

## Poster Abstract Book

Posters are visual presentations of successful programs on a variety of campuses and will be displayed in the Harbor Ballroom Foyer in the Manchester Grand Hyatt. Poster presenters will be available for discussion and questions during session breaks on Thursday, June 2 from 7:00 am to 4:00 pm and Friday, June 3 from 7:00 am to 3:30 pm.

### **P1. Developing Dashboards that Tell a Story**

*Presenter(s): Hayley Bower, MPA (University of California, Berkeley)*

Dynamic dashboards can empower clinical and administrative staff to explore and better understand information about clinical operations, patient experiences, and more. However, not all dashboards are created equally, and there are many tools to choose from. Learn about options that fit different needs and how to get started with data analysis and visualization tools.

### **P2. Interdisciplinary Concussion Care - The Way Forward**

*Presenter(s): John Breck, DO, CAQSM (University of Colorado - Boulder)*

Research on the poster will be from prior published papers. It will include an example of an interdisciplinary concussion team so participants can envision how to build this at their institution.

### **P3. A “How To” Guide: Build a Peer Nutrition Education Program from Scratch to Encourage Diversity and Inclusion**

*Presenter(s): Suzanne Elizondo, MS, RDN, NBC-HWC, Christopher Balam, MS, and Ashley Lepe (The California State University, Los Angeles)*

This poster will roadmap the first year of implementing a co-curricular, peer nutrition education program at one public university. The program promotes diversity in the field of dietetics, incorporates Health at Every Size messaging, and embraces cultural humility when coaching about dietary changes. A breakdown of the collaboration, successes, challenges and future developments will be shared, including process and outcome data. Peer educators and their clients will share their personal stories of transformation.

### **P4. Understanding Student Experiences with Inappropriate, Disrespectful, and Coercive Healthcare and Physical Exams**

*Presenter(s): Susan Ernst, MD (University of Michigan)*

There are increasing accusations of misconduct by healthcare providers at many universities. We developed a tool to determine the frequency of experiencing inappropriate, disrespectful, or coercive (IDC) healthcare interactions. Our survey captures demographics, positive and negative interactions, and experiences with sensitive exams. The pilot was conducted with 4,356 diverse university students at UM who reported few egregious behaviors (e.g., physical, verbal, or sexual abuse) but did endorse identity-based and communication behaviors that they deemed IDC.

### **P5. Leveraging Peer Support for Student, Staff, and Faculty Mental Health at the University of North Carolina at Chapel Hill**

*Presenter(s): 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)*

The UNC-CH Peer Support Core emerged from UNC Mental Health Task Force recommendations for increased peer/mutual support. Key emphases: i) diverse structures – peer support ranging from well-defined programs to informal groups, ii) local ownership of programs within organizational units, iii) engaging BIPOC, first-gen, LGBTQ+, other high priority groups, iv) addressing racism, v) pan-campus inclusion of staff, students, faculty. Impacts include the Carolina Peer Support Collaborative advancing these initiatives via 91 individuals representing 51 units.

### **P6. T-Break Guide: A Cannabis Harm Reduction Tool**

*Presenter(s): Tom Fontana, LCMHC, LADC (University of Vermont)*

A research study about helping people taking a cannabis tolerance break, or “t-break”. This study looked at resources that helped with breaks, including the T-Break Guide, which was designed to help people take a 21 days break from cannabis. Outcomes showed participants were more successful when using the Guide.

### **P7. An Analysis of Health Equity at UNC-Chapel Hill**

*Presenter(s): Austin Geer (University of North Carolina at Chapel Hill)*

This is an exploration into health equity on the University of North Carolina at Chapel Hill campus during the 2021-2022 school year. As a combination of programmatic and original research, dozens of semi-structured interviews and data sets collected with both staff and student input. Therefore, we attempt to describe the current state of BIPOC student health on our campus and how well the university is connecting with, engaging, and supporting their health needs.

### **P8. Student Health Ambassadors at Residential Campuses Contribute to Safer Campus Living and Learning During the COVID-19 Pandemic**

*Presenter(s): Nickolas Gold-Leighton, MPH (Mountain Area Health Education Center); Jordan Perry, MPH (University of North Carolina)*

In Western North Carolina (WNC), a group of six residential IHEs chose a collaborative approach to mitigating COVID-19 infection rates, promoting a healthy campus culture, and continuing to provide a rigorous and transformational learning experience. This collaborative approach focused on engaging Student Health Ambassadors (SHAs) using a peer-to-peer education model, the diffusion of innovative, student-driven ideas, and positive messaging and support rather than “scare tactics” and enforcement.

