



ACHA
2022

Equity and Well-Being:
The Future of College Health



PRELIMINARY SESSION LISTING



AMERICAN
COLLEGE
HEALTH
ASSOCIATION

Tuesday, May 31

SCHEDULE AT A GLANCE

Tuesday, May 31

Registration Opens

7:00 am – 6:00 pm

Pre-Conference Workshops

9:00 am – 12:00 pm

Tickets required

ACHA Leaders' Lunch

12:00 pm – 1:15 pm

Invitation only

Pre-Conference Workshops

1:30 pm – 4:30 pm

Tickets required

Committee Meetings

5:30 pm – 6:30 pm

Note that some committees, coalitions, and task forces will be conducting virtual meetings at another time

Wednesday, June 1

Registration

7:00 am – 6:00 pm

Newcomers' Orientation: Navigating the ACHA Annual Meeting

7:30 am – 8:45 am

Affinity Group Meetings

9:00 am – 10:00 am

Opening General Session/Keynote Address

10:00 am – 11:45 am

Wednesday, June 1 (Cont.)

Section Meetings

12:00 pm – 1:00 pm

Note that some sections will be conducting virtual meetings at another time

Industry Presentations

12:30 pm – 1:30 pm

General Sessions

1:45 pm – 2:45 pm

3:15 pm – 4:15 pm

4:45 pm – 5:45 pm

ACHA Celebrates: Opening Reception

6:00 pm – 7:00 pm

2022 Awards and Fellows Ceremony

7:00 pm – 8:00 pm

Thursday, June 2

Registration

7:00 am – 4:00 pm

Opening Breakfast with Exhibitors

7:00 am

Exhibit Hall

7:00 am – 4:00 pm

Posters

7:00 am – 4:00 pm

General Sessions

8:00 am – 9:30 am

10:00 am – 11:30 am

Thursday, June 2 (Cont.)

Affiliate Meetings

12:00 pm – 1:00 pm

Note that some affiliates will be conducting virtual meetings at another time

Industry Presentations

12:30 pm – 1:30 pm

General Sessions

1:45 pm – 3:15 pm

3:45 pm – 5:15 pm

Affinity Group Meetings

5:30 pm – 6:30 pm

Friday, June 3

School Spirit Day!

Registration

7:00 am – 5:00 pm

Continental Breakfast with Exhibitors

7:00 am

Exhibit Hall

7:00 am – 1:30 pm

Posters

7:00 am – 3:00 am

General Sessions

8:00 am – 9:30 am

10:00 am – 11:30 am

Friday, June 3 (Cont.)

Dorosin Memorial Lecture

12:00 pm – 1:15 pm

General Sessions

1:45 pm – 2:45 pm

3:15 pm – 4:15 pm

Affinity Group Meetings

4:45 pm – 5:45 pm

Assembly of Representatives

6:00 pm – 6:45 pm

Saturday, June 4

Registration

7:00 am – 10:00 am

Continental Breakfast

8:00 am

Closing Presidential Session

8:30 am – 9:30 am

Poster Session Presentations

10:00 am – 11:00 am

Featured Speakers

Wednesday, June 1, 10:00 am – 11:30 am

Keynote Address -- The Repercussions of COVID-19: Addressing Health Inequities Among College Students



Robert E. Fullilove, EdD, is the Associate Dean for Community and Minority Affairs, Professor of Clinical Sociomedical Sciences and the co-director of the Cities Research Group at the Columbia University Mailman School of Public Health.

Since 1996, he has served on five IOM study committees that have produced reports on a variety of topics including substance abuse and addiction, HIV/AIDS, tuberculosis, and damp indoor spaces and health. In 2003 he was designated a National Associate of the National Academies of Science. In 1998 he was appointed to the Advisory Committee on HIV and STD Prevention (ACHSP) at the Centers for Disease Control, and in July, 2000, he became the committee's co-chair. Finally, between 2004-2007, he

served on the National Advisory Council for the National Center for Complementary and Alternative Medicine at the National Institutes of Health [NIH].

Since 2010, he has been teaching public health courses in six New York State prisons that are part of the Bard College Prison Initiative (BPI) and serves as the Senior Advisor to BPI's public health program. Dr. Fullilove serves on the editorial boards of the journals Sexually Transmitted Diseases, and the Journal of Public Health Policy. He has been awarded the Distinguished Teaching Award at the Mailman School of Public Health three times (in 1995, 2001, and 2013), and in May 2002, he was awarded an honorary doctorate from Bank Street College of Education.

Friday, June 3, 12:00 pm – 1:15 pm

Dorosin Memorial Lecture -- When Burnout Moves from Pandemic to Endemic: Flourishing through Chronic “Too-Muchness”

R. Kelly Crace, PhD, is the Associate Vice President for Health & Wellness and the Director for the Center for Mindfulness and Authentic Excellence (CMAX) at William & Mary. He is a licensed psychologist and the co-author of Authentic Excellence: Flourishing & Resilience in a Relentless World and the Life Values Inventory. He has published and presented in the areas of values, flourishing, resilience, life role development & transition, and organizational development.

He is president of Applied Psychology Resources and has conducted over three thousand seminars for organizations. He has served as director of two college mental health centers at Duke University and William & Mary.

He received his academic and clinical training from Vanderbilt University, the University of North Carolina at Chapel Hill, and Duke University. Kelly was the recipient of the President's Award for Service to the Community and the Chambers-Reid Award for Professional Excellence at William & Mary.

CONTINUING EDUCATION

Please note that for some disciplines we have not yet received final credit/contact hour approval. We will update this list as we receive these notifications, so if you do not see your credit/contact hour type listed, check back at a later time. Also note that for most types of credit/contact hours we are able to list a “pending” statement and those can be found below.

- **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 24.5 *AMA PRA Category 1 credits*.™ Physicians should only claim credit commensurate with the extent of their participation in the activity.
- **AAFP:** The AAFP has reviewed ACHA 2022 Annual Meeting and deemed it acceptable for up to 20.00 Live AAFP Prescribed credits. Term of Approval is from 05/31/2022 to 06/04/2022. Physicians should claim only the credit commensurate with the extent of their participation in the activity.
- **CNE:** This activity has been submitted to the Ohio Nurses Association for approval to award contact hours. The Ohio Nurses Association is accredited as an approver of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation. (OBN-001-91)
- **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 24.5 total Category 1 continuing education contact hours. Maximum advanced-level contact hours available are 22. Continuing competency credits available are 0.
- **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 23.5 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 # 886508715-8554) for 22 continuing education contact hours.
- **CPEU:** This activity has been approved by the Commission on Dietetic Registration for 22 CPEUs.
- **ACPE:** The University of Maryland School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. Sessions included in this activity may be eligible for ACPE credit; see final CPE activity announcement for specific details.
- **AHIMA:** This program has been approved for continuing education unit(s) (CEUs) for use in fulfilling the continuing education requirements of the American Health Information Management Association (AHIMA). Granting of Approved CEUs from AHIMA does not constitute endorsement of the program content or its program provider.

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 UnitedHealthcare StudentResources, Aetna Student Health, Anthem Blue Cross, Christie Campus Health, Wellfleet Student, Horan, Mediat, LLC, Tulane University, Tyrula, GeoBlue, and the American College Health Foundation.

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 CE credit/contact hours and obtain a certificate, participants must: be registered for the meeting,

- attest via the online session evaluation site that each session for which credit/contact hours are requested was attended in its entirety.
- complete additional steps for your discipline if applicable
 - **NASW:** If requesting NASW credit for social workers, you must track your attendance at each session and submit a completed sign-in/out sheet. These sheets will be available on-site at the Speaker Info and CE Booth.
 - **ACPE:** If requesting ACPE credit for pharmacists, you must submit a completed attendance tracking sheet AND pass an online post-test (score of 80% or higher) for each session attended. Instruction packets will be available on-site at the Speaker Info and CE Booth.
 - **NBCC:** If requesting NBCC credit for certified counselors, you must track your attendance at each session and submit a completed sign-in/out sheet. These sheets will be available on-site at the Speaker Info and CE Booth.

Further instructions will be included in registration materials available on-site.

Faculty Disclosures

The following presenters for this educational activity have indicated that they have relevant financial relationships to disclose, including any relationships with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients:

- Katharine Head, PhD, has disclosed that she received investigator-initiated research funding from Merck administered through her university.
- Chris Adigun, MD, has disclosed that she is a speaker for Amgen and Derm Tech; a consultant for PhotonMD, Sciton and Galderma; and an advisory board member, consultant, and speaker for Lumenis.
- Inmaculata Hernandez, PharmD, PhD, has disclosed that she is a consultant for Pfizer.
- Ashton Strachan, DNP, WHNP-BC, FNP-c, APRN, has disclosed that she is a trainer for Merck/Organon.

