wellness Consulting Discussion Group**
Discussion will include benefits of external reviews from seasoned veterans in college health.

**Registered Dietitians Networking**
Discussion will include mutual areas of interest among fellow dietitians in providing care to students.

**Strategic Planning Task Force**
The Strategic Planning Task Force would like to take this opportunity to talk to members about ideas they are considering for the new strategic plan. This meeting is open to ALL members as the task force wants input from the membership about the future direction of ACHA.

**Title IX Response Task Force – Title IX Clearing House Development Discussion Group**
Drawing from previous work of task forces that created and updated the ACHA Toolkit: Addressing Sexual and Relationship Violence, this discussion addresses the next step of the creation and development of a clearinghouse for sexual and relationship violence prevention and response resources. Participants will engage in discussion to identify subcategories and associated resources. It is the intention to use what is learned as a framework for the development of the ACHA clearinghouse as a resource.

**Women of Color**
The Women of Color Discussion Group will provide a safe space for all women-identifying professionals in college health and wellness. The space will provide an opportunity to meet, share, heal, increase community, and learn skills to navigate life successfully as a woman of color. It will provide a safe, supportive, empowering, and liberating atmosphere for engaging in courageous and unique conversations at the intersection of race and gender. Common topics include, but are not limited to, upward mobility/job growth, culturally-specific family pressures and expectations, experience of racial stress, belongingness, and any other topics that feel relevant to attendees.

**Travel Health Discussion Group**
All are welcome to join this informal discussion of issues of interest and concern related to college international travel health. Opportunities to participate in CDC research on student traveler health will also be explored.

12:15 PM – 1:15 PM Eastern

**CHWP Participant Networking**
College Health and Wellness Professional (CHWP) enrollees and graduates are invited to connect with your fellow program participants, faculty, and CHWP leadership.

**COVID-19 Discussion Group**
Past, present and future campus response to COVID-19 will be discussed. A review of the work of the COVID-19 Task Force will be woven into the conversation.

**Faith-Based Fellowship**
Discussion will include topics of interest to attendees from faith-based schools and/or individuals of faith, including resources and special interest issues.

**Pharmacy Section Gathering**
Bring your lunch and talk with your colleagues about current issues in college health pharmacy.

**Gun Safety Task Force**
Members of the task force will meet to discuss progress/status of the task force.

2:45 PM – 3:45 PM Eastern

**FULL AFFILIATE MEETINGS**
These meetings are for all affiliate members to come together to hear about the work being done by your affiliate and plans for future initiatives.

**Mid-Atlantic College Health Association**

**New England College Health Association**

**Pacific Coast College Health Association**

**Rocky Mountain College Health Association**

**Southern College Health Association**

4:00 PM – 5:00 PM Eastern

**AFFILIATE NETWORKING**
Affiliate members are encouraged to come together virtually to socialize.

**Mid-Atlantic College Health Association Networking**

**Ohio and Mid-America College Health Associations Networking**
Free to be.

They can live life. We’ve got their back.

Your students get:
- Access to a network of top doctors and hospitals
- Student centric well-being portal
- Healthy lifestyle discounts
- COVID-19 vaccine information and availability through CVS Health

Schools get:
- Aetna’s over 40 years experience serving colleges and universities
- Student-dedicated teams focused 100% on the health and wellbeing of college students
- Trends, data analytics and analysis reports

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Leadership
Sessions enhance individual leadership acumen and help prepare attendees for career advancement or excelling in senior roles.

Campus Collaborations
Sessions highlight ways in which college health programs partner with other units on campus to enhance reach and access to services or health-promoting environments.

Student Involvement
Sessions celebrate ways to involve students in departmental decision-making or program development and implementation.

Collaborative Care
Sessions reinforce principles of collaborative care, including interdisciplinary care (such as primary care, mental health, pharmacy, nursing, social work, nutrition, and health promotion), a student-centered holistic approach, and effective communication and intentional planning between all team members to facilitate coordinated care.

Technology
Sessions demonstrate ways in which technology is leveraged to enhance college health programs and services.

Measurement
Sessions model strong use of research, assessment, program evaluation or metrics to inform decision making or ensure adherence to evidence-based practices.

Management and Operations
Sessions have a focus on the finances, human resources, processes, procedures, services and workflow that make your services and programs run efficiently and effectively. This also includes professional development, marketing/communications, and organizational structures.

Social Justice
Sessions have a strong emphasis on meeting the needs of underserved or marginalized populations and addressing health disparities and inequities.

Toolbox
Sessions present new knowledge, strategies, models, tools, and guidelines to your toolbox. These may be clinical or public health focused, and some may increase familiarity with a particular issue impacting the health of college students.
WEEK 2: LIVE EDUCATION SESSIONS, EXHIBITS, AND POSTERS
Tuesday, June 8

Keynote Address: My Journey to Discover Why Health Disparities Exist

11:00 AM – 12:00 PM Eastern

1. Discuss the three most common myths about the explanations for racial disparities in health.

2. Explain flaws in research methods commonly used to study health disparities.

3. Explain ways in which social determinants of health produce race disparities in health.

Presenter: Thomas LaVeist, PhD (Tulane University School of Public Health and Tropical Medicine)

Moderator: Scott Tims, PhD (Tulane University)

This session is sponsored by the American College Health Foundation UnitedHealthcare Student Resources Fund

After this session, attendees should be able to:

Exhibit Showcase

Now’s your chance to connect with vendors serving the college health market! Spotlight hours are a great time to connect with representatives, but be sure to check for posted hours chat hours in the Exhibit Showcase Page for each vendor. Also, now’s the time to collect words for the Exhibit Showcase Scramble for your chance to win great prizes! Details on pages 14-15.

Protect your campus health with Color’s industry-leading population-scale healthcare program.

Color’s program includes:

• Multi-modal testing (PCR, antigen, pooled) and vaccination management
• Automated infrastructure and real-time dashboards
• Complete program support

Leading universities trust Color. Learn why at color.com/covid
TUESDAY, JUNE 8

12:45 PM – 2:15 PM Eastern

**A1 Implementing a Streamlined LARC Program and Managing Common Side Effects and Complications**

CME:1.5 AAFP-P:1.5 CNE:1.5/.30 CHES:1.5 CPEU:1.5

*This session is sponsored by the American College Health Foundation Professional Nursing Fund*

After this session, attendees should be able to:

4. Discuss how a web-based LARC consultation service improved LARC access and reduced appointment barriers, while reducing the need for in-person, phone, and telemedicine appointments to provide the same consultation service.

5. Discuss implementation of a web-based LARC consultation program on their campus to improve LARC access.

6. Describe the key advantages, disadvantages, and primary eligibility criteria of the LARC methods relevant to university students.