### **P9. Mental Health Challenges and Supports Among University Students: Perspectives from University Students, Faculty, and Support Staff**

*Presenter(s): Anna Greer, PhD, MCHES, Karen Flanagan, Sofia Pendley, PhD, and Jessica Samuolis, PhD (Sacred Heart University); Kerry Morgan, PhD, CHES (University of Central Oklahoma); Jocelyn Novella, PhD (Fairfield University)*

We examined factors influencing mental health among students at a mid-sized, northeastern University using semi-structured focus groups with University students, faculty, and staff. Participants across groups recommended changes to the University culture to reduce academic pressure and competition, altering the campus environment to include more common spaces and improved parking, as well as improved access to counseling and other mental health services. A collaborative approach, including students, faculty, and staff is recommended.

### **P10. Trends in Emergency Department Use Among University Students**

*Presenter(s): Stephanie Hartman, MD, Melissa Surguine-Smith, RN, Jessica Simmons, MD, and Kawai Tanabe, MPH (University of Virginia)*

Most college health centers do not operate 24/7 and students must seek care after business hours at Urgent Care Centers or Emergency Departments if needed. While access to timely healthcare advice is critical for the health & safety of college age students, there is little published data regarding the use of Emergency Departments in this population. This poster describes data collected from Emergency Department visits amongst students who presented to the ED and self-identified as being a student or had Student Health and Wellness listed as their PCP over an almost two year time frame (Oct. 2018 – Aug. 2020) at a large, public university. Data demonstrate trends in utilization amongst different race/ethnicities, age, gender, and academic status (graduate/undergraduate) as well as types of patient complaints and urgency of patient need.

## Poster Abstract Book

### **P11. On-Call: Trends in Healthcare Needs Among University Students Accessing an After-Hours Phone Service**

*Presenter(s): Stephanie Hartman, MD, Melissa Surguine-Smith, RN, Kawai Tanabe, MPH, and Meredith Hayden, MD (University of Virginia)*

Most college health centers do not operate 24/7 and must plan for student healthcare needs outside of business hours. While access to timely healthcare advice is critical for the health & safety of college age students, there is little published data regarding after-hours care in this population. This poster describes the one-year experience of an after-hours call service at a large, public university. Data demonstrate trends in utilization amongst different race/ethnicities, age, gender, and academic status (graduate/undergraduate) as well as types of patient complaints and urgency of patient need.

### **P12. Investigation of Relationship Continuity of Care Between Students and Student Health Medical Services in a Major Public University**

*Presenter(s): Meredith Hayden, MD, Joshua Ferey, and Kawai Tanabe, MPH (University of Virginia)*

Continuity of care between a patient and their clinician is associated with positive health outcomes including reduced patient mortality, decreased healthcare costs, and both patient and clinician satisfaction. The purpose of this project was to measure the degree of continuity of care at the student health center for a large public university using linked student databases. Additionally, student and clinician factors were assessed for association with increased continuity of care.

### **P13. Vaccine Conversations: Talking to College Students about COVID-19**

*Presenter(s): Natalie Heywood, MSN-Ed, RN (Arizona State University)*

This project presents the results of an educational intervention that was presented to college health services providers on providing a strong recommendation for vaccination against COVID-19. Barriers to vaccine uptake, as well as vaccine-specific information and motivational interviewing techniques, were included. Providers can use these tools to increase their confidence in having vaccine conversations with college students. Providers were surveyed following the intervention to assess practice changes and the impact on confidence in having vaccine conversations.

### **P14. Leveraging a Self-Scheduled, Self-Collected COVID Testing Clinic and Non-traditional Staff to Expand Access for Symptomatic Students**

*Presenter(s): Sam Holstege, MBS, Meredith Hayden, MD, Leann Burns, MT, PMP, MSA, and Kawai Tanabe, MPH (University of Virginia)*

COVID-19 can present with or without symptoms and the diagnosis should be considered for any upper respiratory tract symptoms. PCR testing, typically performed by a nurse or licensed healthcare provider, remains the gold standard for testing symptomatic persons. During peak seasons for respiratory viruses, high testing demand for COVID-19 can strain healthcare systems. By utilizing patient self-scheduling and proctored self-collected mid-turbinate nasal swab, a large public university significantly expanded testing access using trained, non-licensed staff.