All relevant financial relationships listed for these individuals have been mitigated. No other presenters have relevant financial relationship(s) to disclose.

Program Planning Committee Disclosures

None of the planners for this educational activity have relevant financial relationship(s) to disclose, including with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

TUESDAY PRE-CONFERENCE WORKSHOPS

Tickets are required for all pre-conference workshops, which are open to all meeting attendees (excluding spouses/partners).

9:00 am – 12:00 pm

Statistics and SPSS for Non-Statisticians

After this session, attendees should be able to:

1. Discuss how to decide statistical procedure needed to answer a question.
2. Describe how to conduct univariate and bivariate statistical analysis to answer a question.

Presenter(s): Monideepa Becerra, DrPH, MPH, CHES, and Benjamin Becerra, DrPH, MPH, MBA (California State University, San Bernardino)

Dismantling White Supremacy and Healing Racial Trauma: Ending Racist Practices in College Health

After this session, attendees should be able to:

1. Define racism, white supremacy, and racial trauma, and the mechanisms that uphold them.
2. Discuss the history of racism in the United States broadly, in addition to the history of racism and white supremacy throughout the field of public health.
3. Identify roles of participants in their campus communities and how these roles reinforce white narratives.
4. Identify strategies that can be incorporated into their practice to center anti-oppression on their campus.

Presenter(s): Kelly Gorman, MSc and Gina Orlando, MPH, CHES (Columbia University)

Challenges of Distance Treatment Modalities in Telemental Health: Ethical, Legal, and Practice Implications

After this session, attendees should be able to:

1. Describe the evidence supporting the use of telehealth for the provision of mental health treatment.
2. Identify key steps to be prepared to successfully manage remote risk.
3. Discuss the application of telemental health in medication management visits.
4. Discuss the legal implications of using telemental health in light of regulatory challenges.

Presenter(s): Leslie Morland, PsyD, Kristen Duarte, PhD (University of California, San Diego); and Jessica Thackaberry, MD (University of California, San Diego); Janice Mulligan, JD (Mulligan Law)

CANCELLED How to Build Your Dream Team

CANCELLED BY PRESENTER

Transgender Student Health: Providing Holistic Care and Policies

After this session, attendees should be able to:

1. Identify current barriers transgender and gender non-conforming (TGNC) students may experience when accessing health and mental health care and how gender affirming policies can support transgender students.
2. List the components of a gender history and genital exam for TGNC patients.
3. Discuss gender-affirming medical and surgical treatment options for patients with gender dysphoria.
4. Identify the most common sleep complaint of transgender students.

Presenter(s): Elijah Salzer, DMSc, PA-C, NYSAFE, C-EFM (Pace University); Shelley Hershner, MD; (University of Michigan); Jaiza Jones, AM, LCSW, Allison Aiken, MD, Tiffany Hsiang Lin, AM, LCSW, Sandeep Lehil, NP (University of California, Berkeley)

Achieving AAAHC Accreditation for College Health, Part I

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 chapters required for accreditation compliance.
3. Identify how other schools were able to achieve accreditation and barriers to accreditation.

Presenter(s): Joy Himmel, PhD, MA (Bodhi Counseling); Valerie Kiefer, DNP, APRN, ANP-BC (University of Connecticut)

Schedule subject to change.

TUESDAY PRE-CONFERENCE WORKSHOPS (CONT.)

1:30 pm – 4:30 pm

Achieving AAAHC Accreditation for College Health, Part II

After this session, attendees should be able to:

1. Identify the applicable adjunct chapters required for accreditation compliance.
2. Identify the components necessary for a more effective QI study.
3. Identify common deficiency areas in college health.

Presenter(s): Joy Himmel, PhD, MA (Bodhi Counseling); Valerie Kiefer, DNP, APRN, ANP-BC (University of Connecticut)

Sports Medicine Special Testing

After this session, attendees should be able to:

1. Identify common sports medicine (orthopedic) injuries.
2. Identify various special tests through practice.
3. Discuss treatment/rehabilitation options for common injuries.

Presenter(s): Wendy Sheppard, MS, LAT, ATC, Allison Rose, MS, (University of Richmond/Recreation); Rishi Bala, MD (Bon Secours)

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. List five resources from long oppressed communities (Black and Indigenous peoples) which would assist in centering the voices of oppressed communities in higher education.
4. Identify next steps for application of at least one of the three frameworks presented.

Presenter(s): Nishelli Ahmed, MPH (University of Connecticut); Raphael Florestal-Kevelier, PhD, MPH (Columbia University); Ashleigh Hala, MSW, LCSW (Wake Forest University)

Considerations for Telehealth in a College Health Setting

After this session, attendees should be able to:

1. Describe how institutions across the United States have continued to implement telehealth services.
2. Discuss the benefits of continuing telehealth services after students return to campus.
3. Identify unintended impacts of continuing telehealth services after students return to campus.

4. Discuss strategies for continuing telehealth services at their institutions.

Presenter(s): Marian Trattner, BSW, MWS (Wake Forest University); Eileen Hine, RN-BC (Barry University); Esmeralda Perry, BS (Oregon State University); David Edwards, MD (Texas Tech University)

Fostering Well-Being Using Resilience-Based Strategies

After this session, attendees should be able to:

1. Describe the linkages among resources, mental health, and resilience.
2. Describe four existing higher education resilience-building programs (emphasis on ResilientNU).
3. Discuss the need to create campus-wide partnerships to promote campus-wide resilience and well-being.
4. Identify how to build a resiliency program for their campus.

Presenter(s): Sislena Ledbetter, PhD (Western Washington University); Samantha Conway, AM, LCSW (Northwestern University)

Boot Camp for New Directors: Leadership, Equity, Finance, and Communication

After this session, attendees should be able to:

1. Describe the transition from direct care provider to the role of health service director.
2. Discuss how to sharpen communication and leadership skills.
3. Identify key management skills.

Presenter(s): Jessica Higgs, MD (Bradley University); Sarah Van Orman (University of Southern California); Shawnte Elbert, MA, EdD, MCHES (The Ohio State University); Kevin Readdean, MEd, LMHC (Rensselaer Polytechnic Institute)

Overview of Contraceptive Options and IUD Insertion Training

After this session, attendees should be able to:

1. Identify birth control options.
2. Discuss benefits and risks.
3. Describe IUD insertion procedure.
4. Describe the experience of practicing IUD insertion.

Presenter(s): Ashton Strachan, DNP, WHNP-BC, FNP-c, APRN and Christen Altermatt (Georgia Institute of Technology)

WEDNESDAY GENERAL SESSIONS

10:00 am – 11:30 am

Keynote Address: The Repercussions of COVID-19: Addressing Health Inequities Among College Students

After this session, attendees should be able to:

1. Discuss inequities among student experiences with COVID-19.
2. Explain the role college health professionals play in reducing inequities.
3. Discuss factors to consider when creating more equitable systems for students.

Presenter(s): Robert Fullilove, EdD (Columbia University)

1:45 pm – 2:45 pm

Serologic Testing for Syphilis

After this session, attendees should be able to:

1. Describe treponemal and non-treponemal serologic testing for syphilis including differences from other methods of detection.
2. Differentiate between traditional and reverse sequence syphilis testing using treponemal and non-treponemal serology.
3. Interpret results from traditional and reverse sequence testing in the clinical context of each patient.

Presenter(s): Philip Spotts, MD (Duke University)

Treating and Supporting the Collegiate Survivor of Childhood Sexual Abuse

After this session, attendees should be able to:

1. Describe clinical techniques and interventions designed to treat survivors of childhood sexual abuse.
2. Outline adaptations to traditional advocacy and prevention strategies to best serve survivors of childhood sexual abuse.
3. Review emerging recommendations using the social-ecological model.

Presenter(s): Katryna Sardis, LMSW (University of Missouri); Ashleigh Hala, LCSW (Wake Forest University)

Body Image Concerns for Trans, Non-binary, and Queer Students

After this session, attendees should be able to:

1. Describe three terms used by the LGBTQ+ community for body types.
2. Identify four examples of LGBTQ+ minority stressors.
3. Identify five affirming body image interventions.

Presenter(s): Martie Van Der Voort, MC, LPC (University of Arizona, retired)

Utilizing Mental Health Screening Tools in Primary Care

After this session, attendees should be able to:

1. Discuss the importance of screening all adult patients for anxiety and depression.
2. Describe how to interpret results from the GAD 7 and PHQ 9 once complete.

Presenter(s): Aaron Salinas, DNP, APRN, FNP-BC, PMNHP-BC, NRP (The University of Texas Rio Grande Valley)

A Case Study of Active Tuberculosis

After this session, attendees should be able to:

1. Identify the risk factors and presentation for active tuberculosis.
2. Describe the process that our health center utilized to identify the employees and patients who were potential exposures to the source patient.
3. Explain the necessary follow up for those who were potentially exposed to the source patient.

