PRELIMINARY SESSION LISTING
A Message from ACHA’s President...

"Please join us in Atlanta for our 2024 Annual Meeting! Engage with your colleagues from across the country and across the world as we focus on building momentum for a healthy community. Whether you attend for the excellent educational offerings, continuing education credits, opportunities for networking with colleagues, or the many attractions in “The Big Peach,” you can expect a memorable and worthwhile experience. We look forward to seeing you there!"

Dana Tasson, MD
ACHA President

A Message from ACHA’s Program Planning Committee Chair...

“We look forward to welcoming you to the ACHA 2024 Annual Meeting in Atlanta where we will come together in Building Momentum for a Healthy Community. Join colleagues from across the country for this interdisciplinary opportunity to learn, network, and make new connections, all with the common goal of making our campus communities healthier. We have put together a dynamic program focused on the needs of our diverse and ever changing field and look forward to sharing it with you! ”

Katrin Wesner-Harts, EdD, FACHA
ACHA Annual Meeting Program Planning Committee Chair
WELCOME TO ACHA 2024!

Enhance Your Learning and Earn CE Credit
This year’s program features more than 150 educational sessions that will bring you cutting edge research, guidelines, programs, and best practices in college health and wellness from across the county – and beyond! With CE credit offered in 8 disciplines, you’re sure to maximize the continuing education you need in your profession.

Network with Peers From Across the Country
We know that a lot of great learning takes place outside of sessions, and we have plenty of networking opportunities at the meeting this year. From the returning Aspire: ACHA Mentoring program to the discussion groups, affinity groups, and networking meetings, we hope you will find even more ways to connect with your colleagues.

Discuss Innovative Research with Your Peers
We encourage you to spend time learning about the innovative research and programs being conducted around the country, as featured in more than 50 posters displayed at this year’s meeting. This is a great opportunity to ask questions, pick up handouts, get presenters’ contact information, etc. These are not formal presentations; feel free to move from one poster to another.

ACHA 2024 Meeting Goals
Consistent with ACHA’s mission of advancing the health of college students and the campus community, we, the members of the association, gather at the annual meeting with invited guests to:

- Identify ways to increase knowledge, update professional skills, and incorporate evidence-based guidelines and standards into college health practice in the following areas:
  - Assessment and planning
  - Health promotion
  - Clinical care
  - Mental health services
  - Leadership development
- Identify opportunities for collaboration and exchange of ideas among college health professionals, students, and leaders in higher education.
- Discuss programs and environments that enhance health outcomes for college students and campus communities.
- Describe the effect of diverse cultures and experiences on the health of individuals and communities.
- Identify ways to integrate college health programs with the missions of the institutions we serve.
- Discuss ACHA’s role as a national advocate for policies that have a positive impact on the health college students and campus communities.
**Schedule at a Glance**

**Tuesday, May 28**
- **Registration Opens**
  7:00 am – 6:00 pm
- **Pre-Conference Workshops**
  9:00 am – 12:00 pm
  Tickets required
- **ACHA Leaders’ Lunch and Meeting**
  12:00 pm – 1:30 pm
  Invitation only
- **Pre-Conference Workshops**
  1:30 pm – 4:30 pm
  Tickets required
- **Committee Meetings**
  5:00 pm – 7:15 pm
  Note that some committees, coalitions, and task forces will be conducting virtual meetings after the meeting

**Wednesday, May 29**
- **Registration**
  7:00 am – 6:00 pm
- **Newcomers’ Orientation: Navigating the ACHA Annual Meeting**
  7:30 am – 8:45 am
- **Affinity Groups and Reflection Spaces**
  9:00 am – 9:45 am
- **Opening General Session/Keynote Address**
  10:00 am – 11:30 am
- **Section Meetings**
  12:00 pm – 1:00 pm
- **Industry Presentations**
  12:15 pm – 1:15 pm
- **General Sessions**
  1:30 pm – 2:30 pm
  3:00 pm – 4:00 pm
  4:30 pm – 5:30 pm

**Thursday, May 30**
- **Fun Run/Walk Morning Mindful Yoga**
  6:00 am – 7:00 am
- **Registration**
  7:00 am – 5:00 pm
- **Opening Breakfast with Exhibitors**
  7:00 am
- **Exhibit Hall**
  7:00 am – 4:00 pm
- **Posters**
  7:00 am – 2:30 pm
- **General Sessions**
  8:00 am – 9:30 am
  10:00 am – 11:30 am
- **Affinity Groups and Reflection Spaces**
  4:15 pm – 5:00 pm
- **Affinity Groups and Reflection Spaces**
  5:15 pm – 6:00 pm

**Friday, May 31**
- **School Spirit Day!**
- **Morning Meditation**
  6:00 am – 7:00 am
- **Registration**
  7:00 am – 5:00 pm
- **Continental Breakfast with Exhibitors**
  7:00 am
- **General Sessions**
  8:00 am – 9:30 am
  10:00 am – 11:30 am
- **Dorosin Memorial Lecture**
  12:00 pm – 1:00 pm
- **General Sessions**
  1:30 pm – 2:30 pm
  3:00 pm – 4:00 pm
- **Assembly of Representatives**
  4:15 pm – 5:00 pm
- **Affinity Groups and Reflection Spaces**
  5:15 pm – 6:00 pm

**Saturday, June 1**
- **Registration**
  7:00 am – 11:00 am
- **Continental Breakfast**
  7:00 am
- **General Sessions**
  8:00 am – 9:00 am
  9:30 am – 10:30 am
- **Closing Presidential Session**
  11:00 am – 12:00 pm

All meeting sessions, events, and the Exhibit Hall will be in the Atlanta Marriott Marquis.
Featured Events

Opening General Session and Keynote Address

Wednesday, May 29 10:00 am-11:30 am

Debra Houry, MD, MPH, is the Chief Medical Officer and Deputy Director for Program and Science at CDC. Most recently, she served as CDC's Acting Principal Deputy Director and prior to that Dr. Houry served for over 7 years as the Director of the National Center for Injury Prevention and Control. Dr. Houry previously served as an associate professor at Emory University and emergency physician at Grady Memorial Hospital. Dr. Houry received her MD and MPH degrees from Tulane University and completed her residency training in emergency medicine at Denver Health Medical Center.

Dorosin Memorial Lecture

Friday, May 31
12:00 pm-1:00 pm

Adam Dodge, BA, JD, has been working in the field of gender-based violence for 15+ years and is considered an expert in the field of technology-facilitated violence and digital safety. He has developed resources on cutting edge forms of emerging abuse and has delivered presentations on these issues at national conferences and organizations around the world.

His address, Emerging Challenges to Students' Digital Safety, offers a comprehensive exploration of digital challenges, equipping participants with practical strategies to confidently discuss and strengthen the emotional, physical, and digital well-being of modern students. Attendees will walk away with actionable steps to effectively counter emerging threats and foster a safer campus environment.

Closing Presidential Session

Saturday, June 1
11:00 am-12:00 pm

[SESSION INFO TO COME]
Please note that for some disciplines we have not yet received final credit approval, so if you do not see your credit type listed, check back at a later time. Also note that for most types of credit we are able to list a “pending” statement and those can be found below.

CONTINUING EDUCATION STATEMENTS

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

ACHA designates this live activity for a maximum of 22 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 2024 Annual Meeting and deemed it acceptable for up to 21.00 Live AAFP Prescribed credit(s). Term of Approval is from 05/28/2024 to 06/01/2024. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

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 22 total Category 1 continuing education contact hours. Maximum advanced-level contact hours available are 22.