7. Describe management of the most common side effects and complications of LARC methods.

**Presenter(s):** Melanie Deal, MS, FNP-BC, WHNP-BC, and Eleanore Kim, MD (University of California, Berkeley)

**Moderator:** Emily Lenz, MSN, FNP-BC (School of the Art Institute of Chicago)

**A2 An Intradepartmental Research-Practice Partnership**

CNE:1.5 CHES:1.5 MCHES:1.5 NASW:1.5 CPEU:1.5 CHWP:1.5

*This session is sponsored by the American College Health Foundation Josh Kaplan Fund for Clinical Medicine*

After this session, attendees should be able to:

1. Explain the benefits of an intradepartmental research-practice partnership in student health.

2. Compare different funding opportunities for a student health research office.

3. Discuss how to build a diverse, innovative, interdisciplinary research team.

4. Describe the potential roles of student researchers in the field of collegiate health.

**Presenter(s):** Justin Kirby, PharmD, BCACP, NBC-HWC (Lipscomb University)

**Moderator:** Ashlee Stone, PharmD (University of Connecticut)

**A3 The Role of Pharmacy Benefits Managers in the Delivery of Pharmacy Services**

CNE:1.5 CPEU:1.5 ACPE:1.5

*Live: UAN#: 0025-9999-21-043-L04-P; Home Study: UAN #: 0025-9999-21-043-H04-P CHWP:1.5

After this session, attendees should be able to:

1. Discuss the history and current role of pharmacy benefit managers (PBMs).

2. Review current reimbursement trends for community-based pharmacy services.

**Presenter(s):** Marian Trattner, MSW, CHWP, Mariane Magiuka, EdD, MEd (Wake Forest University); Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut); Megan Marks, PhD, MA, and Ashley Hinton-Moncer, MPH, MS (University of Kentucky)

**Moderator:** Ashley Hinton, MPH, MS (University of Kentucky)

**A4 Developing and Implementing White Accountability and Learning Groups on Campus**

CNE:1.5 CHES:1.5 MCHES:1.5 PsyCE:1.5 NBCC:1.5 NASW:1.5 CPEU:1.5 CHWP:1.5

After this session, attendees should be able to:

1. Define the purpose of white accountability groups on campus.

2. Discuss the need for and two benefits of white accountability groups.

3. Name two resources that can be used to develop white accountability groups.

**Presenter(s):** Kelli Agrawal, MPH, TTS, Casey Rayfield, and Ronald Berry, MD (University of Florida)

**Moderator:** Catherine Healy-Sharbaugh, DNP, FNP (The College Mount Saint Vincent)
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ACHA 2021 Virtual Final Program

TUESDAY, JUNE 8

12:45 PM – 2:15 PM (CONT.)

A5 Adopting the Healthy Campus Framework: Using the Inventory to Build Capacity
CNE:1.5 CHES:1.5 MCHES:1.5 NASW:1.5 CPEU:1.5 CHWP:1.5

This session is sponsored by the American College Health Foundation Health Promotion in Higher Education Fund

After this session, attendees should be able to:
1. Discuss the components of the new Healthy Campus Framework.
2. Describe the Healthy Campus Inventory.
3. Identify ways to build capacity at their home institutions.

Presenter(s): Monica Webb, PhD, MPH, CHES; Jordan Perry, MPH, CHES, CWWS (University of North Carolina Asheville)
Moderator: Cynthia Burwell, EdD, MCHES (Norfolk State University)

2:15 PM – 3:00 PM Eastern

Exhibit Showcase
Now’s your chance to connect with vendors serving the college health market! Spotlight hours are a great time to connect with representatives, but be sure to check for posted hours chat hours in the Exhibit Showcase Page for each vendor. Also, now’s the time to collect words for the Exhibit Showcase Scramble for your chance to win great prizes! Details on pages 14-15.

3:00 PM – 4:00 PM Eastern

B1 The Ball’s in Your Court: Addressing Men’s Sexual Health Concerns in a College Health Setting
CME:1 AAFP-P:1 CNE:1/.60 CPEU:1 ACPE:1
(Live: UAN#: 0025-9999-21-044-L04-P; Home Study: UAN#: 0025-9999-21-044-H04-P)

This session is sponsored by the American College Health Foundation Josh Kaplan Fund for Clinical Medicine

After this session, attendees should be able to:
1. Discuss certain language that may discourage patient openness in discussing sexual health.
2. List differential diagnoses for presenting male urogenital complaints.

3. Describe current treatment recommendations for sexually-transmitted infections (STIs) and other male urogenital concerns.
4. Describe possible sequelae from untreated infections or issues.

Presenter(s): Benjamin Silverberg, MD, MSc, FAAFP, FCUCM (West Virginia University)
Moderator: Carmen Burrell, DO (West Virginia University)

B2 A Mindfulness and Self-Compassion Program for Gender and Sexual Minority Emerging Adults: Lessons Learned
CME:1 CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:1 CPEU:1

After this session, attendees should be able to:
1. Discuss the health disparities faced by gender and sexual minority (GSM) emerging adults.
2. Define minority stress.
3. Explain how learning mindfulness meditation and self-compassion skills might benefit GSM emerging adults.
4. List three recommendations for future iterations of mindfulness programs for the GSM community.

Presenter(s): Jennifer Ahlquist, MSN, RN, ANP-BC (Nursing Practice Corporation/Wayne State University)

Moderator: Padma Entsuah, MPH (Columbia University)
TUESDAY, JUNE 8

3:00 PM – 4:00 PM (CONT.)

B3 Means Reduction Strategies for Suicide Prevention
CME:1 AAFP-P:1 CNE:1 CHES:1 PsyCE:1 NBCC:1 NASW:1 CPEU:1

After this session, attendees should be able to:
1. Describe the rationale for means reduction through examples of research and practice.
2. Identify means reduction strategies and resources for training and implementation.
3. Discuss tools for campus assessment and coalition building.

Presenter(s): Brian Kassar, PsyD (Montana State University)
Moderator: Faith DeNardo, PhD (Bowling Green State University)

B4 Fitting Their Schedules: Best Practices for Maximizing Efficiency at Mass Vaccination Clinics on College Campuses
CME:1 CHES:1 CPEU:1

After this session, attendees should be able to:
1. Describe benefits of mass vaccination clinics.
2. Identify important elements of an efficient mass vaccination clinic.

B5 Connected College Health Network (CCHN)
CME:1 CNE:1 CHES:1 MCHES:1 NBCC:1 NASW:TBD CHWP:1

After this session, attendees should be able to:
1. Describe the data elements in the CCHN.
2. Demonstrate how to utilize the CCHN to create benchmark reports.
3. Discuss practical uses for CCHN-generated reports for benchmarking and advocacy.

Presenter(s): Sarah Van Orman, MD, MMM (University of Southern California); Mary Hoban, PhD, MCHES (American College Health Association)
Moderator: Alicia K. Czachowski, EdD, MPH, CHES (Tulane University)

B6 ACHA Racial Marginalization and Health Inequities Task Force Update
CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:1 CPEU:1 CHWP:1

This session is sponsored by the American College Health Foundation Ayers/Battle/Thomas Diversity Fund

After this session, attendees should be able to:
1. Describe the charge of ACHA Racial Marginalization and Health Inequities (RMHI) task force.
2. Identify steps that the RMHI task force did to assess the marginalization of Black, Indigenous, and People of Color (BIPOC) folx within ACHA.
3. Identify steps that the RMHI task force utilized to assist with the assessment of campus needs.
4. Name action steps that ACHA can take to increase inclusion within the association, and decrease health inequities amongst college students.

Presenter(s): Raphael Coleman, PhD, MPH (Columbia University); Emily Matson, MPH, MCHES, CHWP (University of Minnesota); Sinead Younge, PhD (Morehouse College); and Cynthia Burwell, MS, EdD, MCHES (Norfolk State University); Padonda Webb, FNP (North Carolina Agricultural & Technical State University); Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut)

Moderator: Alicia K. Czachowski, EdD, MPH, CHES (Tulane University)
LIVE EDUCATION SESSIONS

TUESDAY, JUNE 8

4:00 PM – 4:45 PM Eastern

Poster Showcase
Use this time to check out the 30+ virtual posters, showcasing innovative research and programs being conducted around the country.