## Poster Abstract Book

### **P15. The Impact of the COVID-19 Pandemic on the Mental Health of First-Year University Students in Japan: A Comparative Study from 2019 to 2021**

*Presenter(s): Ryo Horita, PhD, Akihiro Nishio, MA, PhD, and Mayumi Yamamoto, MA, MBA, PhD (Gifu University)*

The lingering effects of the COVID-19 pandemic on first-year Japanese university students' mental health were examined using an online survey with CCAPS-Japanese from 2019 to 2021. The average score of the Depression and Generalized Anxiety subscale had decreased in 2020; however, it increased in 2021 to the same level as in 2019. The number of students who experienced severe suicidal ideation increased each year. The Academic Distress subscale for 2021 was lower than in 2020.

### **P16. Creating a Comprehensive Sexual Wellness Pre-Matriculation Online Program**

*Presenter(s): Jennifer Hunt, MA (University of Wisconsin-Madison); Chelsea Hill, BA (Tulane University)*

The Creating a Comprehensive Sexual Wellness Pre-Matriculation Online Program poster presents the process of writing, producing, and piloting a medically-accurate, queer-inclusive, and sex positive comprehensive sexual health pre-matriculation program for all incoming students at Tulane University. The poster presents the process completed and challenges encountered by the health promotion team during the program building process. The poster will also present how cross-departmental partnerships were central to the piloting and distribution of the program. The poster will also include how the program was funded and the importance of support from university leadership for the success of the project.

### **P17. Sleep Disturbance: The Role of Adult Attachment and Mindfulness**

*Presenter(s): Matthew Jaurequi, PhD, LMFT, CFLE, and Lauren Bae (California State University Long Beach); Jonathan Kimmes, PhD, LMFT (Florida State University)*

This study examined how romantic relationships and mindfulness explain sleep disturbance. A student sample (N = 195) provided two-waves of data on self-report measures of adult attachment, mindfulness, and sleep disturbance. Results from a cross-lagged panel model indicated higher anxious attachment precipitated higher sleep disturbance first through lowering the mindfulness facets nonreactivity and nonjudging. The integration of romantic relationships and mindfulness offers insights into the creation of meaningful and equitable programs for improving student well-being.

#### **Poster Highlights:**

- Visit posters between session breaks on Thursday and Friday to talk to poster presenters.
- Many posters will also be featured on the ACHA website during the meeting and throughout the summer. Some also have accompanying videos.
- Several groups of poster presenters are conducting sessions on Saturday, June 4, from 10:00 am - 11:00 am.

## **Poster Abstract Book**

### **P18. COVID-19's Impacts on Educational Performance and Health of Low-Income First-Generation College Students**

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### **P19. Student Health Center Medication Abortion Program - Design and Implementation**

*Presenter(s): Eleanore Kim, MD (University of California, Berkeley)*

The 2020 ACHA Sexual Health Services Survey reported only 2.5% of participating student health services provided medical abortion services on-site. December 2020 medication abortion provision started at University of California, Berkeley in response to CA Senate Bill No. 24 requiring California State University/University of California Student Health Services to offer medication abortion on-campus by January 1, 2023. By September 2021, 100% (12/12) patients had completed abortions, demonstrating both success and feasibility.

## **P20. Lessons Learned: Adapting Pandemic Support Systems to build a better Future for Campus Health and Wellness programs**

*Presenter(s): David Laubach, MPH, and Carman North, MPH (The University of Tennessee, Knoxville)*

The evolution of the University of Tennessee's COVID-19 Pandemic response resulted in a collaborative centralized system of multi-disciplinary campus support services. By adapting the system developed during the pandemic, and applying lessons learned, we can create an integrated wellness support system in alignment with the objectives of the Okanagan Charter's action framework for health promotion in higher education.

## **P21. Making the Grade: The Connection between College Students' Health-Related Behaviors and GPA**

*Presenter(s): Alyssa Lederer, PhD, MPH, MCHES, and Melissa Rosenthal (Tulane University); Sara Oswalt, PhD, MPH (University of Texas at San Antonio); Mary Hoban, PhD (American College Health Association)*

This study used the American College Health Association-National College Health Assessment III (N=75 institutions) to assess the relationship between undergraduate students' academic achievement (i.e., self-reported grade point average) and multiple health-related behaviors (categorized as dietary behaviors, physical activity, sedentary behaviors, substance use, sexual risk behaviors, violence-related behaviors, suicide-related behaviors, mental health, sleep-related behaviors, and discrimination experiences). This is the first known national study to comprehensively examine these relationships using an objective measure of academic performance.