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 22 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 # 886508715-5459) for 23 continuing education contact hours.
General Meeting Information

Overall Purpose: 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 received commercial support from Gilead Sciences.

Sponsor Disclosures: At the time of posting, sponsorship has been received from UnitedHealthcare Student Resources, Wellfleet Student, Aetna Student Health, HUB Campus Health Solutions, TimelyCare, GeoBlue, National Institute on Alcohol Abuse and Alcoholism (NIAAA), and BetterMynd.

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 credits/contact hours and obtain a CE certificate, participants must:

• Be registered for the meeting.
• Attest via the online session evaluation site that each session for which credit is 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 the Attendee Show Planner website and the mobile meeting app.

Schedule subject to change.
**General Meeting Information**

**Relevant Financial Relationships**

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

- **S. Shahzad Mustafa, MD**, who has disclosed that they are on speakers’ bureaus for Genentech, AstraZeneca, GSK, and Regeneron/Sanofi.

- **Rebecca Stone, PharmD, BCPS, BCACP, FCCP**, who has disclosed that they are a consultant for Birth Control Pharmacist.

- **Candice McNeil, MD, MPH**, who has disclosed that their employer receives grants, contracts, and/or research funding from Becton-Dickinson, GSK/BARDA, and Hologic/CDC.

- **Debby Herbenick, PhD, MPH**, who has disclosed the they were a consultant for Reckitt Benkiser.

*All of the relevant financial relationships listed for these individuals have been mitigated.*
TUESDAY EVENTS, MEETINGS, & PRE-CONFERENCE WORKSHOPS

CONNECT. ENGAGE. EXPLORE.

7:00 am - 6:00 pm
Registration

12:00 pm - 1:30 pm
ACHA Leaders’ Appreciation Lunch and Meeting
(invitation only)

4:00 pm - 6:00 pm
American College Health Foundation Board of Directors

4:30 pm - 5:30 pm
PPC Networking
All 2024, 2025, and 2026 Program Planning Committee members are encouraged to attend this networking session.

5:00 pm - 6:00 pm
Section and Affiliate Executive Committee Meetings
Section and affiliate executive committee meetings are limited to those groups’ officers or other invited members.

- Administration Section Executive Committee
- Clinical Medicine Section Executive Committee
- Mental Health Section Executive Committee
- Nurse Administrator Section Executive Committee
- Nursing Section Executive Committee
- Pharmacy Section Executive Committee
- Southern College Health Association Executive Committee

Committee and Task Force Meetings
Committee and task force meetings are intended for approved members of those committees or task forces.

- Benchmarking Advisory Committee
- Promoting LGBTQIA+ Equity Task Force
- Reproductive Rights Task Force
- Diversity, Equity, Inclusion, Justice, and Accessibility Committee

Coalition Meetings
Coalition meetings are open to all members with an interest in the topic.

- Alcohol, Tobacco, and Other Drugs Coalition
- Health Information Management Coalition
- LGBTQ+ Health Coalition
- Sports Medicine Coalition
- Travel Health Coalition
- Historically Black Colleges and Universities Coalition
6:15 pm - 7:15 pm

Section and Affiliate Executive Committee Meetings
Section and affiliate executive committee meetings are limited to those groups’ officers or other invited members.

- Mid-America College Health Association Executive Committee
- Mid-Atlantic College Health Association Executive Committee
- Rocky Mountain College Health Association Executive Committee

Committee and Task Force Meetings
Committee and task force meetings are intended for approved members of those committees or task forces.

- CHWP Review Task Force

Coalition Meetings
Coalition meetings are open to all members with an interest in the topic.

- Community College Health Coalition
- Emerging Public Health Threats and Emergency Response Coalition
- Faculty and Staff Health and Wellness Coalition
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

Sports Medicine Special Testing

After this session, attendees should be able to:

1. Identify common orthopedic injuries that can be seen in college health settings.
2. Describe the technique and sensitivity of each test.
3. Practice each test.
4. Discuss treatment/rehabilitation options for common orthopedic injuries.

Presenter(s): Wendy Sheppard, MS, LAT, ATC, and Allison Rose, MS, LAT, ATC (University of Richmond)

Developing as a College Health and Wellbeing Leader

After this session, attendees should be able to:

1. Describe leadership pathways for college health professionals.
2. Identify skills needed for professional advancement.
3. Practice skills for professional advancement.
4. Discuss the role of mentorship, equity, and learning in leadership development.

Presenter(s): Thaddeus Mantaro, PhD (Dallas College); Ashleigh Hala, LICSW (Massachusetts College of Liberal Arts); Oliver Tacto, DSW, MPH, MSW (Maryville University of Saint Louis); Andreea Baker, MSN, BSN (Doane University); Cheri Leblanc, MD (Washington University in St. Louis)

Making a Substantive Difference with Drug/Alcohol Misuse Prevention: Skills and Applications

After this session, attendees should be able to:

1. Discuss current facts about drugs and alcohol and campus implementation strategies.
2. Implement quality strategic planning strategies with multiple audiences.
3. Select evidence-informed, locally appropriate strategies and resources.
4. Apply the eight core competencies for prevention professionals.

Presenter(s): David Anderson, PhD (George Mason University); Rich Lucey, MA (Drug Enforcement Administration); Katrin Wesner-Harts, EdD, FACHA (University of North Carolina Wilmington); Allison Smith, PhD (Louisiana Board of Regents)

Advocacy in Higher Education Health

After this session, attendees should be able to:

1. List key legislative issues and themes currently impacting the higher education health community.
2. Define lobbying vs. educating/awareness-raising.
3. Describe federal and state lobbying regulations.
4. Describe legislative and regulatory processes.
5. Discuss advocating on campus, in their state, and federally.

Presenter(s): Terri Lakowski, JD, Jason Marmon, JD (Active Policy Solutions); Mari Ross-Alexander, PhD, LPC-MHSP, ACS (University of South Carolina)

Understanding and Addressing Burnout Among College and University Health Staff

After this session, attendees should be able to:

1. Define burnout as it relates to healthcare professionals.
2. Explain the physiological and psychological impact of burnout.
3. Assess conditions in your organization that may contribute to burnout.
4. Describe systems approaches to improve working conditions and reduce burnout.
5. Outline the components of a Rapid Improvement Event.

Presenter(s): Giang T. Nguyen, MD, MPH, MSCE, FAAFP, Ana Skoryk, FNP, and Mireya Nadel-Vicenz, MD, PhD (Harvard University)
Creating a Gender Affirming College Health Experience

After this session, attendees should be able to:

1. Define common terminology around sex and gender.
2. Describe gender affirming medical and surgical care.
3. Recognize how student health can address gender-based discrimination.
4. Develop a plan for making your institution more gender inclusive.

Presenter(s): Arin Swerlick, MD, MPH, Danielle Bruce-Steele, and Sharon Rabinovitz, MD (Emory University)

College-Based Travel Health: Taking A Deeper Dive

After this session, attendees should be able to:

1. Describe the fundamental elements of Travel Health.
2. Recognize unique elements of IHE international travel health and safety and the importance of incorporating them in IHE travel health services as feasible.
3. Identify valuable general and college-based travel health resources.
4. Create a plan to evaluate and approach Travel Health Service needs at attendees’ individual institutions.

