Join fellow college health and wellness professionals from across the country at ACHA’s first-ever Virtual Annual Meeting!

PRELIMINARY SESSION LISTING
Week 1: ACHA Meetings and Networking
Open to all; 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 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 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

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

All times in Eastern Time

On-Demand Education Sessions
Open to 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
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?

All ACHA 2021 Virtual content will be available in the ACHA Education Center (education.acha.org).

More details on how to access the Annual Meeting will be coming soon!
THANK YOU TO OUR ACHA 2021 VIRTUAL GOLD SPONSORS

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United Healthcare

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American College Health Foundation

THANK YOU TO OUR ACHA 2021 VIRTUAL BRONZE SPONSOR

MY SSP Student Support Program
FEATURED SPEAKERS

KEYNOTE ADDRESS

Tuesday, June 8
11:00 am-12:00 pm
Speaker TBD

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

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 these 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.
An interview with Dr. Fauci and the 2021 Presidential Citation

Wednesday, June 9, 3:45 pm-4:00 pm

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. He was one of the principal architects of the President’s Emergency Plan for AIDS Relief (PEPFAR), a program that has saved millions of lives throughout the developing world.

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

Wednesday, June 9
4:00 pm-4:45 pm

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 joined CDC as an Epidemic Intelligence Service officer in 1988. 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. She collaborated on meningitis, pneumonia and Ebola vaccine trials in West Africa and surveillance and prevention projects in South Africa.

In 2018, Dr. Schuchat retired from the Commissioned Corps of the United States Public Health Service as Rear Admiral.
GENERAL MEETING INFORMATION

Check here for Continuing Education Statements, which will be updated throughout the spring. Specific credit details for individual sessions will be included in the Final Program and posted to the website in mid-May.

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 this posting, we have not received any commercial support.

Sponsor Disclosures: At the time of posting, we have received general meeting sponsorship from Aetna, Anthem Blue Cross Blue Shield, Togetherall, UnitedHealthcare StudentResources, Wellfleet Student 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: Participants must attest that they attended the entire session and successfully pass the post-test (with a score of 80% or higher) in order to earn credit/contact hours and obtain a CE certificate. Further instructions will be emailed to you prior to the event.

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 he 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.

Expiration Date: The expiration date for continuing education credit/contact hours for all on-demand sessions is June 1, 2022.

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.
WEEK 1:
ACHA MEETINGS AND NETWORKING
## ACHA MEETINGS AND NETWORKING

### TUESDAY, JUNE 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| **11:00 AM – 12:00 PM** | Exhibit Showcase Opening  
More details to come. |
| **12:15 PM – 1:15 PM** | **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.  
Best Practices for Sensitive Exams  
COVID-19 Task Force  
Ethics Committee  
Faculty & Staff Resiliency Task Force  
Leadership Institute Committee  
LGBTQ+ Health Coalition |
| **1:30 PM – 2:30 PM** | **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.  
ACHA-NCHA Advisory Committee  
Education Planning Committee  
Health Center Fees Task Force  
Historically Black Colleges and Universities (HBCU) Coalition  
Sexual Health Coalition  
Travel Health Coalition |
| **2:45 PM – 3:45 PM** | **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.  
AVP/AVCs Health & Well-Being Task Force  
Campus Safety and Violence Coalition  
Connected College Health Network Committee  
Ethnic Diversity Coalition  
Healthy Campus Coalition  
Sports Medicine Coalition |
| **4:00 PM – 5:00 PM** | **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 |
| **5:15 PM – 6:15 PM** | Health Promotion Section New Member Welcome  
More details to come.  
Nursing Section 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.  
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.  
Vaccine-Preventable Diseases Advisory Committee |

Schedule subject to change.
### ACHA MEETINGS AND NETWORKING

#### WEDNESDAY, JUNE 2

**11:00 AM – 12:00 PM**

**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**

**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**

**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
  - New England College Health Association Executive Committee
  - North Central College Health Association Executive Committee
  - Ohio College Health Association Executive Committee

**2:45 PM – 3:45 PM**

**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**

**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

**5:15 PM – 6:15 PM**

**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 Administrator Section Networking
- Pharmacy Section Networking
**Thursday, June 3**

**11:00 AM – 12:00 PM**

**College Health and Wellness Consulting**
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**
More details to come.

**Development of an ACHA Clearinghouse for Sexual and Relationship Violence Prevention and Response Resource Discussion**
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**
More details to come.

**Travel Health Discussion Group**
More details to come.

**COVID-19 Task Force**
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 Violence Task Force**
Members of the task force will meet to discuss progress/status of the task force.