4:45 PM – 5:45 PM Eastern

C1 Adaptive Strategic Planning: Using an Equity Lens to Create a Roadmap for the Future
CME:1 CNE:1 CHES:1 MCHES:1 NASW:1 CPEU:1

After this session, attendees should be able to:
1. Discuss how to apply an equity and inclusion lens to strategic planning.
2. Describe engaging strategic planning activities.
3. Compare internal organizational assessment approaches.

Presenter(s): Bene Gatzert, MPA (University of California, Berkeley)
Moderator: Joel Schwartzkopf, MPAS, MBA, CHWP (Washington State University)

C2 Mental Health, Burnout, and Wellness During COVID
CME:1 AAFP-P:1 CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:1 CPEU:1

This session is sponsored by the American College Health Foundation UnitedHealthcare Student Resources Fund

After this session, attendees should be able to:
1. Define burnout.
2. Identify the impact of COVID-19 on provider wellness.
3. Identify techniques for promoting wellness.

Presenter(s): Bill Scheidler, MD (University of North Carolina)
Moderator: Jamie Shutter, MSEd (The University of Missouri)

C3 Growth Through Change: Managing and Leading During Uncertain Times
CNE:1 CHES:1 MCHES:1 NASW:1 CPEU:1 CHWP:1

After this session, attendees should be able to:
1. Identify tools or strategies that best fit for challenges resulting from change.
2. Identify elements that challenge leading effectively during times of change.
3. Describe how to create a management plan for effectively leading through.

Presenter(s): Jennifer DiPrete, MEd, CWHC, and Courtney Deremiah, MS, MCHES (University of South Florida)
Moderator: Robert Dollinger, MD (Augusta University)

C4 Promoting Mental Health and Wellbeing of Students of Color: Cultivating a Culture of Care, Resiliency and Thriving
CME:1 CNE:1 CHES:1 PsyCE:1 NBCC:1 NASW:1 CPEU:1 CHWP:1

This session is sponsored by the American College Health Foundation Ayers/Battle/Thomas Diversity Fund

After this session, attendees should be able to:
1. Describe specific recommendations for colleges and universities in the Equity in Mental Health Framework.
2. Discuss implementation of a program to meet mental health needs of students of color outside of traditional therapy.
3. Describe how to develop an action plan for supporting and promoting the mental health of students of color on campus.

Presenter(s): Kiera Walker, MA, ALC, NCC, April Coleman, MA, LPC, NCC, and Herbert Wilkerson, MS, LPC, JSOCC (University of Alabama at Birmingham)
Moderator: Marisol Ruiz Garcia, MSN, RN-BC (California State University Northridge)

Recordings for all live sessions will be available late June 2021.

Meeting attendees will be eligible for CE credit from recordings if applicable based on credit type.
TUESDAY, JUNE 8

4:45 PM – 5:45 PM (CONT.)

**C6 Inclusive Programming Toolkit: How Student Organizations Can Be More Inclusive**

CNE:1  CHES:1  CPEU:1  CHWP:1

After this session, attendees should be able to:

1. Explain the importance of students finding belonging on campus.
2. Identify how an inclusive programming toolkit can be used on their campus.

**Presenter(s):** Carlie Deatherage, MPH, CHES (University of Central Oklahoma)

**Moderator:** Alyssa Petty, MS, CHES (Baylor University)

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**C5 What’s New in Allergy**


After this session, attendees should be able to:

1. Describe the indication for allergy Immunotherapy (AIT) and effects of AIT.
2. Describe mechanism and different types of AIT.
3. Describe safety considerations and management of adverse reactions.

**Presenter(s):** S. Shahzad Mustafa, MD (Rochester Regional Health System)

**Moderator:** Pamela Stokes, MHCA, DNP, RN (Oklahoma State University)
Let’s grow together.
Join us.
**Wednesday, June 9**

**11:00 AM – 12:00 PM Eastern**

**D1 Diverse Workforce Retention Alert: Impostor Phenomenon Warning**

CME:1 CNE:1 CHES:1 MCHES:1 NASW:1 CPEU:1 CHWP:1

This session is sponsored by the American College Health Foundation Ayers/Battle/Thomas Diversity Fund

After this session, attendees should be able to:

1. Discuss how to increase awareness and understanding of Impostor Syndrome.
2. Describe how to recognize Impostor Syndrome experiences and outcomes.
3. Identify the top challenges from impostor syndrome.
4. Discuss strategies for handling feelings of impostor syndrome for themselves and others.

Presenter(s): LeAnn Gutierrez, PhD, MBA (Florida Atlantic University)

Moderator: Delishia Pittman, PhD (The George Washington University)

**D2 Trauma- and Resiliency-Informed Programming**

CME:1 CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:1 CPEU:1

This session is sponsored by the American College Health Foundation Health Promotion in Higher Education Fund

After this session, attendees should be able to:

1. Explain the impact of adverse childhood experiences (ACEs) and trauma on college student health.
2. Describe the implications of ACEs and trauma within programming.

Presenter(s): Chris Adigun, MD (Dermatology & Laser Center of Chapel Hill)

Moderator: Scott Henderson, MD (University of Missouri)

**12:00 PM – 12:45 PM Eastern**

**D3 Common Rashes in the College-Age Population, Across All Skin Types**

CME:1 AAFP-P:1 CNE:1/10 CPEU:1

This session is sponsored by the American College Health Foundation Josh Kaplan Fund for Clinical Medicine

After this session, attendees should be able to:

1. Differentiate common inflammatory and infectious skin conditions in multiple skin types.
2. Identify pigmentation abnormalities that may result from common inflammatory and infectious skin conditions.
3. Discuss treatment options for common inflammatory and infectious skin conditions in multiple skin types.
4. Describe long-term sequelae that may occur from common inflammatory and infectious skin conditions in multiple skin types.

Presenter(s): Rebecca Rampe, PsyD, LP, HSP-P (University of North Carolina Wilmington)

Moderator: Julie Edwards, MHA (The University of Chicago)

**12:45 PM – 1:45 PM Eastern**

**Exhibit Showcase**

Now’s your chance to connect with vendors serving the college health market! Spotlight hours are a great time to connect with representatives, but be sure to check for posted hours chat hours in the Exhibit Showcase Page for each vendor. Also, now’s the time to collect words for the Exhibit Showcase Scramble for your chance to win great prizes! Details on pages 14-15.

**Recordings for all live sessions will be available late June 2021.**

**Meeting attendees will be eligible for CE credit from recordings if applicable based on credit type.**
Wednesday, June 9

12:45 PM – 1:45 PM (Cont.)

D4 Engaging Peer Educators in Delivering Evidence-Based Brief Motivational Interventions: Innovative Training Models, Benefits, and Challenges

CME:1 CNE:1 CHES:1 NASW:1 CPEU:1

This session is sponsored by the American College Health Foundation Health Promotion in Higher Education Fund

After this session, attendees should be able to:
1. Identify two evidence-based brief motivational intervention practices in which peer educators can be trained and supervised.
2. Describe two methods of peer education training focused on the effective delivery of evidence-based brief motivational interventions.
3. Identify two benefits and challenges associated with training peer educators to deliver evidence-based brief motivational intervention.
4. Identify two benefits of participation in evidence-based peer education practices to recipients of services and to peer educators delivering services.

Presenter(s): M. Dolores Cimini, PhD (University at Albany, SUNY)
Moderator: Melissa Miller (University of Wisconsin-Whitewater)

D5 Examining Administrative Principles for the Nurse Who Transitioned from Staff to Supervisor

CNE:1 CHES:1 CPEU:1 CHWP:1

This session is sponsored by the American College Health Foundation Professional Nursing Fund

After this session, attendees should be able to:
1. Define the role of a nurse manager.
2. Describe basic managerial strategies.
3. Discuss approaches to routine challenges of the nurse manager.
4. Identify ways to gain current professional development and leadership training.