Presenter(s): Catherine Ebelke, BS, PA-C (Montana State University)

Filling the Gap: Establishing, Planning, and Envisioning a Sustainable Wellness Coaching Program

After this session, attendees should be able to:

1. Explain the benefits of health and wellness coaching as a mental health promotion, prevention, and early intervention tool.
2. Identify readiness and resources for implementing a health and wellness coaching program.
3. Outline phases to establish a sustainable evidence-based health and wellness coaching program.
4. Develop a strategic implementation plan for piloting Wellness Coaching within institutional context.

Presenter(s): Jaclyn Hawkins, MEd, MA, NBC-HWC, Nicole Weis, MEd, CWHC, and Sarah Albrecht, MPH, CHES, NBC-HWC (Columbia University)

Building a Community-Centered Infrastructure for Violence Prevention and Harm Reduction

After this session, attendees should be able to:

1. Discuss violence prevention in relation to multi-axis health equity framework.
2. Describe the urgency of centering queer and trans students in health equity.
3. Explain the need for DEI in health equity initiatives related to violence prevention.
4. Apply strategies for advancing health equity amidst pushback.

Presenter(s): Sam Shelton, MA (Iowa State University)

Implementing LARC (Long-Acting Reversible Contraception) Procedures into Your Practice

After this session, attendees should be able to:

1. Describe the efficacy, mechanism of action (pharmacologically), and contraindications for each type of LARC.
2. Outline the steps for each LARC procedure.
3. Practice placing them using simulated models.
4. Discuss the common myths and side effects for each LARC, including short term and long-term problems post procedure.
5. Develop a plan for implementing LARC procedures into your clinic.

Presenter(s): Emily Herndon, MD, Sharon Denny, LPN, Tracy Evans, LPN II, Anu Murthy, MD, Arin Swerlick MD, MPH, Flavia Mercado, MD, and Catrina Wambach, BHA (Emory University)
1:30 PM - 4:30 PM (cont.)

Ethical Considerations in College Health: How to Manage Risk in a Young Adult Population

After this session, attendees should be able to:

1. Describe four pillars of principalism, a common rubric for bioethical decision-making in the US.
2. Describe ethical guidelines for decision-making in those 18 years and older.
3. Define possible stakeholders with interests in managing risk (outside the student themself).
4. Describe cultural considerations that might modify autonomy as an overriding standard.
5. List the 4 elements of decisional capacity.
6. Describe the ethical concept of "settled values."
7. Analyze cases to apply these learning objectives.

Presenter(s): Eleanor Davidson, MD (Case Western Reserve University); Susan Kimmel, MD (The Ohio State University)

Expanding Access to Reproductive Health Services

After this session, attendees should be able to:

1. Discuss core attitudes and values around reproductive health services, including abortion.
2. Discuss impacts of legislation limiting access to reproductive health services, including navigating these restrictions and the changing legal landscape.
3. Apply research on evidence-based practice for reproductive health services.
4. Discuss strategies for expanding capacity for reproductive health services.
5. Describe the process for integrating medication abortion in college health centers.

Integrating Belonging, Well-Being, and Social Justice In the Campus Health Mission

After this session, attendees should be able to:

1. Describe the reasons why belonging, well-being, and social justice are essential to achieving campus health missions.
2. Define core concepts such as health, wellness, well-being, belonging, equity, anti-racism and social justice to establish a shared understanding.
3. Describe paradigm shifts that are critical in college health to achieve desired outcomes relative to student success, employee engagement, and well-being for all.
4. Identify and explore each individual's role in co-creating the institutional conditions necessary to advance a community culture that prioritizes and sustains student and employee well-being.

Presenter(s): Luoluo Hong, PhD, MPH (Georgia Institute of Technology)

Achieving AAAHC Accreditation for College Health, Part II

After this session, attendees should be able to:

1. Identify how other colleges achieved accreditation and the challenges they overcame.
2. Discuss common Student Health Survey deficiencies.

Presenter(s): Joy Himmel, PsyD, MA, BSN (Old Dominion University); Valerie Kiefer, DNP, APRN, ANP-BC (University of Tampa)
WEDNESDAY EVENTS, MEETINGS, & GENERAL SESSIONS

CONNECT. ENGAGE. EXPLORE.

7:00 am - 6:00 pm
Registration

7:30 am - 8:45 am
Newcomers' Orientation: Navigating the ACHA Annual Meeting
Is this your first ACHA Annual Meeting? If so, make sure you join us for this informal networking event. You’ll be surrounded by colleagues who are asking the same questions as you are. And there will be plenty of seasoned meeting veterans on-hand – who remember what their first meeting was like – to help you make the most out of your meeting experience.

9:00 am - 9:45 am
BIPOC Affinity Group Meeting
Facilitators needed! Contact education@acha.org
Affinity groups are spaces where individuals with shared identities come together for discussions and reflections. These spaces are for you to speak about your own identity, not to learn about the racial or ethnic identity of others.

White-Identified Reflection and Action Space
Wherever you fall in the process of practicing anti-racism and deconstructing your whiteness and white privilege, we invite you into this space to explore how we can individually and collectively create a more anti-racist approach within college health and at ACHA.

Nurse Administrators Networking
This is an opportunity for those in the Nurse Administrators Section or looking to explore the section to come together to meet others, network, discuss topics, etc.

College Health and Wellness Consulting
Discussion will cover an overview of the services of the CHWC program. See if a consultation is the right strategy to move your wellness, health, or counseling program forward.

JACH Editors’ Meeting
All current JACH Consulting Editors are encouraged to attend.

LGBTQ+ Affinity Group Meeting
Affinity groups are spaces where individuals with shared identities come together for discussions and reflections. These spaces are for you to speak about your own identity, not to learn about the identity of others.
Wednesday Meetings & Events (Cont.)

10:00 am - 11:30 am
Opening General Session/
Keynote Address
Join your colleagues to hear Keynote
Speaker, Debra Houry, MD, MPH,
Chief Medical Officer and Deputy
Director for Program and Science,
Center for Disease Control and
Prevention. See Featured Events for
more information.

12:00 pm - 1:00 pm
Full Section Meetings
ACHA section meetings are open to
all members of the section.

  Administration Section
  Advanced Practice Clinicians
  Section
  Clinical Medicine Section
  Health Promotion Section
  Mental Health Section
  Nursing Section
  Nurse Administrator Section
  Pharmacy Section

5:45 pm - 6:45 pm
Coalition Meetings
Coalition meetings are open to all
members with an interest in the
topic.

  Campus Safety and Violence
  Coalition
  Integrated College Health
  Coalition
  Student Health Insurance/
  Benefits Plans Coalition

6:00 pm - 7:00 pm
ACHA Opening Reception
Join fellow meeting attendees at the
Opening Reception, where we will
have light appetizers and a cash bar
while we network with our friends
and colleagues in an informal
atmosphere.

7:00 pm - 8:00 pm
ACHA Awards and Fellows
Ceremony
Come celebrate with your colleagues
as we honor the 2024 Award
Recipients and Fellows. See Featured
Events for more information. Name
badges are required for all events.
Wednesday General Sessions

10:00 AM - 11:30 AM

Keynote Address: Protecting Public Health: The Role of Higher Education

After this session, attendees should be able to:
1. Define CDC’s perspective on the role of higher education, including student health and counseling centers, in public health.
2. Outline CDC’s priorities in addressing mental health and its relation to student health.
3. Describe the public health concerns that CDC sees on the horizon concerning college health students.
4. Discuss how CDC thinks the college health community can elevate public health messaging and information.