Presenter(s): Missy Jackson, MS, WHNP-BC (University of Georgia)

Part 1 - Designing and Evaluating a Primary Care Behavioral Health Program (PCBH): Utilizing Data from a National Survey

After this session, attendees should be able to:

1. Describe national data on embedded Behavioral Health Clinicians and PCBH implementation fidelity in college health.
2. Explain the essential and prohibited elements of the PCBH model.
3. Describe how to develop plans to implement a new, or evaluate an existing PCBH program in their center.

Presenter(s): Kevin Readdean, MSED (Rensselaer Polytechnic Institute)

Schedule subject to change.

WEDNESDAY GENERAL SESSIONS (CONT.)

1:45 pm – 2:45 pm (Cont.)

College Health 101 for Small to Mid-Sized University Health Centers

After this session, attendees should be able to:

1. Describe how to navigate the actual responsibilities of administrators in a university health center compared to the perceived responsibilities of a university health center.
2. Discuss funding of services and needed programs in university health centers.
3. Describe how to address healthcare equity for student populations with whom they serve.

Presenter(s): Eileen Egan-Hineline, MS, RN-C (Barry University); Andreea Baker, BSN, MSN (Concordia University)

Climate Change: Recognizing Emerging Campus Malnutrition Issues

After this session, attendees should be able to:

1. Describe what agriculture misinformation leads to food choices associated with malnutrition and subclinical symptoms.
2. List the most likely nutrient deficits and subclinical symptoms in college-age students based on choosing a "sustainable diet."
3. Identify "decision traps" that can prevent us from making effective clinical decisions related to the growing population concerned with climate change and sustainability.

Presenter(s): Joannie Dobbs, PhD, CNS (University of Hawaii, Retired)

ReDElfining Health & Wellness On-Campus

After this session, attendees should be able to:

1. Identify the gaps and challenges in campus environments and policies as it relates to the basic needs of students.
2. Discuss action items to take back to their institutions for further innovative and collaborative efforts.
3. Identify their own needs based upon their demographics and the gaps they experience as it pertains to their own health and wellness.
4. Differentiate between the levels of food and housing security.

Presenter(s): Breanna Foreman, MS (University of Mississippi)

Implementing a Continuing Professional Development Program in your College Health Clinic

After this session, attendees should be able to:

1. Explain the domains of faculty development.
2. Discuss methods of needs assessment.
3. Compare different curricular exemplars.
4. Identify personal SMART goal or next action step.

Presenter(s): Victoria Dunn, MBBS, MRCP, DRCOG, Patty Pinanong, MD (University of Southern California); Kimberly Tilley, MD (University of Southern California)

3:15 pm – 4:15 pm

Red Eye in Primary Care

After this session, attendees should be able to:

1. Describe how to identify and treat conjunctivitis.
2. Describe how to identify and treat corneal abrasions and corneal ulcers.
3. Describe how to identify which eye concerns should be referred immediately to an eye care professional.

Presenter(s): Dina Kakish, OD, FAAO (University of Michigan)
Best Practices and Strategies for Screening, Diagnosing, and Treating STIs Including HIV PrEP

After this session, attendees should be able to:

1. Identify the different types of sexually transmitted infections.
2. Describe ways to prescribe for and treat sexually transmitted infections in accordance with the 2021 CDC STI Guidelines.
3. Explain criteria for offering, discussing, and prescribing HIV PrEP.
4. Discuss potential strategies for decreasing STI screening costs and increasing access to sexual health services.

Presenter(s): Amy Guidera, DNP, APRN, FNP-BC, CHWP (Belmont University)

Condom Negotiation and Sexual Pleasure: Exploring Possible Associations

After this session, attendees should be able to:

1. Describe the importance of sexual pleasure in sexual health education.
2. Discuss the connection between sexual pleasure and condom negotiation.
3. Identify ways to incorporate sexual pleasure education in their sexual health programming.

Presenter(s): Brandy Reeves, MPH, MEd, CHES (University of Cincinnati)

WEDNESDAY GENERAL SESSIONS (CONT.)

3:15 pm – 4:15 pm (Cont.)

Becoming an AVP/AVC for Health and Well-Being

After this session, attendees should be able to:

1. Identify organizational structures, responsibilities, and challenges as an Associate Vice President/Associate Vice Chancellor (AVP/AVC) for student health and well-being.
2. Describe various career paths that may lead to the role of AVP/AVC for student health and well-being
3. Identify your own strengths and areas of growth to advance your leadership role, including how to manage information up in your organization.
4. Discuss current administrative and organizational issues impacting the role of AVP/AVC for health and well-being.

Presenter(s): Brian Victor, PhD, HSP-P (University of North Carolina Wilmington); Rebecca Kennedy, PhD (University of Alabama at Birmingham); James Raper PhD, LCMHCS (Wake Forest University); Suzy Harrington, DNP, RN, MCHES (University of Houston); Sislina Ledbetter, PhD (Western Washington University); Kirk Dougher, PhD (Washington University in St. Louis)

Utilizing Well-Being Data in Your Student-focused Equity and Inclusion Strategy

After this session, attendees should be able to:

1. Describe the importance of practicing intentionality in equity-related research.
2. Identify key stakeholders on campus that will assist in developing a strategic partnership.
3. List equity-promoting research practices that can be used in data collection, analysis, and sharing.

Presenter(s): Lauren Martinez, PhD, and Naddia Palacios, EdD (University of Southern California)

Utilizing Information Technology Resources to Efficiently Scale Operations to Meet Patient Care Demands and Address Revenue Streams in a Pandemic

After this session, attendees should be able to:

1. Identify technical tools to scale operations.
2. Identify programs available to cover medical costs for the uninsured.

Presenter(s): Robert Brown (The University of Georgia)

Part 2 - Designing and Evaluating a PCBH Program: Organizational Conditions Affecting Success

After this session, attendees should be able to:

1. Describe the implementation of PCBH model of care in college health.
2. Describe the statistical techniques associated with Qualitative Comparative Analysis
3. Describe the organizational conditions that are necessary and sufficient for successful implementation of PCBH in college health.
4. Describe how to develop plans to implement a new, or evaluate an existing PCBH program in their center.

Presenter(s): Kevin Readdean, MSED (Rensselaer Polytechnic Institute)

Evaluating Readiness for and Incorporating Movement into Eating Disorder Recovery: An Interdisciplinary Approach

After this session, attendees should be able to:

1. Define the factors which need to be included in an evaluation of eating disorder patients who would like to exercise.
2. Discuss what level of exercise is appropriate based on medical, psychological and nutrition parameters and how frequently to evaluate status and progression.
3. Explain the importance of educating and partnering with Campus Recreation/Fitness Center leadership and staff to provide safe, supportive and non-triggering engagement in guided movement for students.
4. Identify action steps to engage leadership to invest in training of Campus Recreation professionals in body size and shape acceptance and HAES training.

Presenter(s): Joanne Clinch, MD, Emily Palmieri, PhD, and Lori Tyson-Jamison, MS (Wake Forest University)

Equity and Well-Being: A Call to Action

After this session, attendees should be able to:

1. Identify challenges to LGBTQ students that are important factors in student health and success.
2. Identify challenges to LGBTQ ACHA members that are important factors in their contributions and inclusion in the organization.
3. Discuss “best practices” that will create guidelines for making sure that their campuses are sexual orientation and gender identity inclusive.
4. Discuss the intersectionality of the different committees and coalitions that comprise ACHA and how they create an opportunity for a unified vision of inclusion for the future.

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

WEDNESDAY GENERAL SESSIONS (CONT.)

3:15 pm – 4:15 pm (Cont.)

Building Organizational Resilience in Turbulent Times

After this session, attendees should be able to:

1. Identify key learning from leading during the pandemic that can be leveraged going forward.
2. Describe adaptive leadership theory as a framework for leading during uncertain times.
3. Describe key concepts associated with resilient leadership.
4. Describe how the principles of high reliability support organizational resilience.

Presenter(s): Pam Jones, DNP, RN, FAAN (Vanderbilt University)

4:45 pm – 5:45 pm

Responding to and Preventing Sexual Violence on Campus

After this session, attendees should be able to:

1. Describe how to proactively address consent when obtaining a sex-positive health history.
2. List substances that may impair a person's judgment and/or are commonly used in orchestrated sexual assault.
3. Describe current testing and treatment guidelines for victims of sexual assault.
4. Identify stigmas for victims of sexual exploitation and trafficking.