### **Poster Hours**

Thursday, June 2: 7:00 am – 4:00 pm and Friday, June 3: 7:00 am – 3:30 pm

To view the virtual posters and videos, go to <https://www.acha.org/annualmeeting22> (available in May)

## **Poster Abstract Book**

## **P22. Examining the Relationships Between COVID-19 Stressors, Mental Health Status, and Dietary Behaviors Among a Socio-Demographically Diverse Group of University Students**

*Presenter(s): Paulina Lin, MPH (University of California, Los Angeles); Kimberly Gottesman, DCN, RDN, LDN, CNSC, Kathryn Hillstrom, EdD, MPH, RDN (California State University Los Angeles); Tony Kuo, MD, MSHS (UCLA); Brenda Robles, PhD, MPH (Los Angeles County Department of Public Health)*

Life stressors and poor mental health status related to the COVID-19 pandemic may impede university students from eating healthfully. To address existing research gaps, we examined the relationships between COVID-19 life stressors, mental health status, and dietary behaviors among a socio-demographically diverse group of students attending a large urban university. Two of several findings is that poor mental health is associated with greater consumption of fast-food (IRR=1.03, 95% CI=1.01-1.05) and sugary beverages (IRR=1.04, 95% CI=1.01-1.06).

## **P23. Results of the Implementation of the Universal Prevention Module of the Multilevel Program Zenstudies, A Prevention Program for Students Experiencing Transition to Higher Education**

*Presenter(s): Diane Marcotte, PhD (University of Québec in Montréal)*

This poster presents the results of the implementation of the universal prevention module of the multilevel program Zenstudies: Making a Healthy Transition to Higher Education (Marcotte et al, 2016, 2021). The program allows participants to increase their resilience toward mental health disorders (anxiety and depression) by developing their knowledge about the stress of post-secondary transition and transition to emergence to adulthood and by learning to

recognize symptoms of depression and anxiety. Also, students learn prevention strategies, among time managing, behavioral activation, graduate exposure to anxiety-provoking situations. Participants were 1,422 students from 71 class-groups and 25 teachers from four colleges. Measures of the knowledge about mental health and college transition were completed as well as screening measures on the identification of depressive and anxious symptoms. Results showed an improvement in students' knowledge following participation in program, this improvement also continuing two weeks later. No personal, academic, and family variables appeared to influence student learning, supporting the universal character of the program. Facilitator' number of years of work experience influenced the efficacy. Conclusions: The results of this study support beneficial effects of Zenstudies's universal prevention program in college students.

#### **P24. Transgender and Gender Expansive (TGE)-Affirmative Care for University Health Professionals: A Pilot Training Program**

*Presenter(s): Myriam Marques, RN,BSN,MSN,MPH (Columbia University)*

Multiple studies highlight significant healthcare barriers particularly for TGE people, particularly people of color, those with disabilities, and those who are undocumented. A multidisciplinary TGE health team developed a training program to provide education and support to staff working in a student health practice in order to transform TGE patient care. The committee outlines training's development and implementation, and presents data from pre/post training knowledge/behavioral surveys to evaluate program's effectiveness and future planning.

#### **P25. Suicides Among Undergraduate and Graduate Students in Japan During the COVID-19 Pandemic**

*Presenter(s): Toshiyuki Marutani, MD, PhD, and Katsuhiro Yasumi, MD, PhD (Tokyo Institute of Technology); Yasuko Fuse-Nagase, MD, PhD (Ibaraki University); Hirokazu Tachikawa, MD, PhD (University of Tsukuba); Taku Iwami, MD, PhD (Kyoto University); Yuji Yamamoto, MD, PhD (Shiga University); Toshiki Moriyama, MD, PhD (Osaka University)*

The COVID-19 pandemic caused university students in Japan to be locked out from their campuses and for stay-at-home orders to be issued. Our annual survey since 2012 showed an increase in suicide rates among undergraduate students in Japanese national universities in the 2020 academic year, while the female suicide rate decreased among graduate students. As the pandemic still continues, we will add the latest data at the time of our poster presentation.

### **Poster Abstract Book**

#### **P26. Development and Pilot Testing of a iPhone® App for College Students with Asthma**

*Presenter(s): Susan McNamee, MSN, APRN, Barbara Velsor-Friedrich, PhD, RN FAAN, V. Ann Andreoni, DNP, APRN, CPNP-PC, and Margaret Delaney, EdD, APRN, PNP-BC (Loyola University Chicago)*

This pilot study of 20 college students with mild to moderate asthma explores the usability of an informational asthma app including locations of healthcare facilities near the campus and sections on understanding asthma and triggers, medications, and self-care strategies. Students found the app easy to navigate and that it contained useful information for self-managing their asthma. It can be used by PCPs and Campus Wellness Centers to assist college students with the transition to self-care.