Debra Houry, MD, MPH (Centers for Disease Control and Prevention)

Funding Opportunities and Strategies for Success with the American College Health Foundation

After this session, attendees should be able to:
1. Describe the different funding opportunities available from the American College Health Foundation.
2. Evaluate options for selecting to which funding opportunity a campus may apply.
3. Review American College Health Foundation requirements and case studies that may help increase opportunities for funding.

Presenter(s): Michael McNeil, EdD, CHES, FACHA (Columbia University)

Diversity, Equity, Inclusion, Justice, and Accessibility (DEIJA) Committee Update

After this session, attendees should be able to:
1. Describe the inception of the DEIJA Committee.
2. Describe the results of the DEIJA data collection efforts.
3. List the recommendations for ACHA DEIJA efforts.

Presenter(s): Padma Entsuah, MPH, and Alic Czachowski, EdD, MPH, CHES (Columbia University); Michele Richardson, MDiv, ThM, MBA (Bowie State University); Kim Webb, Med, LPC, FACHA (Washington University in St. Louis); Daniela Recabarren, PhD (University of North Carolina, Charlotte); Nadine Aktan, PhD, FNP-BC (Rutgers University)

The Changing Landscape of Managing Anaphylaxis

After this session, attendees should be able to:
1. Describe the presentation of anaphylaxis.
2. Identify the preferred medications in the management of anaphylaxis.
3. Discuss alternative forms for epinephrine.

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

1:30 PM - 2:30 PM

Violence Prevention, Harm Reduction, and Community Mobilization in Times of Pushback

After this session, attendees should be able to:
1. Discuss violence prevention in relation to multi-axis health equity framework.
2. Describe the urgency of centering queer and trans students in health equity.
3. Explain the need for DEI in health equity initiatives related to violence prevention.
4. Apply strategies for advancing health equity amidst pushback.

Presenter(s): Sam Shelton, MA (Iowa State University)

Point of Care STI Testing in a College Setting

After this session, attendees should be able to:
1. List the benefits and challenges of setting up Point of Care (POC) testing for STIs.
2. Outline the benefits and challenges of POC testing for the college age population.
3. Discuss the data from the first year of testing.

Presenter(s): Honora Marceau, RN, and LeeAnne Lane, RN (Syracuse University)
Dermatology Biologics 101: Mechanisms, Monitoring, and Management Strategies

After this session, attendees should be able to:

1. Discuss the indications and mechanisms of action of common dermatologic biologic medications.
2. Describe the American College of Rheumatology guidelines related to vaccinations for patients on biologic therapy.
3. Identify when a drug holiday in dermatologic patients receiving biologic therapy may be indicated and evidence-based.
4. Discuss how to resume dosing of biologic treatment after discontinuation.
5. Identify unique logistical considerations for college students on biologic therapies.

Presenter(s): Laura J. Gardner, MD (Emory University)

Relative Energy Deficiency in Sport (RED-S): Identify, Treat, and Prevent

After this session, attendees should be able to:

1. Define RED-S.
2. Describe risk factors for RED-S.
3. Describe the collaborative treatment of RED-S.
4. Provide strategies for prevention of RED-S.

Presenter(s): Catherine O’Neil, MD, FAAFP, and Tanya Williams, MS, RDN, LDN (Bucknell University)

College Student Depression, Anxiety, and Suicide: Institutional Factors and Mitigation Strategies

After this session, attendees should be able to:

1. Assess institutional and societal factors that underlie college student depression, anxiety, suicidal ideation, and suicide.
2. Outline mitigation strategies that can be employed on a college/university specific basis.
3. Develop an implementation plan and leadership framework.

Presenter(s): John D. Catalano, DrPH, MPA (University of North Carolina at Chapel Hill; Molloy University)

Building and Maintaining Healthy Peer Education Programs Through Prioritizing Student-Led Vision

After this session, attendees should be able to:

1. Identify ways to give power and motivation back to the students to create and build a peer education program that is led by student vision.
2. Design a peer education program focused on the strengths of their student communities and campus cultures.

Presenter(s): Lindsey Young, MEd, and Elizabeth Long, BS (University of Dayton)

Understanding the Importance of Tailored Health Education Programming for Black Students

After this session, attendees should be able to:

1. Describe the unique substance misuse prevention needs of black students on college campuses.
2. Explain the process of developing focus group questions and identifying themes for use in creating tailored substance misuse prevention programs.
3. Describe ways to develop partnerships with black student organizations through collaborative discussions on student needs.

Presenter(s): Kenya Harris, MSW (University of Alabama at Birmingham)
How to Build a Well-Being Initiative: Implementing a Community-Engaged Needs Assessment to Develop Campus-Wide Resources and Programming

After this session, attendees should be able to:
1. Describe the elements of a community-based participatory research needs assessment on a college campus.
2. Identify key campus stakeholders to mobilize in the creation of a campus-wide well-being initiative.
3. Prepare a plan to mobilize key campus stakeholders around the prioritization, utilization and support for a campus-wide well-being framework, resources, program.
4. Design an implementation plan and roadmap for conducting a needs assessment on home campuses.

Presenter(s): Andrea Bucciarelli, MPH, Brenna Callahan, MSW, LCSW-CC, Blake Reilly, MSPH, CSAEd-SC, Nick Cooke, MS, ATC, and Molly Newton, MSW (Bates College)

Advancing BIPOC Students’ Mental Health and Well-Being: Implementing the Equity in Mental Health Framework

After this session, attendees should be able to:
1. Describe the ten Equity in Mental Health Framework (EMHF) guidelines for promoting BIPOC student mental health and wellness.
2. Identify at least two strategies that can be developed and implemented on one’s campus.

Presenter(s): David P. Rivera, PhD (Queens College, City University of New York); Cirleen DeBlaere, PhD (Georgia State University)

Informatics for Impact in College Mental Health: SMART Goals, Metrics, KPIs, and More

After this session, attendees should be able to:
1. Define mental health informatics.
2. Describe the strengths and limitations of national mental health and wellbeing benchmarks.
3. Identify SMART goals, metrics, and KPIs.
4. Discuss desired mental health outcomes and what to measure at IHEs with similar characteristics.

Presenter(s): Lindsey Mortenson, MD, Roen Montalva, MS, and Kamara Gardner, MPH (University of Michigan)

Community College Health and Well-Being: A Panel Discussion of the State of Affairs

After this session, attendees should be able to:
1. Describe the scope of health and wellbeing challenges impacting community colleges in the U.S.
2. Discuss the context for three-five community colleges across the U.S.
3. Apply evidence-based and best-practice models in the community college context.

Presenter(s): Thad Mantaro, PhD (Dallas College); Mary Collaro, MSN, RN, NCSN (Tarrant County College District); Ta-Kisha Jones, MBA, CHES®, CHWC (Indiana University-Bloomington)

The Dangers of Fake Pills and Illicit Fentanyl: DEA’s Perspective

After this session, attendees should be able to:
1. Describe the dangers of fentanyl.
2. Discuss why the fentanyl poisoning rates have skyrocketed the past 3 years.
3. Identify fake pills vs. real pills.
4. Identify the resources available to the public.

Presenter(s): Rich Lucey, MA, and Wanda Wiggins, MBA (Drug Enforcement Administration)
Wednesday General Sessions

**Recent Advances in Management of Diabetes and Obesity in Young Adults**

*After this session, attendees should be able to:*

1. Define pediatric obesity and demonstrate the shift in treatment approach.
2. Outline the medications available for management of obesity in children and adolescents.
3. Discuss recent advances in technology and pharmacology for management of diabetes in children and adolescents.