Presenter(s): Pamela Stokes, MHCA, DNP, RN (Oklahoma State University)
Moderator: Kathy Carstens, BSN, BC (Davidson College)

D6 Increasing Pharmacy Efficiency and Patient Engagement via Technology

CNE:1 CPEU:1 ACPE:1

(Live: UAN#: 0025-9999-21-046-L04-P; Home Study: UAN#: 0025-9999-21-046-H04-P)

This session is sponsored by the American College Health Foundation Josh Kaplan Fund for Clinical Medicine

After this session, attendees should be able to:
1. Describe the technological needs of Generation Z patients.
2. Identify areas for technology enhancements.
3. Define ways to enhance care delivery.
4. Discuss ways to reduce pharmacy inefficiencies.

Presenter(s): Melvin Fenner, MBA, PhD, and Brian Aubry, BS (The University of Illinois at Urbana-Champaign)
Moderator: Amy Sauls, PharmD (University of North Carolina Chapel Hill)

1:45 PM – 2:30 PM Eastern

Poster Showcase
Use this time to check out the 30+ virtual posters, showcasing innovative research and programs being conducted around the country.

2:30 PM – 3:30 PM Eastern

E1 Hot Topics In Gastroenterology for Student Health

CME:1 AAFP-P:1 CNE:1 CPEU:1

This session is sponsored by the American College Health Foundation Josh Kaplan Fund for Clinical Medicine

After this session, attendees should be able to:
1. Identify alarm symptoms for patients who may have ulcerative colitis or Crohn’s disease.
2. Identify alarm symptoms for patients who may have eosinophilic esophagitis.
3. Differentiate between irritable bowel disease and inflammatory bowel disease.
4. Explain to patients how to treat and improve dyspepsia.
5. Describe how to work-up/treat gastritis and gastric ulcers.

Presenter(s): Benjamin Levy, MD (Sinai Health System), and Nina Gupta, MD (University of Chicago)
Moderator: Scott Henderson, MD (University of Missouri)
**WEDNESDAY, JUNE 9**

2:30 PM – 3:30 PM (CONT.)

### E2 Sexual Diversity on Campus: Distinguishing Between Consensual Sexual Behaviors from Reportable Title IX

**CME:1  CNE:1  CHES:1  MCHES:1  PsyCE:1  NASW:1  CPEU:1**

*This session is sponsored by the American College Health Foundation Health Promotion in Higher Education Fund*

After this session, attendees should be able to:

1. Identify three consensual sexual behaviors that are commonly confused with sexual violence.
2. List three strategies to have discussions with students about consensual sexual behaviors.
3. Discuss when consensual sexual behaviors may need to be reported to Title IX.

**Presenter(s):** Heather Eastman-Mueller, PhD, CHES, FACHA, CSES, CSE (Indiana University); Sara Oswald, PhD (University of Texas at San Antonio); and Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut)

**Moderator:** Alicia Czachowski, EdD, MPH, CHES (Tulane University)

### E3 Combining Campus Resources with Evidence-Based Practice to Meet the Sexual Health Needs of Campus

**CNE:1  CHES:1  CPEU:1**

*This session is sponsored by the American College Health Foundation Professional Nursing Fund*

After this session, attendees should be able to:

1. Describe sexual health needs of the campus, using various assessment tools and public health trends/data.
2. Explain evidence-based practices for sexual health education, in order to develop a well-rounded program.
3. Identify the importance of cross campus collaboration to create a healthier student body.

**Presenter(s):** Jessica Doty, RN/BAN, and Sonia Doulamis, MPH (University of North Dakota)

**Moderator:** Tess Kucera, MPH, CHES (University of North Texas)

### E4 Prescribing and Promoting Expedited Partner Therapy

**CME:1  AAFP-P:1  CNE:1/1  CHES:1  CPEU:1  ACPE:1**

*Live Education Sessions* (Live: UAN#: 0025-9999-21-047-L04-P; Home Study: UAN#: 0025-9999-21-047-H04-P)

*This session is sponsored by the American College Health Foundation Josh Kaplan Fund for Clinical Medicine*

After this session, attendees should be able to:

1. Describe how to choose an effective and safe treatment for the sexual partner(s) of a patient who is positive for a common sexually transmitted infection (STI).
2. Describe how to effectively promote expedited partner therapy (EPT) to students, including how to utilize EPT for treatment of their sexual partner(s).
3. Describe how to navigate the legal status of EPT in the state where the learner is practicing and the policies surrounding EPT in their health center.

**Presenter(s):** Joanne Brown, DNP, APRN (University of Kentucky); John Laury, MSN, CNP (University of Pennsylvania); and Blake Flaugher, MPH, CHES (University of California, Davis)

**Moderator:** Brandy Reeves, MPH, MSEd, CHES (University of Cincinnati)

### E5 Serving Black Female Students Through Support Groups

**CNE:1  CHES:1  NBCC:1  NASW:1  CPEU:1**

*This session is sponsored by the American College Health Foundation Health Promotion in Higher Education Fund*

After this session, attendees should be able to:

1. Identify a rationale for creating support groups for Black female students.
2. Identify strategies for creating support groups for Black female students.

**Presenter(s):** Brandie Chandler, MS, MSW (Oklahoma State University)

**Moderator:** Ta-Kisha Jones, MBA, CHES (Indiana University-Bloomington)
**E6 Sustaining a Quality Program During the Pandemic**

**Wednesday, June 9**

**2:30 pm – 3:30 pm (Cont.)**

After this session, attendees should be able to:

1. Describe how the pandemic has challenged quality programs.
2. Explain how the Quality & Safety (Q&S) Orientation can be leveraged for compliance and engagement.
3. Explain how Peer Chart Reviews can continue remotely.
4. Describe how Patient Experience surveys can be modified to allow for newly prevalent video and phone visits.

*Presenter(s): Sandra Villafán, MLIS, RHIT (Stanford University)*

*Moderator: Giang Nguyen, MD, MPH (Harvard University)*

**3:45 pm – 4:45 pm Eastern**

**Presidential Citation and Presidential Closing Session: Preparing Thriving and Inclusive Campus Communities in the Aftermath of COVID-19**

**CME:**1  **AAFP-P:**1  **CNE:**1  **CHES:**1  **MCHES:**1  **PsyCE:**1  **NBCC:**1  **NASW:**1  **CPEU:**1

*This session is sponsored by the American College Health Foundation Aetna Student Fund*

After this session, attendees should be able to:

1. Discuss how to better prepare our campus communities for public health measures and interventions needed on our campuses for the remainder of the COVID-19 pandemic and in future pandemic and public health emergencies.
2. Describe how to interpret the needed steps in recovery from COVID-19 through a positive lens, addressing racial equality and health inequity as we move forward.

*Presenter(s): Anne Schuchat, MD (U.S. Centers for Disease Control and Prevention)*

*Moderator: Kim Webb, MEd, LPC, FACHA (Washington University in St. Louis)*

**5:00 pm – 5:45 pm Eastern**

**Assembly of Representatives**

If you are a qualified voting member of ACHA, plan to attend the 2021 Assembly of Representatives and help shape the governance of ACHA by voting on recommended bylaws amendments. You’ll also hear reports from the ACHA Interim CEO and treasurer, plus the ACHF Chair. In addition, the incoming ACHA President will give an address.