#### **P27. Opioid-Use Related Stigma: From Pre-Health and Health Students' Perspectives**

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

Pre-health and health students completed a brief survey assessing their stigma towards people that use opioids. Majority of the participants did not blame these people for their condition, and believed that discrimination against

them was unacceptable. Yet, many participants wished to keep a social distance from this population when in a close, personal setting. This study hopes to guide educational initiatives to ensure that the future healthcare workforce treats all patients equally and compassionately.

### **P28. College Students Mandated to Substance Use Courses: Age-of-Onset as a Predictor of Contemporary Polysubstance Use**

*Presenter(s): Benjamin Montemayor, PhD, and Adam Barry, PhD, FAAHB (Texas A&M University); Melody Noland, PhD, CHES (University of Kentucky)*

This study sought to determine the likelihood of early-onset alcohol using college students enrolled in mandated programming also engaging in current polysubstance use. Data from n = 822 participants revealed significant ( $p < 0.001$ ) alcohol use differences (frequency and quantity) between early- and late-onset users. Analysis revealed engaging in early-onset alcohol use significantly predicted current polysubstance use behaviors ( $p < 0.01$ ). University programs should consider developing interventions addressing these harmful behaviors and associated negative consequences.

### **P29. Being Trauma Informed is an Issue of Student Health Equity**

*Presenter(s): Susannah Moore, PhD (Eastern Mennonite University)*

College students that have experienced child maltreatment are at elevated risk of poor health outcomes. Our research shows students with a maltreatment background report more total health diagnoses, higher impact of physical health symptoms on their daily lives, lower rates of personal control over health, higher binge eating scores, and higher usage of tobacco than their non-maltreated peers. Being a trauma informed campus is vital for the health and well-being of our students.

### **P30. Parental Approval of Heavy Episodic Drinking Among First-Year College Students in the Greek System**

*Presenter(s): Kristi Morrison, BA (University of Washington)*

We examined associations between students' Greek affiliation and parental approval of heavy episodic drinking (HED) among college students. Greek affiliation was associated with greater parental approval of HED prior to college and a greater increase in approval of HED across the transition to college. Given the elevated levels of HED in Greek students and that parental approval of HED predicts student alcohol use, this may be an important target for prevention and intervention efforts.

## **Poster Abstract Book**

### **P31. NCHA Survey Results of a Campus During Covid**

*Presenter(s): Kelly Neville, RN-C, MN, BSN (Memorial University of Newfoundland and Labrador)*

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### **P32. #StrengthSTEMSFrom - Mental Health Stories from Engineering Students and Faculty a CSU STEM VISTA Project**

*Presenter(s): Ilana Norris, BS (California State University)*

The CSU system is currently working to eliminate equity gaps. One study, initiated at Cal Poly SLO, found that engineering students have higher rates of mental health issues. Students and faculty can share stories and surrounding mental health to increase help seeking behaviors, retention, and graduation rates. Specifically, to address issues related to how low income, first generation, and black, indigenous, and people of color communities' identities affect mental health within the College of Engineering.

### **P33. Dimensions of Access: Applying the Lessons from a Comprehensive COVID Vaccine Campaign to Flu and Beyond**

*Presenter(s): Carman North, MPH (University of Tennessee, Knoxville)*

Health care access is a multi-dimensional concept that encompasses not just the amount of care available to an individual but the acceptability, affordability, accessibility, accommodation, and availability. The COVID-19 pandemic offered campus health professionals an unprecedented opportunity to understand these dimensions of access in their campus communities and to build and strengthen connections to promote health to diverse across campus. This presentation focuses on applying those lessons learned to vaccine promotion for other vaccine-preventable diseases.

### **P34. Effects of Acculturation on Diet Quality Among a Sample of HBCU Students in New Orleans, Louisiana**

*Presenter(s): Henry Nuss, PhD (Louisiana State University)*

To date, there are no published studies on the effects of acculturation on diet quality among U.S.-born, historically black college or university (HBCUs) students. The purpose of this study was to assess potential correlations between acculturation and diet quality. In this cross sectional study, we surveyed students (N=58, male=10, female=48) an HBCU in New Orleans, Louisiana. Scores on the the African American Acculturation Scale (AAAS-R) were compared to dietary behaviors (NCI DHQII). Students who were more acculturated had lower intakes of fruit and vegetables. Our results suggest that acculturation among HBCU students may play an important role in dietary behaviors and should be considered when addressing campus health issues and concerns.

### **P35. The Implementation of Food Insecurity Screening at a College Health Center Using Quality Improvement Methods**

*Presenter(s): Kaitlin O'Malley, MD, MPH (Tower Health)*

Students using the Drexel Student Health Center were screened using the validated hunger vital sign. Using a quality improvement approach, food insecurity screening was continuously assessed and reassessed to better understand the student population and their needs. Staff was educated on proper screening. Resources were provided to all patients who screened positive and new resources were created.