*Presenter(s): Shruthi Arora, MBBS (Emory University)*

**Clinical Medicine Journal Club: A Review of the Literature**

*After this session, attendees should be able to:*

1. Apply knowledge of recent journal publications to clinical practice in college health.
2. Evaluate recent journal articles for validity of content, including external application of the knowledge to daily practice.
3. Implement changes immediately into current practice models.

*Presenter(s): David Reitman, MD, MBA (American University); Cheryl Flynn, MD, MA, MS (Mount Holyoke College); Arthi Krishnan, MD, FAAP (Southern Methodist University); James Huang, MD, FAAFP (Gallaudet University)*

**The Continued Changing Landscape: An Update from the ACHA Reproductive Rights Task Force**

*After this session, attendees should be able to:*

1. Discuss the task force’s work with the ACHA Advocacy Committee to monitor legislative changes in each state.
2. Discuss task force guidance supporting student’s reproductive health and services surrounding in the aftermath of the Dobbs decision.
3. Discuss strategies to increase data regarding access to reproductive health services and the impact on student health.
4. Discuss next steps and future work for the task force.

*Presenter(s): Marian Trattner, MSW (Wake Forest University); Joanne Brown, DNP, APRN, WHNP-C, FNP-C (University of Kentucky, retired); Julia Matthews, MSN, MPH (Bentley University); Sharon Rabinovitz, MD (Emory University); Eleanore Kim, MD (University of California, Berkeley)*

**Implementing Insurance Billing in College Health: Building and Maintaining a Successful Program**

*After this session, attendees should be able to:*

1. Implement successful strategies for building and implementing student health insurance plans.
2. Develop performance metrics.
3. Evaluate strategies for commercial billing, contracting, and navigating out of network insurances.

*Presenter(s): Perla Andrade, NCMA, and Leelee Kates, MHA, Med (Pacific University); Sara Hayden Parris, MHA (Iowa State University)*

**Nursing Competencies**

*After this session, attendees should be able to:*

1. Discuss the need for nursing competencies.
2. Identify appropriate nursing skills for competencies.
3. List appropriate resources for evidence supported practices.
4. Create a standardized competency format for administration.

*Presenter(s): Jackie Hop, DNP, MBA, MSN, BSN (University of Central Florida)*

**Ethical Considerations of Mental Health Screening in Postsecondary Students**

*After this session, attendees should be able to:*

1. Discuss major ethical considerations associated with universal mental health screening in college student populations.
2. Evaluate practical considerations involved in implementing mental health screening on college campuses.
3. Describe Interactive Screening Program (ISP; American Foundation for Suicide Prevention) anonymous screening tool and its evidence base in college populations.
4. Describe the epidemiology of suicide on college campuses.

*Presenter(s): James Aluri, MD (Johns Hopkins University School of Medicine); Brittany P. Boyer, PhD, and Susan Hochman, MPH (The University of Texas at Austin); Michele Richardson, MDiv, ThM, MBA (Bowie State University)*
3:00 PM - 4:00 PM (cont.)

Building Momentum Across Generations: Leveraging the Power of Gen Z

After this session, attendees should be able to:
1. Describe distinguishing characteristics of Generation Z versus previous generations (Millennial, Generation X and Baby Boomers).
2. Identify Generation Z characteristics as they apply to the 9 Dimensions of Wellbeing model.
3. Discuss strategies for effectively engaging Generation Z in health promotion practices.

Presenter(s): Monica Webb, BSHSE, MPH, PhD, and Veronica Casce, BFA (University of Florida)

The Roles of Campus Environment in Student Health

After this session, attendees should be able to:
1. Develop an understanding of the health-significant roles of the campus environment (built and natural environments).
2. Articulate the impact of COVID-19 on the mental health and wellbeing of college students and the potential mediating roles of the campus environment.
3. Consider the geospatial distribution of campus green spaces from the campus planning and environmental justice perspectives.

4. Discuss specific elements and features of the campus environment that can contribute to promoting students' physical and mental health.

Presenter(s): Chanam Lee, PhD, MLA, Sungmin Lee, PhD, Li Deng, MLA, Yizhen Ding, MLA, and Galen Newman, PhD (Texas A&M University)

Building Wellness Cultures and Structures to Improve Population Health Outcomes

After this session, attendees should be able to:
1. Describe best practices to improve population health outcomes, a positive ROI, and “Value on Investment” in universities.
2. Identify strategies to build a comprehensive model and culture of well-being that improves student and faculty and staff health and well-being outcomes.
3. Develop innovative strategies on how to advance a wellness program in an academic institution.

Presenter(s): Megan Amaya, PhD, CHES, NBC-HWC, and Bernadette Melnyk, PhD, APRN-CNP, FAANP, FNAP, FAAN (The Ohio State University)

4:30 PM - 5:30 PM

Journeying Down the Road to Integrated Health, Counseling, and Wellness Services

After this session, attendees should be able to:
1. Discuss the benefits of integrated health programs with administrators and staff.
2. Discuss the steps needed to successfully implement integrated health, counseling and wellness services.
3. Outline the steps toward evaluating existing integrated services.

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

nPEP, PrEP, and Doxy PEP – the 5 W’s Answered

After this session, attendees should be able to:
1. Identify options for pre and post exposure prophylaxis to STIs.
2. Execute clinical protocols to prevent the transmission of HIV and STIs using clinical case studies.

Presenter(s): James Huang, MD, FAAFP (Gallaudet University)
Building and Sustaining a Culture of Health Program Evaluation

After this session, attendees should be able to:
1. Review the benefits of process and outcome evaluation.
2. Describe the four key stakeholder lenses for evaluation.
3. Compare two major models of evaluation planning.
4. Evaluate opportunities for applying strategies at your institution.

Presenter(s): Michael McNeil, EdD, CHES, FACHA, and Alic Czachowski, EdD, MPH, CHES (Columbia University); La’Tesha Hinton, MSPH, CHES (Tulane University); Mica Harrell, MA, CHES (University of Alabama–Birmingham); Shelly Sloan, MS, CHES (SUNY-Oswego)

An Entrepreneurial Approach to Funding Student Health Services

After this session, attendees should be able to:
1. Identify potential service offerings that can generate revenue and/or decrease expenses.
2. Design a fee schedule that both takes advantage of a campus’ student health insurance program and retains a portion of premiums for local use.
3. Develop access plans that allow a low-cost alternative for students who waive SHIP or for student health centers that do not bill insurers.

Presenter(s): John Bollard, MA (University of California, Santa Cruz)

Understanding and Treating Test Anxiety

After this session, attendees should be able to:
1. Define test anxiety and its two components.
2. Recognize the components of effective interventions for test anxiety.
3. Implement interventions to address test anxiety.
4. Discuss alternative or adjunct interventions for test anxiety.

Presenter(s): Mansi Mehta, PhD (Emory University)

Implementing a Comprehensive Approach to Support Student Mental Health: The Impact on Student Outcomes and Systems Change

After this session, attendees should be able to:
1. Describe a comprehensive, public health approach to promoting student mental health.
2. Implement strategies for measuring systems’ changes that promote student mental health.
3. Describe how to measure the impact of system’s change on student outcomes.

Presenter(s): Nance Roy, EdD (The Jed Foundation)

Adapting a Community Health Organizer Role to a University Setting: Results from a 3-Year Evaluation

After this session, attendees should be able to:
1. Summarize the key measures used in the community health organizer (CHO) evaluation.
2. Articulate trends observed from the three-year evaluation results.
3. Assess student engagement program evaluations in use at one’s institution.