**6:00 pm – 7:00 pm Eastern**

**ACHA Awards Ceremony**

Come celebrate with your colleagues as we honor the 2021 Award Recipients and Fellows.

ACHA is pleased to honor the 2021 Awards Recipients and Fellows during this special virtual ceremony. These are individuals or groups who are making exceptional contributions to ACHA, the field of college health, or their own health center and campus. More information about how to attend the celebration will be coming soon.
DOUBLE
Your Impact on College Student Well-Being

Dollar for dollar from June 1-17, your donations to the American College Health Foundation will be matched by Wellfleet, up to $12,500!

Please consider making your donation to ACHF’s Unrestricted Fund, which allows us to be flexible in meeting the needs of ACHA members and our students.

www.acha.org/ACHF
ON-DEMAND EDUCATION SESSION LISTING
**ON-DEMAND EDUCATION SESSIONS**

**RELEASED JUNE 1**

**R1** A Multidisciplinary Approach to Working with International Chinese Students Struggling with an Eating Disorder  
CME:1  CNE:1/.10  PsyCE:1  NBCC:1  NASW:TBD

After this session, attendees should be able to:
1. Explain the role of the interdisciplinary team treating students with eating disorders.  
2. Describe eating disorder diagnoses.  
3. Discuss barriers and solutions to treating this unique population, especially with non-compliant cases and COVID-19 impact.  
4. Explain the importance of psychopharmacology and dietary supplemental treatment.

Presenter(s): Danielle Gonzales, PsyD, NHRSP; Parissa Nili, PsyD, and Heather Needham, MD (University of Southern California)

**R2** ACHA Ethical Principles and Guidelines Reviewed by the Ethics Committee

CANCELLED BY PRESENTER

CME:1  CNE:1  CHES:1

After this session, attendees should be able to:
1. Describe the ACHA position on key components of a chaperone/sensitive exam policy.

**R4** ACHA-NCHA Update  
CME:1  CNE:1  CHES:1  MCHES:1  PsyCE:1  NBCC:1  NASW:TBD

After this session, attendees should be able to:
1. Describe new measures added to the ACHA-NCHA III.  
2. Explain reliability and validity of the NCHA III.  
3. Discuss findings from the Fall 2019, Spring 2020, and Fall 2020 ACHA-NCHA III implementations.

Presenter(s): Mary Hoban, PhD, MCHES (American College Health Association); Alyssa Lederer, PhD, MCHES (Tulane University)

**R5** Achieving AAAHC Accreditation for College Health  
CME:1.5  CNE:1.5  CHES:1.5  MCHES:1.5  NBCC:1.5  NASW:TBD  CHWP:1.5

After this session, attendees should be able to:
1. Identify the steps required to start the process of getting ready for accreditation.  
2. Identify the eight core and applicable adjunct chapters required for accreditation compliance.  
3. Identify how other schools were able to achieve accreditation.

Presenter(s): Joy Himmel, PsyD, MA, BSN, LCPC, NCC, RN (Bodhi Counseling); Valerie Kiefer, DNP, MS, BSN (University of Connecticut)

**R6** An Evidence-Based Case for Space: Strategic Space Planning Using a Demand Forecast Model

CANCELLED BY PRESENTER
R7  Becoming a Trauma-Informed University Healthcare System
CME:1  CNE:1  CHES:1  PsyCE:1  NBCC:1
NASW:TBD  CHWP:1

After this session, attendees should be able to:

1. Describe the impact of traumatic experiences on the utilization of primary care, behavioral health care, academic attainment and health disparities for a diverse university student population from a psychological, social and neurobiological perspective.
2. Describe organizational assessments to inform action plans for transformation into a trauma-informed organization, (e.g., Secondary Traumatic Stress Organizational Assessment, Trauma Informed Organizational Assessment).
3. Discuss how to implement Adverse Childhood Experiences Surveys (ACES) as a screening tool to develop trauma-informed and culturally relevant prevention and intervention strategies.
4. Describe “lessons learned” while becoming trauma-informed (development of the TIC work group, “staff buy-in,” organization-wide trainings, physical environment changes, TIC protocols and practices for service providers).

Presenter(s): Brenda Ingram, EdD, MSW, LCSW, Katie Hurley, MSW; Sarah Van Orman, MD, MMM; Grace McMahon; Deirdre Logan, MD, FACOG, MMM; Katie Bates, MS, APCC; Jessica Beale, PsyD (University of Southern California)

R8  Best Practices for Non-Binary and Transgender Student Campus Inclusivity and Mental Health Services
CME:1  CNE:1  CHES:1  PsyCE:1  NBCC:1
NASW:TBD

After this session, attendees should be able to:

1. Understand trans and nonbinary people and the challenges that subpopulation faces on college campuses.
2. Identify actionable goals to create a more inclusive campus environment.
3. Describe student health outcomes related to identity and orientation.
4. Discuss common errors in treatment and learn techniques to mitigate damage from other negative interactions.

Presenter(s): Joanna Schwartz, PhD (Georgia College and State University)

R9  Cardiac Considerations in Athletes and Post COVID-19 Infection
CME:1  AAFP-P:TBD  CNE:1/.10

After this session, attendees should be able to:

1. Identify risk factors in athletes post COVID infection.
2. Describe the necessary screening to resume activity safely.
3. Explain the research behind the recommendations for cardiac screening.

Presenter(s): Kyle Goerl, MD, CAQSM (Kansas State University); Kimberly Harnon, MD (University of Washington); Bradley Petek, MD (Massachusetts General Hospital)

Connected College Health Network (CCHN)

MOVED TO LIVE
TUESDAY, JUNE 8; 3:00-4:00 PM ET

R10  Nurse-Led Intervention Improves Cervical Cancer Screening Rates Among Students who Present for HPV Vaccination
CME:0.5  CNE:0.5  CHES:0.5

This session is sponsored by the American College Health Foundation Professional Nursing Fund

After this session, attendees should be able to:

1. Define the extent of underutilization of cervical screening tools among university students.
2. List the most likely nutrient deficits in college-age students based on National Health and Nutrition Examination Survey data.
3. Describe the overlap in symptoms between common subclinical nutrient deficiencies and COVID-19 long-hauler consequences.
4. Describe the best dietary supplement plan to add to treatment recommendations.

Presenter(s): Tahshann Richards, DO, MPH, Robert Bernales, DO, MPH, and Siobhan Southern, RN (Columbia University); Carissa Borton, BSN (Columbia University)

R11  Could Nutrient Inadequacy be Driving COVID-19 Long-Hauler Symptoms?
CME:1  AAFP-P:TBD  CNE:1/.30

After this session, attendees should be able to:

1. Identify possible COVID-19 symptoms of long-haulers in college-age individuals.
2. List the most likely nutrient deficits in college-age students based on National Health and Nutrition Examination Survey data.
3. Compare medical provider-led to nurse-led counseling/intervention coupled with offering cervical cancer screening appointments to increase cervical cancer screening.

Presenter(s): Joannie Dobbs, PhD, CNS (University of Hawaii, retired)
ON-DEMAND EDUCATION SESSIONS

**R12** COVID CARE at UNF: Creating Health Care in a Remote Student Location  
CNE:1/.10

After this session, attendees should be able to:
1. Describe the details of the choice of location and siting of an alternative health clinic site to support students on campus in isolation and quarantine.
2. Explain the requirements, planning and creation of a remote clinic site for students in isolation and quarantine.
3. Define how nursing students can meet educational objectives for their clinical course while providing care in a satellite clinic on campus.
4. Discuss telehealth opportunities for nursing students and DNP students.