## **Poster Abstract Book**

### **P36. Mental Health Climate on College Campuses Matters: Exploring the Influence of Campus Climate and Protective Factors on Black College Students' Mental Health**

*Presenter(s): JaNiene Peoples, MS, CHES, CPEC, and Sheretta Butler-Barnes, PhD (Washington University in St Louis)*

This study examined the relationship between perceived campus climate for students' mental health and depression among Black college students (N=1100) and explored whether positive mental health and sense of belonging buffer against depression. Students' perceptions of college campuses that provide support services for emotional and mental health was associated with lower reports of depression. Higher positive mental health had a significant impact on the relationship between campus climate and depression. Implications will be discussed.

### **P37. Utilization Trends in Behavioral Health Services Amongst Racial & Ethnic Groups on a Diverse Urban Commuter Campus**

*Presenter(s): Pauline Phan, DO, Joseph Kithas, MD, and Kevin O'Connell RN-BSN (University of Nevada, Las Vegas)*

Although behavioral health services are offered to every student enrolled at our urban commuter campus, the utilization of those services trend differently between racial groups.



### **P38. Disability Support Services Assessment for Faculty Training and Student Accommodations During the COVID-19 Pandemic**

*Presenter(s): Leah Pylate, PhD, CHES (Mississippi State University)*

Students with disabilities, particularly students with autism spectrum disorder, faced unique challenges during the COVID-19 pandemic as a southeastern university moved all academic courses to online learning. To address the quickly changing environment that created additional barriers for students with disabilities, Disability Support Services provided support for faculty, staff, and students through both individual accommodations and faculty and staff training sessions. Results of the training and accommodations provided to students are provided.

### **P39. Bronco Box for Basic Needs**

*Presenter(s): Kenya Rampersant, MAEd, CHES (Cal Poly Pomona)*

The Bronco Box for Basic Needs program is a meal subscription program at Cal Poly Pomona. Each month CPP students subscribe to receive a Bronco Box which contains a QR code to a healthy cooking demonstration, recipe card, food items and kitchen items needed to cook the recipe at home. This innovative program also provides students with information and guidance on food preparation and food storage information to maximize their cooking experience. Students who receive a Bronco Box pick it up at the Student Health and Wellness Services drive through service.

### **P40. Spiritual Quality of Life and Life Satisfaction in Religious Liberal-Arts University Students: A Pilot Study**

*Presenter(s): Jack Reimer, MEd, Michael Bodner, PhD, Dwight Friesen, PhD, and Jouen Chang, BHK (Trinity Western University)*

Spiritual quality of life (QOL) and life-satisfaction (LS) in university students is under-studied. We surveyed 157 mostly female (70%) undergraduates about LS, spiritual QOL, stress and self-reported religiosity. Spiritual QOL was positively associated with LS. LS was higher in females and in Whites (compared to other ethnicities). Asians reported lower spiritual QOL and higher stress than Whites, and were least religious. The directionality associating ethnicity, spiritual QOL and LS in this population requires further study.

[Check out the poster presentations on Saturday, June 4 at 10:00 am – 11:00 am!](#)

**Poster Abstract Book**

### **P41. Associations of Coping Strategies with Stress, Alcohol, and Substance Use Among College Student-Athletes: A Cross-Sectional Analysis**

*Presenter(s): Conner Rougier-Chapman (Wake Forest University); Brandon Knettel, MA (Duke University)*

Pressures on student-athletes can contribute to maladaptive coping including alcohol and other substance use. We surveyed 188 student-athletes to examine associations of specific coping strategies and substance use. Older age, male gender, and higher stress were associated with using substances to cope. Behavioral disengagement, substance use coping, and lower religious coping were associated with binge drinking and substance-related risk behaviors. These findings emphasize the importance of facilitating healthy coping to reduce substance use among student-athletes.

### **P42. Improving HPV Vaccination Rates at a Large, Public University**

*Presenter(s): Diane Rozycki, MD, FACOG (University of Virginia)*

HPV vaccination prevents morbidity and mortality due to HPV disease and college health providers must ensure full vaccination among university students. Following a baseline review of HPV vaccination status among patients attending the Medical Services clinic, a quality improvement (QI) project aimed to improve full vaccination rates was implemented. By assessing vaccination status during visits for sexually transmitted infection (STI) screening, nurses were able to recommend and initiate completion of missing vaccinations. This poster presents the outcome of this QI project.