Presenter(s): Andrea Moore, MCG, Noemi Mendez, MPH, and Sarah Hong, MPH, MIA (University of Southern California)

SUNY Student Telepsychiatry Network (STPN): Addressing Barriers to Receiving Specialist Psychiatric Care

After this session, attendees should be able to:
1. Recognize the barriers to accessing timely and high-quality psychiatric care experienced by college students.
2. Describe how the SUNY Student Telepsychiatry Network (STPN) has facilitated access to psychiatric services and improved student mental health.
3. Discuss challenges in establishing, operating and sustaining a state-wide provider network for a large public university system.

Presenter(s): Christopher Lucas, MD, MPH, and Brooke Donatona, PhD, LCSW (Upstate Medical University)
Cannot Miss Emergent Diagnoses in the Student Health Population

After this session, attendees should be able to:

1. Describe common presenting complaints at student health urgent care settings.
2. Outline a differential diagnosis of each common complaint based on analysis of the clinical presentation.
3. Recognize emergent diagnoses that require referral to the emergency department.

Presenter(s): Lauren Alexander, MD (Point Loma Nazarene University)

Latent Tuberculosis Infection: Testing and Treatment Guidelines

After this session, attendees should be able to:

1. Identify the basic screening requirements for all incoming college health students from high TB prevalence areas.
2. Explain how to manage positive tests.
3. Outline recommendations for documentation of LTBI treatment, declination of treatment, and treatment tracking.

Presenter(s): Anu Murthy, MD, Melanie Thomas, RN, and Flavia Mercado, MD (Emory University)

ACHA Advocacy and Government Relations Update from the Advocacy Chair and CEO

After this session, attendees should be able to:

1. Name three advocacy issues ACHA is working on at the Federal level.
2. Name two advocacy issues ACHA is working on at the state level.
3. Name three ways that ACHA members can support advocacy efforts.

Presenter(s): James Wilkinson, MA, CAE (American College Health Association); Mari Ross-Alexander, PhD, LPC-MHSP, PCS (University of South Carolina); Jason Marmon, JD (Active Policy Solutions LLC)
THURSDAY EVENTS, MEETINGS, & GENERAL SESSIONS

CONNECT. ENGAGE. EXPLORE.

6:00 am – 7:00 am
Fun Run/Walk

Morning Mindful Yoga

7:00 am
Opening Breakfast with Exhibitors

7:00 am - 8:00 am
Women of Color Networking

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

7:00 am - 5:00 pm
Registration

7:00 am – 4:00 pm
Exhibit Hall Open

Take time to visit the busy Exhibit Hall, where more than 80 companies will display their health-related products and services. Badges required.

Poster Displays

Check out the innovative research and programs being conducted on campuses around the country, as featured in more than 50 posters. Poster presenters will be available for questions during session breaks.

7:15 am - 10:30 am
American College Health Foundation Awards Breakfast and Donor Recognition Program

12:00 pm - 1:00 pm
Full Affiliate Meeting

ACHA affiliate meetings are open to all members of the affiliate.

Central College Health Association
Mid-America College Health Association
Mid-Atlantic College Health Association
New England College Health Association
New York State College Health Association
North Central College Health Association
Ohio College Health Association
Pacific Coast College Health Association
Rocky Mountain College Health Association
Southern College Health Association
Southwest College Health Association

8:00 am – 5:00 pm
Individual Mentoring Sessions

Advance sign-up required. If you have questions about your mentoring session, go to the ACHA Speaker and CE Support booth in the meeting registration area.
Thursday Meetings & Events (Cont.)

**4:15 pm – 5:15 pm**

**BIPOC Affinity Group Meetings**
Facilitators needed! Contact education@acha.org
Affinity groups are spaces where individuals with shared identities come together for discussions and reflections. These spaces are for you to speak about your own identity, not to learn about the racial or ethnic identity of others.

**White-Identified Reflection and Action Space**
Wherever you fall in the process of practicing anti-racism and deconstructing your whiteness and white privilege, we invite you into this space to explore how we can individually and collectively create a more anti-racist approach within college health and at ACHA.

**LGBTQ+ Affinity Group Meeting**
Affinity groups are spaces where individuals with shared identities come together for discussions and reflections. These spaces are for you to speak about your own identity, not to learn about the identity of others.

**AVP/AVC Networking**
If you are the individual overseeing health and well-being on your campus (student health, health promotion, counseling...), please join other health and well-being leaders for a networking meeting. We’ll be discussing current topics and relationship building primarily for folks in these roles at their given institutions.

**Lookout Mountain Group**
The Lookout Mountain Group (LMG) is an informal group of college health leaders who think strategically about best practices and innovations in college health. Anyone interested is welcome to attend.

**Health Promoting Universities Group**
The Health Promoting Universities Group is eager to foster deeper connections with our colleagues by organizing a dedicated hour for face-to-face interaction. This presents a valuable opportunity for our community to come together physically, transcending the virtual space we typically inhabit. In a similar vein, the Health Promoting Campuses extend a warm invitation to all network members and those aspiring to join, encouraging them to participate in a vibrant meet-and-greet networking session. This event promises engaging conversations aimed at sharing insights and experiences in our collective health promotion journey, guided by the principles outlined in the Okanagan Charter Framework. Your active involvement in these discussions will undoubtedly contribute to the collaborative and dynamic spirit of our shared mission.

**6:30 pm - 8:30 pm**

**World of Coca-Cola Tour**
Join your colleagues on an exclusive tour just for ACHA at the World of Coca-Cola! It’s a great way to meet new people, relax with old friends, or treat your staff to a fun experience! Be sure to get a picture with the iconic Coca-Cola polar bear!

Tickets required and can be purchased here.
Thursday General Sessions

**8:00 AM - 9:30 AM**

Create Community: Organizing White Folx to Expand Capacity for Antiracist Practice

*After this session, attendees should be able to:*

1. Name two approaches to anti-racist work with white folx.
2. Describe two strengths of beginning ant-racist work in white spaces.
3. Identify two practices to build community for white people to implement anti-racist strategies.

*Presenter(s): Joleen M. Nevers, MAEd, CHES, CSE, CSES (University of Connecticut); Kelly Gorman, MSc (University of Albany) Marian Trattner, MSW (Wake Forest University)*

Medical Grand Rounds

*After this session, attendees should be able to:*

1. Identify key history components in working through a complex case as well as strategies for eliciting said history.
2. Identify key physical exam and other objective data collection (lab work, imaging, etc.) components in working through a complex case.
3. Demonstrate increased capacity for creating and ranking differential diagnoses.

*Presenter(s): Davis Smith, MD (University of Connecticut)*

**Oral Emergency Contraception: An Efficacy and Regulatory Update**

*After this session, attendees should be able to:*

1. Explain the mechanism of action for available oral emergency contraception (EC) products as supported by current research.
2. Interpret the evidence available regarding EC efficacy, including for special populations.
3. Explain the legal regulations surrounding patient purchase of oral EC.

*Presenter(s): Rebecca H. Stone, PharmD, BCPS, BCACP, FCCP (University of Georgia)*

**Allergy Potpourri – An Evidence-Based Q&A**

*After this session, attendees should be able to:*

1. Describe the most recent literature on the management of atopic conditions.
2. Discuss recently approved medications for the management of atopic conditions.

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

**Preventing Drug Misuse Among College Students: The Importance of Strategic Planning and Diversity, Equity, and Inclusion**

*After this session, attendees should be able to:*

1. Describe current drug use rates among college students.
2. Describe DEA’s updated strategic planning guide to preventing drug misuse among college students.