*Presenter(s): Doreen Perez, DNP, MS, BSN, RN-BC and Linda Connelly, PhD (University of North Florida)*

**R13** Developing and Implementing a Process for Combating Anti-Black Racism in a University Healthcare System  
CME:1 AAFP-P:TBD CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:TBD

After this session, attendees should be able to:
1. Describe how to develop a strategic process that meets the equity and inclusion needs of their organization.
2. Identify barriers to systemic change.
3. Describe the implementation and maintenance of equity and inclusion efforts with sustainability in mind.
4. Explain how to frame equity and inclusion issues through a health lens.

*Presenter(s): Tobirus Newby, LCSW, and Chenitria McKenzie, BS (University of California, Berkeley)*

**R14** Development and Utilization of a Decision Aid to Improve Access to Care for Students Needing Psychiatric Medication  
CME:.75 AAFP-P:TBD CNE:.75 PsyCE:.75 NBCC:.75 NASW:TBD

After this session, attendees should be able to:
1. Define the typical work of the psychiatrist in college health settings.
2. Explain the basic principles of quality improvement as demonstrated by this project.
3. Discuss development of a decision tool for referral.

*Presenter(s): Michelle Romero, DO, and Sara Lee, MD (Case Western Reserve University)*

**R15** Dietary Supplement and Herb Use Among College Students  
CME:1 AAFP-P:TBD CNE:1/.30 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:TBD

After this session, attendees should be able to:
1. Discuss the most popular herbal and dietary supplements used among college students, along with safety and pharmacology of each.
2. Describe how to read and interpret a Supplement Facts Label.

*Presenter(s): Dawn Null, PhD, MS (Southern Illinois University)*

**R16** Dismantling the Inherent Privilege of Self-Care  
CME:1 CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:TBD

After this session, attendees should be able to:
1. Identify three ways in which the culture of self-care is inaccessible to oppressed communities.
2. Describe three community care frameworks.
3. Identify five resources from long oppressed communities (Black and Indigenous peoples) which would assist in centering the voices of oppressed communities in higher education.

*Presenter(s): Nishelli Ahmed, MPH, CHES (University of Connecticut); Ashleigh Hala, MSW, LCSW (Babson College); Raphael Coleman, PhD, MPH (Columbia University)*

**R17** Establishing Healthy, Inclusive, and Thriving Communities: Best Practices from Active Minds’ Healthy Campus Award Recipients  
CNE:1 CHES:1 PsyCE:1 NBCC:1 NASW:TBD CHWP:1

After this session, attendees should be able to:
1. Identify strategies to improve overall mental health, well-being, and student success based on the current mental health climate.
2. Describe the relationship between student mental health and student thriving/success.
3. Discuss strategies institutions can implement to improve student mental health.

*Presenter(s): Amy Gatto, MPH (Active Minds); Mary Ann Takemoto (California State University Long Beach); Lisa Golden, EdD (Santa Monica College)*
IS IT ACUTE HEPATIC PORPHYRIA (AHP)?

Signs and symptoms of AHP* include:

**SEVERE, DIFFUSE ABDOMINAL PAIN**

+ 

1 OR MORE ADDITIONAL SYMPTOMS

<table>
<thead>
<tr>
<th>AUTONOMIC Nervous System</th>
<th>CENTRAL Nervous System</th>
<th>PERIPHERAL Nervous System</th>
<th>CUTANEOUS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nausea/vomiting</td>
<td>• Seizures</td>
<td>• Limb weakness or pain</td>
<td>• Skin lesions on sun-exposed areas</td>
</tr>
<tr>
<td>• Constipation</td>
<td>• Anxiety</td>
<td>• Peripheral neuropathy</td>
<td></td>
</tr>
<tr>
<td>• Tachycardia</td>
<td>• Mental status changes</td>
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</tbody>
</table>

>90% of patients with AHP attacks report abdominal pain (mimics an acute abdomen but without specific localization)*3,5,8

Nonspecific symptoms can lead to misdiagnoses8-11

- Irritable bowel syndrome
- Acute abdomen
- Endometriosis
- Fibromyalgia
- Psychiatric disorders
- AHP

Random (spot) urine can be used to diagnose AHP6

- **PBG‡**
- **ALA‡**
- **Porphyrins§**

Genetic testing can confirm a biochemical diagnosis and identify the specific mutation that a patient has4,6,8

1PBG is highly specific to diagnosing AHP, while testing ALA is helpful for differential diagnosis and confirmation of ADP.3
2URine porphyrins alone should not be used to diagnose AHP, as they can be elevated for several reasons.4
3Penetration in AHP is low, so people with a gene mutation for AHP may still be asymptomatic.6

ALA=aminolevulinic acid; PBG=porphobilinogen.

*There are 4 AHP types. About 80% of cases are acute intermittent porphyria (AIP), followed by variegate porphyria (VP), hereditary coproporphyria (HCP), and the extremely rare ALA dehydratase–deficiency porphyria (ADP).2,4,7
†Cutaneous symptoms occur only in HCP and VP.4,5
‡PBG=porphobilinogen.
A family of rare and debilitating genetic diseases

AHP is characterized by acute, potentially life-threatening attacks and, for some patients, chronic, debilitating symptoms. Serious long-term complications associated with AHP include chronic kidney disease, liver cancer, and hypertension.1,4,11,12

The pathophysiology of AHP

AHP is caused by an enzyme deficiency in the heme biosynthesis pathway in the liver. Disease triggers can induce ALA synthase 1 (ALAS1), the key regulator in this pathway, leading to the accumulation of neurotoxins ALA and PBG, which are factors associated with AHP attacks and other disease manifestations.4,6

Because ALA and PBG are most likely to be elevated during symptomatic periods, the optimal time to test is during or shortly after an attack.4

Common symptoms

The cardinal symptom is severe, diffuse abdominal pain. Other common symptoms may include nausea and vomiting, discoloration or darkening of urine, confusion and anxiety, and limb pain or weakness.4,5,8,12

AHP most often occurs in women of childbearing age.3 The major signs and symptoms are due to effects on the nervous system.4

Burden of delayed diagnosis

AHP is often misdiagnosed due to the nonspecific nature of symptoms, and patients may cycle from specialist to specialist.8

Delayed diagnosis or misdiagnosis of an AHP attack may lead to more severe attack symptoms and poorer patient outcomes, including hospitalizations and unnecessary surgeries.2,4,11,13

When the signs and symptoms make you suspect AHP, consider ordering these random (spot) urine tests6

Porphobilinogen (PBG)14
CPT Code: 84110

Aminolevulinic Acid (ALA)14
CPT Code: 82135

Porphyrins14
CPT Code: 84120

Connect with an Alnylam representative at AlnylamConnect.com

ON-DEMAND EDUCATION SESSIONS

**R18** Finstas, Sugar Babies, and Seeking Arrangements: Insights into Student Transactional Sex

CME:1 CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:TBD

After this session, attendees should be able to:
1. Define the rapidly changing landscape of terms associated with college sex work.
2. List the negative health outcomes for students involved in sex work.
3. Describe how to provide support to students involved in sex work (healthcare, mental health resources).