Presenter(s): Benjamin Silverberg, MD, MSc, FAAFP, FCUCM (West Virginia University)

Resilience Task Force: Lessons Learned and Next Steps

After this session, attendees should be able to:

1. Identify various resilience based models that campuses (and individual offices) have implemented.
2. Discuss what next steps need to happen in resilience work.
3. Discuss how to approach VPs and staff to identify resilience practices to incorporate.

Presenter(s): Marcus Hotaling, PhD (Union College)

Schedule subject to change.

More Than Bricks and Mortar: Building an Inclusive Student Well-being and Health Center

After this session, attendees should be able to:

1. Explain building and design elements that promote well-being.
2. Identify building and design decision strategies that can be made to equitably promote well-being in a college health and wellness center.
3. Identify strategies for programming that equitably promote students' well-being.

Presenter(s): Jamie Leonard, MPH, CHES (University of Virginia)

Evaluation and Management of Acute and Chronic Back Pain

After this session, attendees should be able to:

1. Describe components of the history and physical exam pertaining to musculoskeletal evaluation of the spine.
2. Distinguish mechanical from non-mechanical back pain.
3. Identify "red flags" that warrant aggressive investigation and treatment.
4. Discuss management of acute and chronic back pain, with comparison of evidence for non-invasive and pharmacologic treatments.

Presenter(s): David Edwards, MD, CAQSM (Texas Tech University); Stephen Edwards, MD (Baylor College of Medicine)

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, MEd (University of Pennsylvania)

Using a Stepped Care Model for Suicide Prevention at Pontificia Universidad Católica de Chile

After this session, attendees should be able to:

1. Describe the university mental health situation in Chile.
2. Explain the suicide approach at the promotion level.
3. Explain the suicide approach at the prevention level.
4. Explain the suicide approach at the clinical care level.

Presenter(s): Gonzalo Andrade, PhD (Pontificia Universidad Católica de Chile); María Paz Jana, MA (Pontificia Universidad Católica de Chile)

WEDNESDAY GENERAL SESSIONS (CONT.)

4:45 pm – 5:45 pm (Cont.)

Data and Storytelling: Engaging Stakeholders to Advance Campus Mental Health Efforts

After this session, attendees should be able to:

1. Identify stakeholders and sources of data on their campuses.
2. Describe strategies for sharing data through storytelling as a means of engaging stakeholders in campus mental health efforts.
3. Discuss sample data in collaboration with others and interpret the relevance from the viewpoint of diverse campus stakeholders.

Presenter(s): Rachel Czemy, MPH, and Ryan Bunts, MS (The JED Foundation)

Creating Food Secure Campuses for All Community Members

After this session, attendees should be able to:

1. Compare knowledge, attitudes, and action of higher education employees towards student food insecurity on campus.
2. Explain how food insecurity is related to employee wellness.
3. Discuss actionable steps to initiate conversations on campus regarding employee food insecurity and well-being.

Presenter(s): Zubaida Qamar, PhD, RD (San Francisco State University); Emily Heying, PhD, RD, LD (Saint John's University)

Budgeting for College Health with Fee-For-Service Revenue

After this session, attendees should be able to:

1. Describe forecasting models for revenue from multiple streams.
2. Explain forecasting for expenses.
3. Identify strategies for developing a long-term repair and replacement plan.
4. Discuss justification and targets for maintaining a reserve fund.

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

Rising Drug Prices: What are the Drivers?

After this session, attendees should be able to:

1. Describe the difference between the price tag of a drug and the price paid by insurers after accounting for manufacturer discounts.
2. Identify sources of rising drug prices.
3. Discuss the consequences of rising manufacturer discounts on medication access.

Presenter(s): Inmaculada Hernandez, Pharm, PhD (University of California, San Diego)

THURSDAY GENERAL SESSIONS

8:00 am – 9:30 am

Promoting Access and Inclusivity Through Integrated Health and Wellness Services

After this session, attendees should be able to:

1. Describe an organizational structure that supports diversity, equity, inclusion, and accessibility initiatives.
2. Identify strategies for staff development that enhance health equity outcomes.
3. Describe programs that address health care inequities.

Presenter(s): Cory Wallack, PhD, Tanya Williamson, PhD, Carrie Brown, PhD, Kathleen Coughlin, MPA, and Katelyn Cowen, MPH (Syracuse University)

Mental Health Care for Every Student: Can Cost Effective Technologies Get Us There?

After this session, attendees should be able to:

1. Describe computer assisted therapies available.
2. Identify evidence of effectiveness, and research limitations of computer assisted therapies.
3. List examples of cost effective computer assisted therapies.
4. Identify other technological tools that can help improve mental health on a large scale, such as an entire student body.

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

THURSDAY GENERAL SESSIONS (CONT.)

8:00 am – 9:30 am (Cont.)

A College Campus Toolkit of Successful Strategies to Increase HPV Vaccinations

After this session, attendees should be able to:

1. Describe the need for HPV vaccination education and promotion in young adults.
2. Discuss the importance of HPV vaccination on college campuses for addressing young adult health.
3. Identify the key steps in developing a campus HPV vaccination intervention.

Presenter(s): Katharine Head, PhD (Indiana University Purdue University Indianapolis); Sarah Vivo, BS (Indiana Immunization Coalition)

Highlighting Tobacco Use Issues Within a College Population of Greek Life: A Social Justice and Equity Lens

After this session, attendees should be able to:

1. Discuss the disproportionate tobacco use in undergraduate fraternity and sorority members.
2. Describe the bylaw-revision process in Greek chapters.
3. Identify the proper components to be included in best practice tobacco-free chapter bylaws and current laws that can have inequitable impact on BIPOC.
4. Discuss cessation resources that will be useful for fraternity and sorority members.

Presenter(s): Ginny Chadwick, MPH, MA, and Margo Leitschuh, BHS (University of Missouri)

Progressive Success as a New Professional in Health Education or Health Promotion

After this session, attendees should be able to:

1. Describe the evolution of health promotion practice in higher education leading to a clear understanding of current industry standards.
2. Discuss core knowledge and relevant developments for the practice of health education or health promotion.
3. Discuss international documents and future shared learning opportunities.

Presenter(s): Paula Swinford, MS, MHA, FACHA (University of Southern California)

College Health Administration: Things to Consider After a Global Pandemic

After this session, attendees should be able to:

1. Identify lessons learned from the pandemic to help us adjust to college health post-pandemic.
2. Compare pre-pandemic college health to post-pandemic college health (after March 2020).

Presenter(s): Carol Griggs, PhD (University of Wisconsin - Madison); Marcie Thompson, MBA (Oregon State University); Erica Bumpurs, BS (Sam Houston State University); Shannon Kuykendall, CPC (University of Georgia); Joel Schwartzkopf, MPAS, MBA, FACHE (Washington State University)

Cyber Attacks: Preparing the Student Health and Counseling Center for the Challenges of Cybersecurity Attacks

After this session, attendees should be able to:

1. Discuss the impact of a cybersecurity breach on health center operations.
2. List three steps to ensure business continuity.
3. Review history of data intrusions in colleges/universities and the impact in the day to day operation of the counseling center.
4. Discuss cybersecurity protective measures with emphasis on: prevention, monitoring/detection, and response

Presenter(s): Keith Anderson, PhD, (retired); John Kolb, MS; Kevin Readdean, MEd, LMHC (Rensselaer Polytechnic Institute)

Utilizing Quality Improvement Methods to Address Clinical Problems and Improve Quality Outcomes

After this session, attendees should be able to:

1. Define quality improvement and its role in enhancing quality in professional practice.
2. Describe quality improvement methodology and steps in commencing a QI initiative.
3. Identify various types of intentional measures, tools, and strategies for QI implementation and dissemination.

Presenter(s): Amy Guidera, DNP, APRN, FNP-BC, CHWP (Belmont University)

Schedule subject to change.

THURSDAY GENERAL SESSIONS (CONT.)

8:00 am – 9:30 am (Cont.)

The Role of Third Party Pharmacy Benefits Managers (PBMs) 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.

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

An Interactive Experience Developing an Assessment Strategy for Measuring the State of African American and African descendants on College Campuses

After this session, attendees should be able to:

1. Describe a national assessment strategy to improve representation of African American and African descendant college students in national data sets.
2. Identify strategies that are appropriate for different campus environments.

Presenter(s): Tondra Moore, PhD, JD, MPH (Prairie View A&M University); Micah Griffin, PhD, MHA (North Carolina Central University)

10:00 am – 11:30 am

The Ball's in Your Court: Addressing Men's Sexual Health Concerns

After this session, attendees should be able to:

1. Identify language that may discourage patient openness in discussing sexual health.
2. List differential diagnoses for presenting male urogenital complaints.
3. Summarize 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, FFAFP, FCUCM (West Virginia University)

Climate Change Impacts on the Health and Well-being of College Students: Considerations for College Health Practice

After this session, attendees should be able to:

1. Identify the potential physical impacts of climate change.
2. Describe mental health impacts of climate change.
3. Describe the relationship between climate vulnerability and health equity.
4. Identify opportunities to improve college health practice and extreme weather preparedness.