*Presenter(s): Rich Lucey, MA (Drug Enforcement Administration); Allison Smith, PhD (Louisiana Board of Regents)*

**A Self-Screening Tool with Tailored Resources for Stress Reduction and Improving Well-being**

*After this session, attendees should be able to:*

1. Describe best practices utilized to assess for stress and mental health and well-being.
2. Identify how the web-based platform tailors evidence-based resources dependent on different values of visitors’ scores on six mental health topics.

*Presenter(s): Sharon Tucker, PhD, RN, APRN-CNS, PMHCNS-BC, NC-BC, EBP-C, F-NAP, FAAN, Bernadette Melnyk, PhD, APRN-CNP, FAANP, FNAP, FAAN, and Laurel Van Dromme, MA (The Ohio State University)*
Thursday General Sessions

8:00 AM - 9:30 AM (cont.)

The Role of AVC/ AVP in Health and Well-Being

After this session, attendees should be able to:
1. Describe the role of AVP/AVC of health and well-being.
2. Describe various organizational structures among health and well-being units.
3. Describe the pathways that lead to this role.
4. Describe challenges of this role.

Presenter(s): LaNika Wright, PhD, WHNP, SANE (East Carolina University); Kevin Shollenberger, MED (Johns Hopkins University); Alexis Travis, PhD (Michigan State University); Chris Smith, MPH (University of North Carolina at Charlotte); Erin Baldwin, MHA, MPH, FACHE (Iowa State University)

Connected College Health Network Update

After this session, attendees should be able to:
1. Describe progress in CCHN development over the last year.
2. Describe results from the IPS and trends in the findings over the last five academic years.
3. Identify ways CCHN can be used to benchmark programs and services as measured in the IPS.

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

All Bets Are Off: A Clinician's Role in Addressing Collegiate Problem Gambling

After this session, attendees should be able to:
1. Describe current trends in gambling behaviors among college students and the intersection between gambling and substance misuse.
2. Identify evidence-informed or evidence-based strategies that help prevent problem gambling and substance misuse on college campuses, including approaches that address common barriers.
3. Explain how a comprehensive prevention approach can integrate problem gambling work into the existing prevention, intervention, and recovery ecosystem on campus using the Strategic Prevention Framework.

Presenter(s): Cindy Clouner, MPH, and Jim Lange, PhD (Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery); M. Dolores Cimini, PhD (University at Albany); Jessica Martin, PhD (The Research Foundation for SUNY) Jaclyn Webber, MA (Towson University)

Implementing Trauma-Informed Care in a Student Health Service: An Interdisciplinary Approach

After this session, attendees should be able to:
1. Explain how adversity (including racial trauma and discrimination) experienced during critical periods in childhood can impact ACE scores and health outcomes.
2. Describe SAMHSA’s framework for creating a Trauma Informed Care Workplace.
3. Outline the three foundational areas of focus for Trauma-Informed Care transformation in student health services.

Presenter(s): Deirdre Logan, MD, Megan Ensley, MA, Suad Kapetanovic, MD, Lisa Richardson, MD, and Jessica Beale, PsyD (Keck School of Medicine of University of Southern California); Patty Pinanong, MD, and Deborah Schleicher, PsyD (University of Southern California)

A Changing Landscape: Student Health Center Revenue Models -- Finding the Right Mix to Survive

After this session, attendees should be able to:
1. Recognize the changing legacy of student health centers over the years.
2. Identify alternative sources of revenue to fund operations.
3. Apply actionable ratios for multiple revenue streams.
4. List three roadblocks to pursuing alternative funding.

Presenter(s): Patrick Haines, MBA, CMPE, CHC (University of California)

Schedule subject to change.
Thursday General Sessions

10:00 AM - 11:30 AM

College Health and Public Safety Partnership: Naloxone Training Saves Lives

After this session, attendees should be able to:
1. Explain the importance of establishing an Opioid Overdose Prevention Program on a college campus.
2. Describe the processes, successes, and challenges of implementing an opioid education and naloxone training program.
3. Identify the benefits of equipping campus public safety officers with opioid education and naloxone kits.

Presenter(s): Michael McNeil, EdD, CHES, FACHA and Matthew Childress, BA (Columbia University)

Combatting the Devastating Impact of Loneliness on College Students

After this session, attendees should be able to:
1. Describe the loneliness epidemic and its consequence on mental and physical health of college students.
2. Describe strategies to address loneliness in diverse populations.
3. Describe research-based strategies to address loneliness among college students.
4. Discuss the current state of loneliness related interventions on college campuses.
5. Identify potential strategies for your institution.

Presenter(s): Ryan Patel, DO, FAPA, Leisha Chiles, PsyD, MA, Darreon Greer, PhD, MA, and Alexandra Alayan, MA, MS (The Ohio State University)

Using a Trauma-Informed Approach When Developing a Medical Chaperone Policy

After this session, attendees should be able to:
1. Describe trauma-informed care principles.
2. Apply trauma-informed care principles to a medical chaperone policy.

Presenter(s): Erika Enk, CNM, MSN, MPH, Jamie Temple, MSCP, and Shaina Murtaugh, PA-C (University of Wisconsin-Madison)

Overview of HIV PrEP and PEP

After this session, attendees should be able to:
1. Recognize epidemiological patterns that depict disparities in HIV acquisition across geographic and demographic categories.
3. Evaluate ongoing advocacy efforts to improve HIV PrEP and PEP access and utilization.

Presenter(s): Kenric Ware, PharmD, MBA, AAHIVP (Mercer University College of Pharmacy)

JUHA Session: Best Practices of Student Counseling in Three Different Countries (Japan, Canada, and the US)

After this session, attendees should be able to:
1. Describe the friendship between JUHA and ACHA.
2. Describe the current context of student mental health in U.S.
3. Describe the current context of student mental health in Canada.

Presenter(s): Katsumi Nakagawa, MD, PhD, JD (Ritsumeikan University); Ryo Horita, PhD CPP, CP (Gifu University); Yuko Yamada, PhD, CPP, CP (Kitasato University); Marcus Hotaling, PhD (Union College); Joyce DeWitt Parker, PhD (University at Albany); Andrea Levinson, MD, MSc, FRCPC (The University of Toronto); Sandra Koppert (Mental Health Commission of Canada)

The Many Uses of the Council for Advancement of Standards to Create, Implement, and Assess Programs and Services

After this session, attendees should be able to:
1. Describe at least two applications of the CAS Standards.
2. Outline the CAS program review steps.
3. List at least two resources for CAS users.
4. Recognize ACHA CAS representatives and how to get involved with CAS.

Presenter(s): Stacy Andes, EdD (Villanova University); Alic Czachowski, EdD, MPH, CHES (Columbia University)
Thursday General Sessions

10:00 AM - 11:30 AM (cont.)

Elevating the Mental Health of Faculty and Staff: Diving into the Data

After this session, attendees should be able to:

1. Identify trends and key data points in the mental health and well-being data for faculty and staff.
2. Discuss current approaches and strategies that institutions are utilizing to address mental health and well-being.
3. Develop a draft plan to take back to their institution to begin work on this project.