*Presenter(s): Laura Andrews, MS, NCC, Lindsey Parker Winslett, and Cleoanne Estrera, NP-C (Duke University)*

**R19** Implementing Buprenorphine/Naloxone Opioid Addiction Treatment in the College Health Setting

CME:.75 CNE:.75/.50 CHES:.75 PsyCE:.75 NASW:TBD

*This session is sponsored by the American College Health Foundation UnitedHealthcare Student Resources Fund*

After this session, attendees should be able to:
1. Describe the impact of opioid addiction in the United States on the young adult population.
2. List current treatment options.
3. Discuss the advantages of treating opioid addiction on campus using a multidisciplinary approach.
4. Describe how to formulate a protocol for MAT for opioid addiction within your campus medical services.

*Presenter(s): Sharon Sperling-Siber, ANP-BC, and Meghan McSherry, FNP-BC, APH-BC (Columbia University)*

**R20** Informed Decision Making Regarding Meningitis B Vaccination

CNE:1/.30

After this session, attendees should be able to:
1. Identify risk factors for meningitis.
2. Differentiate between the available meningitis vaccines.
3. Describe steps to help with vaccine requirement and compliance on a college campus.

*Presenter(s): Laura Anderson, MSN, APRN, FNP-C (New England College)*

**R21** Is Sleep Deprivation Affecting your Physical and Mental Performance?

CME:1 AAFP-P:TBD CNE:1/.10 PsyCE:1 NBCC:1 NASW:TBD

After this session, attendees should be able to:
1. Identify causes of sleep fragmentation and sleep restriction as etiologies of sleep deprivation.
2. Identify the association of sleep deprivation on a physical and psychological medical condition.
3. Compare the behavioral and neurocognitive consequences of sleep restriction vs. sleep fragmentation.

*Presenter(s): Robert Dollinger, MD (Augusta University)*

**R22** Key Strategies to Build and Sustain a Culture and Environment of Wellbeing

CNE:1 CHES:1 MCHES:1 NASW:TBD CHWP:1

After this session, attendees should be able to:
1. Identify the best practice strategies for creating a culture of wellness for students, faculty and staff.
2. Describe the positive aspects, attributes and outcomes of implementing a culture of wellness.
3. Describe the areas of opportunities for institutions of higher education in creating and sustaining a culture of wellness.

*Presenter(s): Megan Amaya, PhD, CHES (Ohio State University); Christy Gipson, PhD, RN, CNE (The University of Texas at Tyler); Nikki Brauer, MS, CWPM, COEE (Illinois State University); and Julie Edwards, MHA (The University of Chicago)*

**R23** Measuring Your Financial Health With Key Performance Indicators

CME:1 CNE:1 CHES:1 MCHES:1 NASW:TBD CHWP:1

After this session, attendees should be able to:
1. Identify common A/R reports.
2. Compare benchmarking to healthcare industry standards.
3. Describe a monthly reporting plan for your organization.
4. Discuss how to make changes to your collections strategy based on your reporting.

*Presenter(s): Sara Parris, MHA, CHWP, SHRM-PMQ (Iowa State University)*
**ON-DEMAND EDUCATION SESSIONS**

**R24** Now What: Students’ Substance Use and Health Under the Influence of COVID-19

CNE:1 CHES:1 NASW:TBD

After this session, attendees should be able to:

1. Discuss the Missouri Partners in Prevention COVID-19 Students' Well-being Survey and how the results have been used.
2. Describe the difference between students' substance use and well-being before and after the COVID-19 outbreak.
3. Describe how to apply the alcohol and other drugs prevention strategies to a campus or statewide coalition.

*Presenter(s): Dong Ding, MPA, MA, Dana Schmidt (Missouri Partners in Prevention)*

**R25** Nutrition for Depression and Anxiety: Practical Strategies and Preliminary Study Results

CME:1 AAFP-P:TBD CNE:1 CHES:1 MCHES:1 PsyCE:1 NBCC:1 NASW:TBD

After this session, attendees should be able to:

1. Describe research on food patterns helping with depression.
2. Describe food patterns helping with anxiety.
3. Discuss practical strategies, barriers and successes of nutritional strategies for mental health.
4. Identify preliminary results of a one-hour educational program to improve depression and anxiety.

*Presenter(s): Ryan Patel, DO, FAPA (The Ohio State University)*

**R26** One & Done: The Impact of a Mental Health Tool Kit Distribution and How We Can Better Serve Students

CNE:1 CHES:1

After this session, attendees should be able to:

1. Identify potential materials to be included in a mental health tool kit.
2. Explain the importance of customizability and continuous reinforcement in providing one and done campus events to support mental health initiatives.
3. Discuss the importance of considering gender and first-generation college status when designing programming and potential tool kit contents.
4. List programming ideas for campus events to support mental health initiatives.

**R27** Opioid Overdose Prevention and Naloxone on College Campuses

CME:1 CNE:1 CHES:1 MCHES:1 NASW:TBD

This session is sponsored by the American College Health Foundation Aetna Student Fund

After this session, attendees should be able to:

1. Describe the rationale for opioid overdose prevention efforts on college campuses.
2. Discuss the quantitative and qualitative data guiding the development and implementation of a campus-based opioid program.

**R28** Overcoming Barriers to Implementing Dialectical Behavior Therapy (DBT) in the University Setting

CME:1 CNE:1 PsyCE:1

After this session, attendees should be able to:

1. Describe key concepts of DBT.
2. Identify research on mental health concerns that can improve with DBT.
3. Discuss barriers and challenges to implementing DBT.
4. Identify potential solutions to barriers and challenges encountered when implementing DBT.

*Presenter(s): Nerine Tatham, MD (Duke University)*
R29 Pregnancy Desire Screening for College-Aged Students

CME:.5  AAFP-P:TBD  CNE:.5  CHES:.5

After this session, attendees should be able to:
1. Identify three current barriers to reproductive health care faced by women in college settings.
2. Describe why colleges/universities are opportune settings to discuss reproductive health goals and desires and connect clients to care.
3. Describe strategies to integrate person-centered reproductive health interventions into colleges/universities to improve reproductive well-being.
4. Discuss key principles to implementing new reproductive health interventions for women in college/university settings.

Presenter(s): JeNeen Anderson, MPH, and Mackenzie Piper, MPH (Power to Decide)

R30 Promoting Faculty and Staff Health and Wellness in a Virtual World

CNE:1  CHES:1  NBCC:1  NASW:TBD

After this session, attendees should be able to:
1. Describe the current state of faculty and staff health and wellness.
2. Explain how the National Faculty and Staff Health Assessment can be used to find what faculty and staff need in programs.
3. Identify creative ways that colleges can provide faculty and staff health and wellness programming.
4. Discuss ideas from the attendees for faculty and staff health and wellness programming.

Presenter(s): Lori Dewald, EdD, ATC, MCHES (Walden University); Nikki Brauer, MS, CWPM, COEE (Illinois State University); Faith DeNardo, MPH, PhD, MCHES (Bowling Green State University); and Marguerite O’Brien, MSW (University of South Carolina)

R31 Overview of Emergency Contraception Methods and Access

CME:.75  AAFP-P:TBD  CNE:.75/.75  CHES:.75

After this session, attendees should be able to:
1. Differentiate types of EC available in the U.S.
2. Discuss what impacts the efficacy of EC.
3. Identify side effects and contraindications to EC.
4. Discuss techniques to improve EC counseling skills.
5. Explain the difference between availability and accessibility of EC.

Presenter(s): Sara Farjo, DO, and Amie Ashcraft, PhD, MPH (West Virginia University)

R32 Sailing Our SHIP through COVID-19: The Stanford Experience

There is no credit available for this session

R33 Self-Care for the Treatment of Infectious Diseases: From Antihistamines to Zinc

CME:1  AAFP-P:TBD  CNE:1/1

After this session, attendees should be able to:
1. Describe infectious diseases that can be treated with non-prescription medications.
2. Compare non-prescription treatment options and the clinical data supporting their use.
3. Discuss patient counseling recommendations for over-the-counter treatment of infectious diseases.