### **P43. Use and Attitudes Toward Complementary and Alternative Medicine Among University Students: The Role of Gender and Race**

*Presenter(s): Ejura Salihu, MA (University of Wisconsin-Madison)*

This study assessed the use of complementary and alternative medicine (CAM), attitudes towards CAM, and disclosure of CAM use to mainstream health providers using an online survey of 506 students at a regional public university. Ordinary least squares regression models were used to examine relationships of interest. A significant interaction between gender and race was noted for attitudes toward CAM for Whites and African Americans, with White females being the most positive toward CAM.

### **P44. Utilizing Mental Health Screening Tools in Primary Care**

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

Anxiety and depression are the two most common mental health conditions that affect college students. Utilizing screening tools can help health care providers identify patients who may be at risk or may be dealing with issues of anxiety and depression. Screening for anxiety and depression is the standard of care in primary care clinics. Early identification and diagnosis of anxiety and depression will lead to better outcomes in treatment.

### **P45. If You Don't Ask, They Won't Tell. Intimate Partner Violence Screening**

*Presenter(s): Lanay Samuelson, DNP, APRN, FNP-BC (Loyola University Chicago)*

Intimate partner violence is a national health problem with longstanding physical and mental health consequences that affect men and women of all ages. However, the rate for young adults is higher than any other age group. College health centers are in a unique position to screen, educate, and refer young adults on IPV. To address IPV our clinic created and implemented provider training and IPV screening tools. Student completed IPV screenings increased from 3% to 92%.

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## Poster Abstract Book

### **P46. Incidence of Immunization Stress-Related Response (ISRR) in University Students**

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### **P47. Adverse Childhood Experiences and Mental Health in College Students on Two-Year Campuses**

*Presenter(s): Emily Shafer, PhD (University of South Carolina, Union)*

This study consists of survey data from college students on two-year campuses in the rural southeast of the US. We first look at the incidence of adverse childhood experiences (ACEs) among this understudied population, and then analyze whether correlations exist between their ACE score and their scores on three outcome measures – depression, anxiety, and disordered eating.

### **P48. Study Reveals Psychological Support Required for University Students Acquainted with COVID-19 Patients**

*Presenter(s): Yukito Shimizu, MD, PhD, Takako Omido, BSN, PHN, and Yukari Nakayama, BSN, PHN (Kwansei Gakuin Educational Foundation)*

We conducted an online questionnaire survey among university students infected with COVID-19 (Group A) and students who got acquainted with these patients (Group B). Comparisons between Group A and B resulted in some similarities in terms of psychological awareness, such as concerns and the expectation of a follow-up period. We conclude that Group B needs the same psychological support as Group A.

### **P49. A Year Like No Other: Differences in Healthcare Student Anxiety from Before the COVID-19 Pandemic (January 2020) to January 2022**

*Presenter(s): Noa'a Simoni, MD, MPH, Herminio Perez, DMD, MBA, Joyce Porter, MBA, Karen Shapiro, MBA, MPH, SPHR, Mary O'Dowd, MPH, Vicente Gracias, MD, and Margaret Swarbrick, PhD (Rutgers University)*

In January 2020, healthcare students were screened for anxiety using the GAD-7 as part of the Healthy Minds Survey/Jed Campus initiative. Soon after, the COVID-19 pandemic brought unprecedented changes to the healthcare student environment and curriculum. We decided to re-evaluate student anxiety to examine differences in rates of anxiety from before the pandemic to January 2022. This will guide the development of a whole student wellness approach for supports, services, and needed system and culture changes.

### **P50. Percutaneous Injuries Reported by Healthcare Students in a University Setting**

*Presenter(s): Noa'a Shimoni, MD, MPH, Julie Caruth, MD, MPH, Ping Chen, PhD, and Christeen Abadir (Rutgers University)*

Bloodborne pathogen exposure injuries are a common cause of preventable injuries for students in health care professions. They can result in the acquisition of infectious diseases such as HIV, with potential lifelong consequences. Our goal was to gain an understanding of the factors associated with percutaneous injuries that resulted in bloodborne pathogen exposures to health care students in a university hospital setting via a secondary data analysis of injuries reported in 2019 and 2020.

## Poster Abstract Book

### **P51. Best Practice Treatment Plans for Students with Mental Health Issues: Using Safety Plan, Motivational Interviewing (MI) and Communication with Campus Counseling Center Using Microsoft Teams platform**

*Presenter(s): Annemarie Sipkes Donato, DNP, FNP-BC, and Elizabeth Kixbull, MSN (College of Charleston)*

The purpose of a quality improvement project during the Spring 2020 COVID-19 pandemic lock-down period was to improve mental health treatment and outcomes for students with symptoms of anxiety and depression seen in Student Health Services (SHS). Improved patient treatment plans and communication with counseling services staff was accomplished by utilizing safety plans, clinicians using Motivational Interviewing and a Microsoft Teams platform for open dialogues with a multidisciplinary team from Counseling center on campus..