Presenter(s): Anita Barkin, DrPH, MSN, NP-C, FACHA (ACHA, Independent Contractor); Ariel Treankler, PsyD (University of Georgia); Diana Dombrowski, BA (University of California, Berkeley)

Prescription Stimulant Misuse and Diversion Among Students With and Without a Prescription: Implications for Practice

After this session, attendees should be able to:

1. Explain the scope of prescription stimulant misuse and diversion on college campuses.
2. Identify four types of students who misuse and divert prescription stimulants.
3. Discuss prevention implications for each of the four types of students.
4. Describe one intervention implemented on one college campus.

Presenter(s): Niloofar Bavarian, PhD, MPH (California State University-Long Beach); Joshua Hersh, MD (Florida Gulf Coast University)

Japan University Health Association (JUHA) Session: Metrics and Management Measures taken to Address COVID-19 in Japanese Colleges and Universities

After this session, attendees should be able to:

1. Describe the nature of college health services in Japan and how the partnership between JUHA and ACHA contributes to the field of college health.
2. Describe the situation of COVID-19 pandemic in Japan.
3. Describe the measures taken against COVID-19 pandemic in Japanese college in 2020.
4. Describe the issues concerning international students exchange between Japan and the US during/post COVID-19 pandemic.

Presenter(s): Katsumi Nakagawa, MD, PhD, JD (Ritsumeikan University); Mayumi Yamamoto, MD, PhD, MBA (Gifu University); Shintaro Yanagimoto, MD, PhD (Tokyo University); Kim Webb, MEd, LPC (Washington University in St. Louis)

THURSDAY GENERAL SESSIONS (CONT.)

10:00 am – 11:30 am (Cont.)

Understanding Student Experiences with Inappropriate, Disrespectful, and Coercive Healthcare and Physical Exams “Committee”

After this session, attendees should be able to:

1. Describe the current state of the literature regarding inappropriate, disrespectful, and coercive (IDC) healthcare as it relates to college health.
2. Define the types of IDC healthcare interactions described by a diverse sample of university students at one major institution.
3. Identify ways to assess for IDC healthcare interactions at their institution.
4. Discuss the prevention of the most egregious types of misconduct by clinicians and how to educate clinicians on best practices for college health.

Presenter(s): Susan Ernst, MD (University of Michigan); Charisse Loder, MD (University of Michigan)

The Importance of Establishing Anti-Oppressive Practices within Post-Secondary Institutions

After this session, attendees should be able to:

1. Describe anti-oppressive practice within a post-secondary institution context.
2. Identify how policies and structures on campus reinforce systemic oppression.
3. Define foundational language of anti-oppressive practice.
4. Discuss how change has been made/can be made at post-secondary institution through anti-oppressive frameworks.

Presenter(s): Cecilia Amoakohene, HBSc, and Taylah Harris-Mungo, HBSc (The Centre for Innovation in Campus Mental Health)

Securing Essential Supplies During a Pandemic

After this session, attendees should be able to:

1. Identify factors impacting the ability to obtain necessary supplies.
2. Discuss strategies and alternative to address identified obstacles.
3. Discuss how to create new standards for defining a successful supply chain.

Presenter(s): William Kemper, MBA (University of Georgia)

Updates in Mood, Sleep, and Anxiety Psychopharmacology for College Students

After this session, attendees should be able to:

1. Discuss the epidemiology (including pathophysiology and risk factors) of major depression, bipolar disorder, insomnia and anxiety disorders in young adults.
2. Discuss the advantages and disadvantages of current and newly approved pharmacologic agents for major depression, bipolar disorder, insomnia and anxiety disorders.
3. Identify the most appropriate treatment for given patient cases based upon agents discussed.

Presenter(s): Kelly Lee, PharmD, MAS (University of California, San Diego)

Removing Bias from Recruitment and Hiring Processes

After this session, attendees should be able to:

1. Describe how bias impacts decision-making.
2. Explain the necessary purpose for bias.
3. Review scenarios for how bias influences the hiring/recruitment experience/process.
4. Identify strategies for addressing biases.

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

Mitigating the Spread of SARS-CoV-2 by use of Rapid Antigen Testing for Both Early Isolation and for the Early Release from Isolation and Quarantine

After this session, attendees should be able to:

1. Describe rapid antigen testing.
2. Describe how to test for the infectious period of SARS-CoV-2
3. Discuss how to complement masking, ventilation, and distancing with robust testing.

Presenter(s): Robert Doolittle, MD, and Padonda Webb, MSN, DNP (North Carolina A&T State University)

Schedule subject to change.

THURSDAY GENERAL SESSIONS (CONT.)

1:45 pm – 3:15 pm

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)

Equipping Faculty and Staff with Knowledge and Tools to Support the Mental Health of Students

After this session, attendees should be able to:

1. Identify three reasons why faculty and staff play an important role in the mental health of college students.
2. Describe four ways that university staff members can develop a series of workshops focused on student mental health.
3. List five ways that university staff members can promote their workshop series and get faculty to attend.

Presenter(s): Rebecca Block, MS, CHES (University of Rochester)

Coming to a School Near You: Implementing Medication Abortion Services in California University Student Health Centers

After this session, attendees should be able to:

1. Describe essential partnerships necessary to advocate for and implement medication abortion services into a primary health care system.
2. Describe common challenges to integrating medication abortion services into primary health care.
3. Describe ways to overcome challenges to integrating medication abortion services into primary health care.

Presenter(s): Teres DePiñeres, MD, MPH, Annie Sumberg, MPH (Essential Access Health); Sonja Goetsch-Avila, BA (URGE); Angie Magaña, NP, CNM (University of California, Santa Barbara)

Feedback is a Gift: Deprogramming Defensiveness

After this session, attendees should be able to:

1. Define terminology and working assumptions related to racism and defensive responses to feedback.
2. Identify defensive responses to feedback about white spots we have around racism.
3. Identify strategies to respond with humility instead of defensiveness.
4. Describe how to practice strategies to respond non-defensively.

Presenter(s): Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut); Claudia Trevor-Wright, MA, JD, MCHES (American College Health Association)

Innovative Infrastructure for College Health Using a Collective Impact Framework

After this session, attendees should be able to:

1. Describe the Collective Impact Framework as a scaffolding for health promotion.
2. Articulate population health level key performance indicators for their campus.
3. Describe how to inventory work culture, success measures, staffing, technology and facilities.

Presenter(s): Paula Swinford, MS, MHA, F-ACHA, Sarah Van Orman, MD, MMM, FACHA (University of Southern California); Amanda Vanni, EdD, MPH (University of Southern California)

Removing Barriers to Access to Contraceptive Care Through STI Testing Clinics

After this session, attendees should be able to:

1. Identify contraceptive care best practices and barriers to care.
2. Describe how to establish Point of Care STI testing.
3. Describe how to provide online emergency contraceptive prescriptions through partnership with your local pharmacy.
4. Identify alternative strategies for increasing contraceptive services utilization.

Presenter(s): Dee DiBona, MD (College of Charleston)

Addressing Misperceptions Related to Cannabis Use among College Students

After this session, attendees should be able to:

1. Explain changing trends in cannabis use among college students.
2. Describe misperceptions that students have regarding cannabis.
3. Discuss possible ways of countering misperceptions.
4. Describe ways of addressing cannabis use.

Presenter(s): Amelia Arria, PhD (University of Maryland)

THURSDAY GENERAL SESSIONS (CONT.)

1:45 pm – 3:15 pm (Cont.)

Implementation of Peer Chart Auditing to Improve Quality of Care, Patient Safety, and Well-Being of the Student Community

After this session, attendees should be able to:

1. Describe the method and procedure utilized to create well organized and efficient peer review chart auditing process in a clinical setting.
2. Identify the tools necessary to collect and analyze data received in a timely manner.
3. Discuss quality improvement peer review chart auditing processes conducted at student health clinics nationwide.

Presenter(s): Andra Prum, DO, FAAFP, Stephanie Cao, MD, Tracy Kodyan, MD (The Valley Health System); Jamie Fairclough, PhD (Roseman University)

Improving Intentional Recruitment and Retention of a Diverse Staff

After this session, attendees should be able to:

1. Identify ways to improve recruitment and retention of valuable employees at your institution.
2. Identify biases prior to interviewing potential staff members.
3. Identify ways to integrate a diverse population of employees into the work culture in a positive way.