Presenter(s): Lauren Biehle, PharmD, BCPS (University of Wyoming)

R34 Single Session Therapy: Sometimes Once is Enough

CME:1  CNE:1  PsyCE:1  NBCC:1  NASW:TBD

After this session, attendees should be able to:
1. Describe key components and strategies for implementation of Single Session Therapy.
2. Describe how Single Session Therapy can be used in a university counseling center to increase access of mental health services to underserved college students.
3. Discuss strategies to address challenges that may arise during implementation of Single Session Therapy.

Presenter(s): Summer Zapata, PsyD, Charlie Padow, LCSW, and Alice Phang, PhD (University of Southern California)
ON-DEMAND EDUCATION SESSIONS

**R35 Student Health Data on Japanese and U.S. Colleges and Universities – A Joint Session of JUHA and ACHA**

CME:1  CNE:1  CHES:1  MCHES:1  NASW:TBD  CHWP:1

After this session, attendees should be able to:

1. Compare the nature of college health services in Japan and the U.S. (primarily focused on Japan) and how the partnership between JUHA and ACHA contributes to the field of college health.
2. Describe examples of “Health Data on Campus” related to infection control, including measles, rubella, and tuberculosis.
3. Describe the “Creation of Evidence-Based Health Checkup on Campus.”

*Presenter(s): Mayumi Yamamoto, MD, PhD, MBA (Gifu University); Katsumi Nakagawa, MD, PhD, JD (Ritsumeikann University); Hirokazu Yokoyama, MD, PhD (Keio University); Taku Iwami, MD, PhD (Kyoto University); Hiroshi Ishiguro, MD, PhD (Nagoya University); Kim Webb, MEd, LPC, FACHA (Washington University in St. Louis)*

**R36 The Flexible Care Model: Overview and Recent Updates**

CME:1  CNE:1  CHES:1  NASW:TBD

After this session, attendees should be able to:

1. Discuss past, present, and future models of mental health care on college campuses.
2. Discuss the the pros and cons of these models.
3. Describe innovations happening related to access to services and brief treatment approaches.
4. Describe the Flexible Care Model of mental health for college counseling centers and suggestions for how they were achieved that may be used on other campuses

*Presenter(s): Will Meek, PhD (Minerva Schools at KGI)*

**R37 The Interconnection Between College Students’ Health and Academic Performance: What’s the Evidence?**

CME:1  CNE:1  CHES:1  MCHES:1  NASW:TBD  CHWP:1

After this session, attendees should be able to:

1. Explain the importance of using evidence-based information in college health.
2. Summarize the current state of research on the relationship between college students’ health and their academic performance.
3. Describe gaps in the literature that are recommended areas for future research.
4. Discuss ways of translating the research findings into practice.

*Presenter(s): Alyssa Lederer, PhD, MPH, MCHES, Isabella Parise, MPH, Melissa Rosenthal, and Raquel Horlick, MLIS (Tulane University); Sara Oswalt, MPH, PhD (University of Texas at San Antonio)*

**R38 The Mystery Unraveled: Standards for Student Health Insurance Plans**

CANCELLED BY PRESENTER

**R39 Understanding the Four Models of College Health**

CANCELLED BY PRESENTER
R40 Using CollegeAIM 2.0 for Planning Alcohol Prevention: Making Change Happen On and Off Campus

CNE:1  CHES:1  MCHES:1  NASW:TBD

This session is sponsored by the American College Health Foundation Aetna Student Fund

After this session, attendees should be able to:

1. Identify new prevention and policy efforts added to CollegeAIM 2.0.
2. Describe how to use tools within CollegeAIM in strategic planning for alcohol prevention.
3. Identify at least two strategies that can be used to propel/encourage adoption of evidence-based strategies.

Presenter(s): Jason Kilmer, PhD (University of Washington); M. Dolores Cimini, PhD (University at Albany); Alicia Baker, MA, MPH, CHES (University of Florida); Toben Nelson, ScD (University of Minnesota); Jessica Cronce, PhD (University of Oregon)

R41 Zebras Get Sore Throats, Too: Thinking Beyond Strep Pharyngitis

CME:1  AAFP-P:TBD  CNE:1/.30

After this session, attendees should be able to:

1. Describe a differential diagnosis for infectious and non-infectious causes of sore throat.
2. Identify “red flags” that suggest a more sinister cause of a patient’s signs and symptoms.
3. Describe how to integrate appropriate decision-making tools and tests into your clinical evaluation of sore throat.

Presenter(s): Benjamin Silverberg, MD, MSc, FAAFP, FCUCM (West Virginia University)
WEEK 3: MENTORING
ACHA ASPIRE MENTORING GOES VIRTUAL!

We’re pleased to offer the ACHA Aspire Mentoring Program in a virtual environment in conjunction with the ACHA 2021 Virtual Annual Meeting. On Tuesday, July 15 we will be scheduling one-on-one pairings for mentors and mentees who are registered meeting participants. On Wednesday, June 16 we will have a number of group mentoring sessions that are open to all ACHA members.

ONE-ON-ONE MENTORING SESSIONS

The goal of ACHA’s Aspire Mentoring Program is to develop the next generation of college health, mental health, and wellness professionals. Experienced ACHA members will be paired with members who are seeking professional guidance or who are considering a career transition. ACHA believes that building meaningful relationships between mentors and mentees results in immediate and long-term benefits for both mentors and mentees, in addition to strengthening the college health and wellness community.

MENTORS

Was there someone who inspired you as you were just starting out in college health and wellness? Someone who gave you the confidence to move forward in your career? Now’s your chance to be that person for someone else. This program is open to any registered meeting participant who wishes to share their wisdom and guidance with a colleague who is eager to learn from your experience.

WHY SHOULD I BE A MENTOR?

- Receive personal fulfillment through helping someone progress, achieve goals, and grow in college health
- Help to build intergenerational relationships and networks
- Strengthen the college health and wellness community, as new leaders emerge and become mentors to others

MENTEES

Whether you are a seasoned veteran facing a challenge or considering a new opportunity, or an emerging leader looking to your colleagues for insight on a specific topic – this one-on-one virtual mentoring program is for you! This program is open to any registered meeting participant who wishes to further their professional development with individual help from our excellent selection of college health and wellness mentors.
ACHA MENTORING

WHY SHOULD I BE A MENTEE?

• Gain one-on-one support from experienced college health and wellness professionals
• Receive advice on overcoming obstacles and challenges, as well as advancing career goals
• Develop self-awareness and new approaches to problem-solving
• Gain a third-party nonjudgmental perspective, based on real-world experiences

HOW WILL THE ONE-ON-ONE MENTORING WORK?
The one-on-one mentoring sessions will take place Tuesday, June 15. Each one-on-one session will last up to 40 minutes. Through an open call for mentors and mentees, we matched the pairs based on the information we gathered from both groups via an online platform. If mutually agreeable, mentors and mentees will make a plan to continue the mentoring relationship at their own pace.

GROUP MENTORING SESSIONS
New to ACHA this year, group mentoring sessions will be open to all current ACHA members. (Remember that if your school is an institutional member, your membership is free!) ACHA mentors will be leading discussions on 5-6 topics most frequently requested by mentees. Group sizes will be capped to create a space for open dialogue and interaction.

We will accept mentees and mentors after the sign-up deadline but cannot guarantee placement in the June 15-16 timeslots