### **P52. Examining Mental Health in University Graduate Students**

*Presenter(s): Thomas Stewart, BA, Kawai Tanabe, MPH, Chris Holstege, MD, and Susan Davis, JD (University of Virginia)*

This study will explore the graduate student mental health service utilization trends and successful degree completion rates at a large public university over a 5-year period (2015-2020). This descriptive analysis will be performed by linking multiple health and administrative datasets utilizing a unique IRB approved comprehensive university student dataset. In addition, this study will investigate how the COVID-19 pandemic impacted the graduate student population's mental health service utilization compared to non-pandemic academic years.

### **P53. Japanese Education System on Health and Health-Associated Knowledge Evaluation Scale for Adolescence - Pilot Study**

*Presenter(s): Mitsuhiro Sunohara, MD, PhD, and Shintaro Yanagimoto, MD, PhD (The University of Tokyo)*

Lack of basic health-associated knowledge threatens the college students' physical and mental health. In Japan, government curriculum guidelines for high school address 4 categories on health education: modern society and health, secured social life, life stage and health, and provision of environment for health-promotion. We have developed a pilot scale to evaluate basic health-associated knowledge for adolescence using the guidelines, systematic review, expert opinion of medical doctors, dentists, pharmacists and health providers, and web-based survey.

### **P54. Do Community College Students Want Sexual Health Education from Their College? Comparisons by Previous Sex Education and Student Characteristics**

*Presenter(s): Danielle Van Liefde, BS, Jennifer Yarger, PhD, Sarah Elmes, MS, and Cynthia Harper, PhD (University of California, San Francisco); Irene Rossetto, PhD, Kristine Hopkins, PhD (University of Texas at Austin); Stephanie De La Melena, BA (University of California, Berkeley)*

Most research on how students view college health resources has focused on four-year college students. We used data from an ongoing study at 27 community colleges in California and Texas to examine students' desire for receiving sexual health education from their community college. We used Chi-square tests and multivariate logistic regression to compare interest in sexual health education by whether previous sex education met their needs, sexual orientation and other sociodemographic characteristics.

### **P55. Outcome of Students Coming Back on Campus After a Year and How it Impacts Survivors of Interpersonal Violence**

*Presenter(s): Alexis Washington, MS, CHES (University of Central Oklahoma)*

Like most of universities in the U.S., the University of Central Oklahoma was primarily online in 2020. Our Center for Counseling and Well-being were concerned with both current students coming back and also incoming freshman who did not get the traditional senior experience. We plan to implement a Campus Climate Survey Spring 2022 to see how last year virtually effected rates of interpersonal violence and if students are utilizing the resources on campus.

## **Poster Abstract Book**

### **P56. COVID-19 Response: Essential Collaborations in Unprecedented Times**

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### **P57. A Comparative Study of Kessler-10 and Wellbeing Indices Before and After Covid-19 Exposure in Students of an Women's University in Japan**

*Presenter(s): Megumi Yamazaki, NSB, MA, and Zen-Ichiro Honda, MD, PhD (Ochanomizu University)*

During the Covid-19 pandemic, college students have been deprived of ordinary school life, including taking classes and meeting face-to-face with teachers and friends in real college. To determine if the disaster world-wide has affected mental health states in female university students, we compared Kessler-10 and Wellbeing indices taken before (May 2016-19) and after (May-June 2020-21) Covid-19 exposure in an Women's University in Japan .

### **P58. The Syndemic of Food Insecurity Before and After Campus Shutdown Due to COVID-19: Findings from Two National Surveys of U.S. College Students**

*Presenter(s): Lola Xie, MA, and Bu Zhong, PhD (The Pennsylvania State University)*

Feeling insecure about food have deleterious psychological and academic effects on college students. Using two waves of national survey on U.S. college students in 2020, we identified food insecurity among college students and its impact on their physical and mental health. Moreover, we analyzed factors contributing to food insecurity among college students, including socio-demographic background, campus activities, existing health conditions.

### **P59. Advancing University-Based Eating Disorder Prevention Strategies: A Needs Assessment Approach**

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#### **Poster Highlights:**

- Visit posters between session breaks on Thursday and Friday to talk to poster presenters.
- Many posters will also be featured on the ACHA website during the meeting and throughout the summer. Some also have accompanying videos.
- Several groups of poster presenters are conducting sessions on Saturday, June 4, from 10:00 am - 11:00 am.