Presenter(s): Padonda Webb, MSN, DNP, and Yolanda Nicholson, DNP, FNP-C (North Carolina A&T State University)

Dashboards, Scorecards, and Metrics for College Health Administrators

After this session, attendees should be able to:

1. Identify what to measure in their own college health and wellness centers.
2. Describe the steps involved in building a tool for periodic measurement of operational efficiency.
3. Describe how to apply the skills they've learned in identifying and measuring key metrics to their operational decision-making.
4. Discuss how to improve their ability to report it to internal and external stakeholders.

Presenter(s): Joel Schwartzkopf, PA-C, MBA, MPAS (Washington State University); Erin Baldwin, MHA, MPH, FACHE (Iowa State University)

3:45 pm – 5:15 pm

Gynecologic and Reproductive Care for Peri- and Postmenopausal Students

After this session, attendees should be able to:

1. Identify the important gynecologic and reproductive health care issues in peri- and postmenopausal students.
2. Describe the differences in gynecologic and reproductive healthcare issues, as well as appropriate medication options, in this population versus university students age 17-26.
3. Discuss how applying the variety of national guidelines directly impacts the quality of health of the peri- and postmenopausal university student

Presenter(s): Gary Glasser, MD, NCMP (University of Georgia)

ACHA COVID-19 Task Force: Best Practices and Lessons Learned

After this session, attendees should be able to:

1. Identify guidelines, policies, and operational planning to address COVID-19 on the college campus.
2. Discuss the impact of the pandemic on mental health and resilience.
3. Explain communication and collaboration practices.

Presenter(s): Doreen Perez, DNP,MS,BSN (University of North Florida); Michael Deichen, MD (University of Central Florida); Cheryl Hug-English (University of Nevada); James Jacobs, MD (Stanford University); Sarah Van Orman, MD (University of Southern California); Joy Himmel, LCPC, NCC, RN, FACHA (Bodhi Consulting)

Characteristics of Student Psychiatric Hospitalizations and the Impact of Embedding Mental Health Professionals with University Police

After this session, attendees should be able to:

1. Describe the college student population who is most at risk for psychiatric hospitalization.
2. Describe a new collaborative program between a university counseling center and university police department to intervene with and mitigate risk in students, faculty, and staff experiencing psychiatric crises.
3. Identify practical considerations for implementation of programs involving co-response to crises by law enforcement officers and mental health professionals.

Presenter(s): Chris Browson, PhD, Erin Morpeth, EdS, MS, Brittany Boyer, PhD, Marla Craig, PhD, Brennden Ward, MEd, and David Chambers, PhD (The University of Texas at Austin)

THURSDAY GENERAL SESSIONS (CONT.)

3:45 pm – 5:15 pm (Cont.)

The Pathways to Flourishing: Changing Campus Culture to Promote Equitable Positive Mental Health for All

After this session, attendees should be able to:

1. Describe how the impact of a whole healthy campus approach can alleviate unhealthy competition and stress overload on the student experience.
2. Discuss techniques that combine mindfulness and positive education teaching practices to create a toolkit that promotes a healthy campus and wellbeing in the academic environment for all of campus.

Presenter(s): Rhonda Schaller, MPS, MBSR, and Jasmine Cuffie, MA (Pratt Institute)

The Intersection of Oral, Dental, and Physical Health

After this session, attendees should be able to:

1. Describe the impact oral and dental health has on the overall health and well-being of college students.
2. Identify oral and dental structures, and risk factors in college students for dental and oral health problems.
3. Identify common dental injuries and their emergency care and treatment.
4. Discuss ways to develop dental health education interventions for college students.

Presenter(s): Lori Dewald, EdD, ATC, MCHES, F-AAHE (Purdue University)

Using a Black Affinity Cohort to Navigate the Wellness of Black Faculty/Professionals Within Predominantly White Spaces

After this session, attendees should be able to:

1. Define group experience.
2. Define patterns of behavior related to racial battle fatigue in themselves or colleagues.
3. Describe the impact of racialized trauma for Black women in historically white institutions.

Presenter(s): Sislana Ledbetter, PhD, Karen Dade, PhD, Xyanthe Neider, PhD (Western Washington University); Dona Gudger, PhD (University of the People)

The Nuts & Bolts of Third- Party Billing

After this session, attendees should be able to:

1. Identify the process to credential healthcare providers.
2. Describe the process to contract with health insurance companies.
3. Explain the coding, billing/accounts receivable process.
4. Identify which health services to bill.

Presenter(s): Amy Magnuson, PhD (Florida State University); Shannon Kuykendall BS (University of Georgia); Marcie Thompson, MBA (Oregon State University); Tanya Tatum, MHA (Florida A&M University)

ACHA-NCHA Update

After this session, attendees should be able to:

1. Describe new measures added to the ACHA-NCHA III.
2. Discuss findings and trends from the first five ACHA-NCHA III implementations.
3. Identify disparities in how subpopulations of students have been impacted by the COVID-19 pandemic.

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

Gender Gaps in Sports and Sports Injuries Post-Title IX

After this session, attendees should be able to:

1. Identify injuries that are more common in females than males.
2. Discuss difference between male and female athletes.
3. Review Title IX and how it changed the sports landscape.

Presenter(s): Jessica Higgs, CAQSM, MD (Bradley University)

Update on SARS-CoV-2 Therapeutics

After this session, attendees should be able to:

1. Describe strategies to decrease the risk of transmission of SARS-CoV-2.
2. Discuss approved agents for the treatment of SARS-CoV-2.
3. Discuss investigational agents for the treatment of SARS-CoV-2.

Presenter(s): Theodore Cory, PharmD, PhD (University of Tennessee Health Science Center College of Pharmacy)

Schedule subject to change.

FRIDAY GENERAL SESSIONS

8:00 am – 9:30 am

Migraine Pathology and Treatment Updates

After this session, attendees should be able to:

1. Define the stages of migraine headache.
2. Describe the epidemiology, comorbidities, and potential triggers of migraine headaches.
3. Describe the concept of cortical spreading depression as it pertains to migraine headaches and the role of the trigeminal nerve.
4. Discuss current pharmacological and non-pharmacological treatments that are available for treatment of migraine headaches.

Presenter(s): Andrew Kachur, PharmD, BCGP (University of Maryland)

The Recovery Model and Human Rights Come to Student Mental Health Services

1. Describe the Recovery Movement developed in community mental health, human rights advocacy, and the need to address growing problems within community mental health.
2. Describe the importance of rights-based, trauma informed clinical training in suicide prevention, mental health recovery and essential principals of rights-based, trauma informed clinical responses to individuals.
3. Describe the use of psychiatric medications in person-centered ways that promote engagement, goal-driven usage, shared decision making, and getting off medications.
4. Explain the essential principles of non-compromised peer support alternatives, facilitated by individuals with relevant lived experience, and the value of offering these alternatives as part of campus services.

Presenter(s): Mark Ragins, MD (California State University, Long Beach); Jim Probert, MS, PhD (University of Florida)

Faculty and Staff Wellness in Higher Education

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, F-AAHE (Purdue University); Nikki Brauer, MS (Illinois State University); Faith DeNardo, PhD (Bowling Green State University); Marguerite O'Brien, MSW (University of South Carolina)

Experiences Utilizing the Okanagan Charter to Advance Well-Being at Seven Universities

After this session, attendees should be able to:

1. Identify the two calls to action for higher education institutions outlined in the Okanagan Charter, what a health promoting university is and how to become one.
2. Discuss the many different ways in which the first cohort of HPUs in the U.S. are advancing the health and well-being of person, place and planet using interdisciplinary collaborations and a systems level approach.
3. List multiple ways to address mental health issues using a systems level, whole university approach.

Presenter(s): Rebecca Kennedy, PhD (University of Alabama at Birmingham); Doug Everhart, MA (University of California, Irvine); M. Dolores Cimini, PhD (University at Albany); Ashley Ballard, MPH (University of North Florida); Andrea Drott, MS, CHES (Northern Illinois University); Mary Jo Desprez, MLIR (University of Michigan)

Mindfulness in Bystander Intervention: Be More Present with Discomfort in Order to Take Action to Create Inclusive Community Care

After this session, attendees should be able to:

1. Describe some simple grounding techniques for daily use and in times of discomfort.
2. Discuss how to access resources to create a daily practice to support more presence in their daily lives as community members.
3. Describe bystander intervention beyond crises to proactive community building, and effective strategies for bystander intervention.
4. Differentiate between comfort and safety, addressing physiological reactions which can cloud our judgement in times of support.

Presenter(s): Sahtiya Hammell, MEd, James Butler, MEd, Whitne Moussan, BA, and Sydney Fleming, BA (University of Texas at Austin)

FRIDAY GENERAL SESSIONS (CONT.)

8:00 am – 9:30 am (Cont.)