**1:30 PM – 2:30 PM**

**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

**2:45 PM – 3:45 PM**

**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 Networking
- New England College Health Association Networking
- New York College Health Association Networking
- Ohio and Mid-America College Health Associations Networking

**4:00 PM – 5:00 PM**

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

- Mid-Atlantic College Health Association Networking
- New England College Health Association Networking
- New York College Health Association Networking
- Ohio and Mid-America College Health Associations Networking
WEEK 2: LIVE EDUCATION SESSIONS, EXHIBITS, AND POSTERS
Tuesday, June 8

11:00 AM – 12:00 PM

Keynote Address: Stay Tuned for Updates!

12:00 PM – 12:45 PM

Exhibit Showcase
More details to come.

12:45 PM – 2:15 PM

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

After this session, attendees should be able to:

1. 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.

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

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

4. 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)

A2 An Intradepartmental Research-Practice Partnership

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): Kelli Agrawal, MPH, TTS, Casey Rayfield, and Ronald Berry, MD (University of Kentucky)

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

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.

3. Describe the financial impacts of PBM practices on pharmacies, patients, the healthcare system, and the taxpayer.

4. Identify measures currently being taken to regulate PBM practices.

5. Identify strategies to mitigate PBM reimbursement reduction.

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

A4 Developing and Implementing White Accountability and Learning Groups on Campus

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): Marian Trattner, MSW, CHWP, Mariane Magjuka, 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)

A5 Adopting the Healthy Campus Framework: Using the Inventory to Build Capacity

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 (University of Florida)

Live Education Sessions

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

12:45 PM – 2:15 PM (CONT.)

A6 Kind Mind: Encouraging Self-Compassion

After this session, attendees should be able to:

1. Describe the demands placed on students that cause self-criticism.
2. Discuss the impact that self-criticism has on positive well-being.
3. Discuss the definition of self-compassion and the benefits of practicing self-compassion.
4. Describe ways to incorporate self-compassion into working with students and colleagues.

Presenter(s): Becca Rampe, PsyD (University of North Carolina Wilmington)

2:15 PM – 3:00 PM

Exhibit Showcase

More details to come.

3:00 PM – 4:00 PM

B1 The Ball’s in Your Court: Addressing Men’s Sexual Health Concerns in a College Health Setting

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)

B3 Means Reduction Strategies for Suicide Prevention

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)

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

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.
3. List strategies for implementing efficient mass vaccination efforts on your campus.

Presenter(s): Lauren Cordova, MSEd (University of Pennsylvania)

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

3:00 PM – 4:00 PM (Cont.)

B5 Nurse-Led Intervention Improves Cervical Cancer Screening Rates Among Students who Present for HPV Vaccination

After this session, attendees should be able to:

1. Define the extent of underutilization of cervical screening tools among university students.
2. Describe the discrepancy between HPV vaccination and cervical cancer screening.
3. Compare medical provider-led to nurse-led counseling/intervention coupled with offering cervical cancer screening appointments to increase cervical cancer screening.

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

B6 ACHA Racial Marginalization and Health Inequities Task Force Update

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)

4:00 PM – 4:45 PM

Poster Showcase

More details to come.

4:45 PM – 5:45 PM

C1 Adaptive Strategic Planning: Using an Equity Lens to Create a Roadmap for the Future

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)

C2 Mental Health, Burnout, and Wellness During COVID

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)

C3 Growth Through Change: Managing and Leading During Uncertain Times

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 DiPrete, MS (University of South Florida)
**TUESDAY, JUNE 8**

**4:45 PM – 5:45 PM (CONT.)**

**C4 Promoting Mental Health and Wellbeing of Students of Color: Cultivating a Culture of Care, Resiliency and Thriving**

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)*

**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)*

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

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)*

**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.**
Dorosin Memorial Lecture: Reflections on Race and Medicine in the Year of COVID-19 and Nationwide Protests

After this session, attendees should be able to:

1. Describe how medical education and the health and mental health care system perpetuate health disparities.
2. Discuss strategies to mitigate the impact of racism and bias in the academic and health care systems.
3. Identify barriers to underrepresented minority recruitment and retention in the health and mental health care system.

Speaker: Damon Tweedy, MD (Duke University School of Medicine)

D2 Trauma- and Resiliency-Informed Programming

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.
3. Discuss practical strategies to implement trauma and resiliency informed programming.

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

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

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

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

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

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

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)
**ACHA 2021 Virtual Preliminary Session Listing**

**WEDNESDAY, JUNE 9**

### 2:30 PM – 3:30 PM

**E1 Hot Topics In Gastroenterology for Student Health**

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)

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

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 Oswalt, PhD (University of Texas at San Antonio); and Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut)

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

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)

**E4 Prescribing and Promoting Expedited Partner Therapy**

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)

### 1:45 PM – 2:30 PM

**D6 Increasing Pharmacy Efficiency and Patient Engagement via Technology**

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)

**Poster Showcase**

More details to come.