The Cures Act: Implementation, Collaboration and Lessons Learned

After this session, attendees should be able to:

1. Define the Cures Act.
2. Discuss open notes.
3. Discuss equity reasons for access.

Presenter(s): Christopher Corbett, PsyD, Missy Jackson, BSN, MS, Melanie Gibson, MBA, and Robert Brown, BA (University of Georgia)

Long COVID

After this session, attendees should be able to:

1. Explain the features of long COVID.
2. Describe the epidemiology of long COVID.
3. Discuss long COVID diagnosis and treatment.

Presenter(s): James Jacobs, MD, PhD (Stanford University)

What Have We Learned from the Institutional Profile Survey (IPS)?

After this session, attendees should be able to:

1. Describe the types of college health benchmarks collected with the ACHA CCHN Annual Institutional Profile Survey (IPS).
2. Describe results from the IPS and trends in the findings over the last four academic years..

Presenter(s): Mary Hoban, PhD, MCHES (American College Health Association); Sarah Van Orman, MD, MMM (University of Southern California)

10:00 am – 11:30 am

Using the Ways Paradigm to Counsel Students of Color

After this session, attendees should be able to:

1. Explain the three components of the Ways Paradigm used for counseling theory and practice.
2. List two mental health stressors unique to students of color.
3. Identify at least one intervention to engage students of color in the therapeutic process.

Presenter(s): Danielle LaSure-Bryant, EdD, LCPC, ACS, BC-TMH (Prince George's Community College)

ACHA Benchmarking Advisory Committee 2.0

After this session, attendees should be able to:

1. Describe the goals and vision of the benchmarking advisory committee.
2. Identify benchmarking studies for the different disciplines in ACHA.
3. Explain the new tools and resources that can be leveraged for benchmarking.
4. Identify opportunities to tie benchmarking to Maintenance of Certification (MOCs).

Presenter(s): Susan Hochman, MPH (The University of Texas at Austin); Melanie Trost, MD, CTH (Duke University)

Mindful Self-Care for College Health Professionals

After this session, attendees should be able to:

1. Define mindfulness as it relates to stress management and self-care.
2. Articulate benefits of self-care.
3. Identify short- and long-term strategies for dealing with day-to-day stress.

Presenter(s): Ted Coleman, PhD, CHES, MS, LPCC (California State University, San Bernardino)

Sexual Health Services Survey as a Benchmark for Best Practices

After this session, attendees should be able to:

1. Explain the purpose and goals of the Sexual Health Services Survey (SHSS).
2. List at least three key findings of the CY 2020 SHSS.
3. Describe at least one best practices to improve sexual health services.

Presenter(s): Jordan McCann, MPH, CHES (James Madison University); Lauren Cordova, MEd (University of Pennsylvania); Blake Flaughner, MPH (University of California, Davis)

Utilizing Emotional Intelligence in Your Clinical Practice

1. After this session, attendees should be able to:

1. Explain the emotional intelligence framework.
2. Discuss the positive impact of emotional intelligence on patient care.
3. List the domains of emotional intelligence.
4. Identify the emotional intelligence domains that could be used in clinical practice.

Presenter(s): Lori Dewald, EdD, ATC, MCHES, F-AAHE (Purdue University); Nikki Brauer, MS (Illinois State University); Faith DeNardo, PhD (Bowling Green State University); Marguerite O'Brien, MSW (University of South Carolina)

FRIDAY GENERAL SESSIONS (CONT.)

10:00 am – 11:30 am (Cont.)

Negotiating Improved Sleep Behaviors

After this session, attendees should be able to:

1. Distinguish the sleep patterns of students who do not prioritize sleep from those students struggling with insomnia.
2. Discuss how to frame a conversation such that students are willing to make behavioral changes.
3. Identify mindfulness and relaxation techniques.
4. Discuss the management of delayed sleep wake phase disorder.

Presenter(s): Shelley Hershner, MD (University of Michigan)

Using a Diversity and Inclusion Lens to Increase Healthful Behaviors on College Campuses: Integrating Movement into Recovery

After this session, attendees should be able to:

1. Discuss how to identify student needs from a diversity, equity, and inclusion lens.
2. Define Health at Every Size (HAES) from medical, nutrition, counseling, and movement lenses.
3. Describe the relationship building, identification of training resources, and garnering of support to set the foundations for the current pilot program of HAES movement at WFU.

Presenter(s): Emily Palmieri, PhD, LCMHC-S, NCC, Lori Tyson-Jamison, MS, and Joanne Clinch, MD (Wake Forest University)

Implementing the Healthy Campus Inventory: A Roadmap to Further Campus Well-being

After this session, attendees should be able to:

1. Describe the Healthy Campus Initiative.
2. Discuss the four components of the Healthy Campus Framework.
3. Identify assets, strengths, and gap areas of an institution using the Healthy Campus Inventory in a group exercise.
4. Describe the inventory process after participating in a large group discussion.

Presenter(s): Nikki Brauer, MS, CWPM, COEE, (Illinois State University); Andrea Drott, MA (Northern Illinois University); Jordan Perry, MPH (University of North Carolina)

HP Hot Topics: BIPOC Mental Health Matters: Centering Student Equity and Belonging in Healthcare

After this session, attendees should be able to:

1. Discuss common BIPOC mental health challenges.
2. Identify personal implicit biases.
3. Describe how to incorporate methods that prioritize BIPOC student's mental health.

Presenter(s): Christine Coleman, PhD, LMFT (POC Thriving, LLC)

12:00 pm – 1:00 pm

Dorosin Memorial Lecture: When Burnout Moves from Pandemic to Endemic: Flourishing through Chronic “Too-Muchness”

After this session, attendees should be able to:

1. Explain why fear-based excellence leads to strain and burnout.
2. Identify what leads to individual and community flourishing amidst burnout conditions
3. Describe how to apply a daily action plan for their mental health amidst burnout conditions.

Presenter(s): Kelly Crace, PhD (William & Mary)

1:45 pm – 2:45 pm

Engaging Nature to Increase Health, Wellness, and Equity

After this session, attendees should be able to:

1. Describe the physical health benefits of engaging nature.
2. Discuss how to incorporate discussions of historical decisions and negative impacts on diversity and equity in parks access.
3. Discuss the mental health benefits of engaging nature, especially the importance of “awe.”
4. Discuss pearls gleaned from nature course at UVA, especially importance of providing resources to underserved student populations and nature prescriptions for all.

Presenter(s): Jessica Simmons, MD, Meredith Hayden, MD, and Christopher Holstege, MD (University of Virginia)

FRIDAY GENERAL SESSIONS (CONT.)

1:45 pm – 2:45 pm (Cont.)

ACHA Ethical Principles & Guidelines Updates and Revisions by the Ethics Committee

After this session, attendees should be able to:

1. Describe the ACHA Ethical Principles & Guidelines.
2. Identify how to apply ACHA Ethical Principles & Guidelines within higher education practices.

Presenter(s): Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut); La'Tesha Hinton, MSPH, CHES (Tulane University); Carol Griggs, PhD, MDiv (University of Wisconsin-Madison); Heather Eastman-Mueller, PhD, CHES, CSES, CSE (Indiana University)

Using Examples From "Sex in the Dark" to Exemplify Gender Inclusive Language in Sexual Health Conversations

After this session, attendees should be able to:

1. Describe the structure of the Sex in the Dark program used at Texas A&M University.
2. Identify gendered/binary language in sexual health-related questions.
3. Discuss sexual health concepts with gender-inclusive language.

Presenter(s): Suzanne Swierc, MPH, CHES (Texas A&M University)

Integrating an Evidence-Based Nutrition and Physical Activity Framework Within an Innovative E-Learning Application to Address Equity University-Wide

After this session, attendees should be able to:

1. Describe the continuity between their university's mission statement, health promotion, nutrition and physical activity classes, well-being resources and assessment measures that are promoted to identify gaps in equity practices.
2. Identify components of an evidence-based framework and metrics to assess their students' health behaviors and outcomes across all-identities.
3. Identify practical best practice applications for e-learning modules to address systemic food insecurity, a lack of access to nutritious food, physical activity and other potential well-being deficiencies.

Presenter(s): Glendola Yhema Mills, MEd, EdD (Morgan State University)

LGBTQ+ Discrimination and Mental Health: Implications for College Health Practitioners and Higher Education Administrators

After this session, attendees should be able to:

1. Identify the effects of discrimination on LGBTQ mental health.
2. Discuss how to support LGBTQ+ students using an intersectional framework.
3. Describe how to apply evidence-based and evidence-informed strategies for promoting mental health for LGBTQ+ students in a manner that is relevant and responsive to their needs.
4. Discuss how to integrate data and prevention science to understand and address LGBTQ+ student physical and mental health needs.

Presenter(s): M. Dolores Cimini, PhD, and Molly Hadley, MPH (University at Albany); Meredith Maroney, PhD (University of Calgary)

A Campus Response to a Residence Hall Explosion and the Importance of Emergency Management Planning

After this session, attendees should be able to:

1. Identify emergency planning and prevention strategies.
2. Describe key participants and their roles in emergency response.
3. Discuss steps in emergency recovery process.

Presenter(s): Cheryl Hug-English, MD, MPH, and Amanda Windes, DEM (University of Nevada, Reno)

Sexual Dysfunction Issues in College Age Males

After this session, attendees should be able to:

1. Discuss male anatomy as it pertains to the erectile and ejaculatory response.
2. Describe the etiologies and treatments for male erectile dysfunction.
3. Describe the etiology and treatment for premature ejaculation.
4. Describe the etiology and treatment for ejaculatory delay.

Presenter(s): David Reitman, MD (American University)

FRIDAY GENERAL SESSIONS (CONT.)

1:45 pm – 2:45 pm (Cont.)

Workflows and Strategies for Policy Writing and the Use of Supporting Documents

After this session, attendees should be able to:

1. Define a policy on policies.
2. Describe how to establish policy workflows.
3. Define supporting documents.
4. Discuss staff compliance.

Presenter(s): Erica Bumpurs, MSHQS, BS, COTA, and Pam Stanoscheck, FNP-C (Sam Houston State University)

Pharmacy Hot Topics 2022

After this session, attendees should be able to:

1. Describe the development and implementation of Pharmacy Clinical Services, including contraceptive prescribing, nicotine cessation, travel medicine, upper respiratory symptoms, PrEP, and VVC/Fluconazole.
2. Describe the implementation strategies of vaccination services in the community.
3. Describe the steps taken to successfully implement pharmacy-managed over-the-counter medication vending machines on a medium-sized public university campus.

Gregg Wendland, BS (University of Oregon); Bradford Upchurch, PharmD (University of Georgia); Amy Sauls, PharmD (University of North Carolina, Chapel Hill)

Implementing the Quality of Care Partnership to Reduce the Cost of STI Screenings

After this session, attendees should be able to:

1. Discuss potential health risks, barriers, and challenges related to college students seeking STI-related care.
2. Identify the potential mechanisms for partnering with public health entities to provide cost-effective preventive STI-related care and services for college students.

Presenter(s): Amy Guidera, DNP, APRN, FNP-BC, CHWP (Belmont University)

3:15 pm – 4:15 pm

Lessons Learned from Longitudinal Research and Long-Term Advocates in Preventing Drug and Alcohol Misuse

After this session, attendees should be able to:

1. Describe historical and current strategies appropriate for a comprehensive campus drug/alcohol prevention effort to address identified gaps and needs.
2. Explain the importance and value of campus drug/alcohol abuse prevention efforts to decision-makers, policy-makers, and stakeholders.
3. Identify helpful processes and resources for organizing and implementing a comprehensive campus drug/alcohol prevention framework.

Presenter(s): David Anderson, PhD (George Mason University)

Making the Case for Sexual Assault Nurse Examiners (SANEs) on All College Campuses

After this session, attendees should be able to:

1. Describe the SANE role and responsibilities.
2. Identify how a campus nurse with SANE training could enhance sexual assault response in student health services.
3. Examine how a SANE trained nurse could benefit specific campus settings.

Presenter(s): Alison Colbert, PhD, PHCNS-CS, FAAN, Sophie Pillsbury, PA, and Jordana Popovich, MSN, CRNP, SANE-A (Duquesne University)

A Healthy U: Behavioral Health Group Sessions Targeting Obesity in a University Health Center Setting

After this session, attendees should be able to:

1. Define obesity.
2. Discuss the prevalence of obesity in college students.
3. Explain the consequences of obesity in college students.
4. Discuss the development of behavioral health group sessions targeting obesity in a university health center setting.

Presenter(s): Laurice Jones, DNP, APRN, FNP-BC, and Britney Alford, PsyD (University of Nevada, Las Vegas)

Effective Goal Setting For College Health Professionals of Color: Identifying Barriers and Facilitators Through Understanding Lived Experiences

After this session, attendees should be able to:

1. Identify at least three unique barriers to goal setting for college health professionals of color.
2. Identify at least three facilitators to goal setting for college health professionals of color.
3. Identify at least three goals to devise an individual action plan.

Presenter(s): JaNiene Peoples, MS, CHES, CPEC (Washington University in St. Louis); La'Tesha Hinton, MSPH, CHES (Tulane University)

FRIDAY GENERAL SESSIONS (CONT.)

3:15 pm – 4:15 pm (Cont.)

Collaboratives and Compelling Justifications to Implement Student Naloxone Programs

After this session, attendees should be able to:

1. Explain the Consolidated Framework for Implementation Research (CFIR) to understand the construction of the interview guide and the data analysis process.
2. Discuss the qualitative findings from the semi-structured, in-depth qualitative interviews to unveil factors that impact and strategies to support the broader dissemination and implementation of naloxone training and opioid education programs.

Presenter(s): Michael McNeil, EdD, CHES, FACHA (Columbia University); WaiKwan (Bonnie) Li, MA (Columbia University)

Student Health Insurance Requirements: Learning to Speak the Same Language

After this session, attendees should be able to:

1. Discuss the importance of consistent terminology and definitions.
2. Define key insurance requirement-related terms.
3. Identify common terminology mistakes.
4. Describe strategies for promoting consistent use of terminology and definitions.

Presenter(s): LeAnn Gutierrez, PhD (Florida Atlantic University); Kathleen Coughlin, MPA (Syracuse University); Jennifer Kieslich, MHA (University of Florida)

CANCELLED BY PRESENTER Centrality in Well-Being: A New Perspective on Individual Wellbeing

SATURDAY SESSIONS

8:00 am – 9:30 am

Continental Breakfast and Presidential Closing Session

Details to come.

10:00 am – 11:00 am

Poster Presentation: Emerging Practices in College Health

After this session, participants should be able to:

1. Describe “The Bronco Box” and best practices for successful implementation for a meal subscription program.
2. Describe how to build a peer nutrition education program from scratch to encourage diversity and inclusion.
3. Discuss the “T-Break Guide,” a cannabis harm reduction tool that helps people take a 21-day cannabis tolerance break.

Presenter(s): Suzanne Elizondo, MS, RDN, NBC-HWC, Christopher Balam, MS, and Ashley Lepe (The California State University, Los Angeles); Kenya Rampersant, MAEd, CHES (Cal Poly Pomona); Tom Fontana, LCMHC, LADC (University of Vermont)

Poster Presentation: Research Advances in College Health

After this session, participants should be able to:

1. Describe the results of the universal prevention module from Zenstudies, a prevention program for students transitioning to higher education.
2. Discuss mental health challenges and supports among university students from the perspective of university students, faculty, and support staff.
3. Describe the role of gender and race in the use and attitudes toward complementary and alternative medicine among university students.

Presenter(s): Diane Marcotte, PhD (University of Québec in Montréal); Thomas Stewart, BA, Kawai Tanabe, MPH, Chris Holstege, MD, and Susan Davis, JD (University of Virginia); Ejura Salihu, MA (University of Wisconsin-Madison)

SATURDAY SESSIONS (CONT.)

10:00 am – 11:00 am (Cont.)

Poster Presentation: Advancing Health Equity

After this session, participants should be able to:

1. Discuss findings from a pilot study on the spiritual quality of life and life satisfaction in religious liberal-arts university students.
2. Describe how sharing mental health stories from engineering students and faculty in a CSU STEM VISTA Project can increase help seeking behaviors, retention, and graduation rates.
3. Describe how the University of North Carolina at Chapel Hill leveraged peer support for student, staff, and faculty mental health.
4. Discuss the current state of BIPOC student health on the UNC-Chapel Hill campus and how well the university is connecting with, engaging, and supporting their health needs.

Presenter(s): Jack Reimer, MEd, Michael Bodner, PhD, Dwight Friesen, PhD, and Jouen Chang, BHK (Trinity Western University); Ilana Norris, BS (California State University); Edwin Fisher, PhD, Samantha Luu, MPH, Patrick Tang, MPH, Hannah Barker, MPH, Caroline Carpenter, BA, and Allisa Rams, BA (University of North Carolina at Chapel Hill); Austin Geer (University of North Carolina at Chapel Hill)

Poster Presentation: Student Voices in College Health

After this session, participants should be able to:

1. Discuss a needs assessment approach to advancing university-based eating disorder prevention strategies.
2. Describe the findings of a study on adverse childhood experiences and mental health in college students on two-year campuses.
3. Discuss COVID-19's impacts on educational performance and health of low-income first-generation college students.

Presenter(s): Lisa Ziegler, MS, CHES (Mississippi State University); Emily Shafer, PhD (University of South Carolina, Union); Nilufar Kayhani (University of California, Berkeley)