### 12:45 PM – 1:45 PM (CONT.)

**D6**

Increasing Pharmacy Efficiency and Patient Engagement via Technology

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**Poster Showcase**

More details to come.
**LIVE EDUCATION SESSIONS**

**WEDNESDAY, JUNE 9**

**2:30 PM – 3:30 PM (CONT.)**

**E5 Serving Black Female Students Through Support Groups**

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)*

**E6 Sustaining a Quality Program During the Pandemic**

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)*

**3:45 PM – 4:45 PM**

*Preventing Thriving and Inclusive Campus Communities in the Aftermath of COVID-19*

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)*

**5:00 PM – 5:45 PM**

**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**

**ACHA Awards Ceremony**

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

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.

Schedule subject to change.
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

After this session, attendees should be able to:
1. Explain the role of the interdisci-
   plinary 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 psycho-
   pharmacology and dietary supple-
   mental 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


After this session, attendees should be able to:
1. Describe the ACHA position on key components of a chaperone/sensi-
   tive exam policy.
2. Discuss the education materials intended to help staff carry out safe, appropriate sensitive examinations.
3. Describe reporting responsibilities for employees, evaluation of patient concerns, and appropriate escalation of concerns within an organization.
4. Describe the assessment strategy to determine the current scope of student vulnerability to inappropriate healthcare exams or provider interactions.

Presenter(s): Susan Ernst, MD (University of Michigan); Mary Landry, MD (University of Wisconsin-Madison); Robert Ernst, MD (University of Michigan); Stephanie Hanenberg, MSN, FNP-C, FACHA (University of Colorado Colorado Springs); Kim Webb, MEd, LPC, FACHA (Washington University in St. Louis)

R4 ACHA-NCHA Update

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

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 applica-
   ble 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
**ON-DEMAND EDUCATION SESSIONS**

**R7 Becoming a Trauma-Informed University Healthcare System**

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) (University of Southern California)

**R8 Best Practices for Non-Binary and Transgender Student Campus Inclusivity and Mental Health Services**

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

**R9 Cardiac Considerations in Athletes and Post COVID-19 Infection**

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)

**R10 Connected College Health Network (CCHN)**

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)

**R11 Could Nutrient Inadequacy be Driving COVID-19 Long-Hauler Symptoms?**

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 Education 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): Joannie Dobbs, PhD, CNS (University of Hawaii, retired)

**R12 COVID CARE at UNF: Creating Health Care in a Remote Student Location**

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

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

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

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

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): Amy Gatto, MPH (Active Minds); Mary Ann Takemoto (California State University Long Beach)*

**R17** Establishing Healthy, Inclusive, and Thriving Communities: Best Practices from Active Minds’ Healthy Campus Award Recipients

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)*

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

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)*
ON-DEMAND EDUCATION SESSIONS

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

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**

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?**

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**

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**

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)*

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

After this session, attendees should be able to:
1. Discuss the Missouri Partners in Prevention COVID-19 Students’ Wellbeing Survey and how the results have been used.
2. Describe the difference between students’ substance use and wellbeing 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**

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**

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.

*Presenter(s): Paula Parker, EdD, CMPC, and Nicole Rushing, PhD (Campbell University)*

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

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.
3. Describe the process of developing, implementing, and evaluating an opioid education and naloxone training program on college campuses.
4. Describe the adaptation of the opioid overdose prevention program to a virtual setting.

*Presenter(s): Michael McNeil, EdD, CHES, FACHA, Melanie Bernitz, MD, MPH, and Wai Kwan (Bonnie) Li, MS (Columbia University)*

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

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 Tattham, MD (Duke University)*

**R29 Pregnancy Desire Screening for College-Aged Students**

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**

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**

After this session, attendees should be able to:

1. Differentiate types of emergency contraceptive types 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

After this session, attendees should be able to:

1. Describe the urgent insurance needs that resulted from the dispersal of students enrolled in the university’s insurance plan across the country and world.
2. Explain the policy and program changes that were made to accommodate students for the new plan year.
3. Identify new possible considerations for the medical, mental health and dental components of the insurance plan.

*Presenter(s): Johanna Infantine, MA (Stanford University)*

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

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

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 (University of Southern California)*

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

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

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 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?

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

After this session, attendees should be able to:

1. Define the ACHA Standards for Student Health Insurance Coverage.
2. Explain the rationale for recommendation of each standard.
3. Discuss how to advocate for these standards on your campus, overcoming other obstacles or barriers you might see.

Presenter(s): Kat Lindsey, MS (University of Florida); Maureen Cahill, BS (The Ohio State University)

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

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

After this session, attendees should be able to:

1. Describe a differential diagnosis for infectious and non-infectious causes of sore throat.
2. Identity “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 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. We’ll be doing an open call for mentors and mentees and matching the pairs based on the information we’ll gather 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.

Watch for more information on both opportunities!