Presenter(s): Faith DeNardo, PhD, CHES (Bowling Green State University); Lori Dewald, EdD, ATC, MCHES, F-AAHE (Southern Illinois University-Carbondale); Marguerite O’Brien, MSW (Coastal Carolina University); Nikki Brauer, MS, CHWC, COEE, CWPM (Illinois State University)

Administration Section Hot Topics

After this session, attendees should be able to:

1. Identify new ideas, skills or practice strategies to consider for their own university operation.
2. Identify like university systems based on varying measures, including but not limited to size, funding models, university collaborations, and staffing models.
3. Identify colleagues and systems that are similar, for reference for sharing ideas to advance college health initiatives.

Presenter(s): Sara Nimmo, MBA, 1SG (USAR Ret.) (Missouri State University)

HP Hot Topics: Sharing our Stories and Advocating for our Worth as College Health Promotion Practitioners

After this session, attendees should be able to:

1. Describe the dynamics around the ways that health promotion is conceptualized and situated within the broader college health landscape.
2. Describe obstacles that health promotion practitioners experience at campuses when advocating to advance the field of health promotion around best practices or current health topics.
3. Describe successes that health promotion practitioners experience at campuses when advocating to advance the field of health promotion around best practices or current health topics.

Presenter(s): Marian Trattner, MSW (Wake Forest University); Raphael Florestal-Kevelier, PhD, MPH (University of Illinois Chicago); Kelly Gorman, MSc (University of Albany); Latoya Odunuyi, MPH (The University of Texas at Arlington)

Preparedness for Infectious Disease Events in Institutes of Higher Education

After this session, attendees should be able to:

1. Describe everyday actions & additional interventions that IHEs can take to help prepare for future infectious disease events.
2. Describe the benefit of improved ventilation and considerations for implementation.
3. Describe strategies for improving vaccination rates and combating hesitancy.

Presenter(s): Susan Hocevar Adkins, MD (CDC/ORR/DRRS); Sarah Meyer, MD, MPH (CDC/NCIRD/ISD); Cria Perrine, PhD (CDC/NCIRD/CORVD)

Enhancing Staffing, Quality, and Flexibility in Programming to Boost Student Retention

After this session, attendees should be able to:

1. Recognize how theories such as Self-Determination Theory and the Transtheoretical Model Stages of Change guide innovative health and wellness programming efforts.
2. Identify strategies for creating and sustaining intentional student support.
3. Develop cross-divisional collaborations to assist with resource management, onboarding opportunities, and assessment.

Presenter(s): Michelle Kelly, PhD and Amy Allison, MS, CWP (Texas Woman’s University)

Updates in Cervical Cancer Screening: Special Populations and HPV Based Testing

After this session, attendees should be able to:

1. Explain the principles behind the ASCCP cervical cancer screening and management guidelines.
2. Discuss cervical cancer screening in three specific populations: young age (21-25 years old), immunocompromised patients, and those that have never or rarely been screened.
3. Discuss the rationale behind HPV testing alone and its potential uses in special populations.

Presenter(s): Emily Herndon, MD, and Anu Murthy, MD (Emory University)
Thursday General Sessions

1:30 PM - 2:30 PM

Into the Deep: An In-depth Look at Student Health Insurance Benefit Plan Issues, Cost Drivers, and Program Benefits Through the Lens of the ACHA Standards for Insurance

After this session, attendees should be able to:
1. Describe the ACHA SHIBP standards.
2. Evaluate program structure to support standards.
3. Discuss administrative skills needed to support the standards.

Presenter(s): Liebe Meier, MHA, MBA (Cornell University); Doug Koyle, MA (Ohio Wesleyan University)

The Mainstreaming of Rough Sex and Sexual Choking/Strangulation: Implications for Consent, Violence Prevention, and College Students’ Physical and Mental Health

After this session, attendees should be able to:
1. Identify how young adults’ conceptualizations of rough sex have changed over the past decade.
2. Describe the prevalence and frequency of sexual choking/strangulation among young U.S. adults, with a focus on college students.
3. List three health consequences of sexual choking/strangulation.
4. Describe implications for sexual consent and sexual violence prevention efforts.

Presenter(s): Debby Herbenick PhD, MPH (Indiana University)

Health Literacy and Student Success: Strategies for Supporting Individual and Organizational Health Literacy

After this session, attendees should be able to:
1. Describe the effects of poor health literacy on student wellness and success.
2. Assess their institution’s organizational health literacy to improve patient care and outcomes.
3. Identify existing resources to promote digital health literacy in their campus communities.
4. Discuss lessons learned from a first-year studies health literacy module pilot program.

Presenter(s): Carman North, MPH, CPH (University of Tennessee, Knoxville); Tess Kucera, MPH, MS, CHES (University of New Hampshire)

Infection Prevention and Control Essentials for College Health Centers

After this session, attendees should be able to:
1. Explain the foundations of infection control.
2. Discuss important steps to implementing an infection prevention (IP) program.
3. Describe how to incorporate IP into clinical practice.

Presenter(s): Angie Ghanem-Uzqueda, PhD, MPH, CIC, Bobby Cong, BA, and Raul Pedraza (University of Southern California)

Strategies for Assessing and Supporting Student Sleep: Implications for Academic Success, Equity, and Mental Health

After this session, attendees should be able to:
1. Understand the RU-SATED model of sleep health.
2. Identify the major drivers of poor sleep health in the higher education community.
3. Identify ways to assess and promote sleep health across multiple departments.

Presenter(s): J. Roxanne Prichard, PhD (University of St. Thomas)

Red Eye in Primary Care

After this session, attendees should be able to:
1. Treat conjunctivitis.
2. Treat corneal abrasions and corneal ulcers.
3. Treat blepharitis, dry eye, and hordeolum.

Presenter(s): Dina Kakish, OD, FAAO (University of Michigan)
Thursday General Sessions

1:30 PM - 2:30 PM (cont.)

Gender-Based Violence on Community Colleges: Policy Implications and Considerations

After this session, attendees should be able to:
1. Identify key factors influencing the landscape of Gender-Based Violence within community colleges.
2. Discuss the appropriateness of generalizing victimization experiences across student populations.
3. Evaluate policy influences and strengths.

Presenter(s): Kamilla Bonnesen, MPH (Georgia State University); Meredith Smith, JD, MS, Ed (Rankin Climate); Jaray Mazique, EdD (Spelman College)

Leveraging Podcasts to Increase Engagement with Our Student Community

After this session, attendees should be able to:
1. Describe the technical preparation to produce a podcast.
2. Explain our process of planning and implementing episodes.
3. Create a marketing plan and identify distribution platform.

Presenter(s): Jennifer Carson, MS, and Matt Schrock, (University of Illinois at Urbana-Champaign)

ACHA Guidelines: Best Practices for Collegiate Intramural, Club, and Recreational Sports

After this session, attendees should be able to:
1. Recognize health disparities in intramural, club, and recreational sports, when compared to NCAA athletics.
2. Describe six categories that will aid in minimizing risk and maximizing the health of student athletes.

Presenter(s): Douglas Marania, MD (Stanford University); Rae Everson, MS, AT, CES, PES (U.S. Council for Athletes' Health)

What We Learned from Our Students: Empowering BIPOC and LGBTQ+ Youth to Create Campus Mental Health Resources

After this session, attendees should be able to:
1. Describe the significance of centering mental health resources around diverse student populations.
2. Demonstrate how student involvement in resource development enhances their overall efficacy, while promoting their mental health needs in and beyond the counseling and student health centers to the broader campus.
3. Discuss the distinctive mental health requirements, associated stigmas, and access impediments encountered by BIPOC and LGBTQ+ students in higher education.
4. Identify strategies for addressing these requisites via tailored outreach and support initiatives.

Presenter(s): Markie Pasternak, MSEd (Active Minds Inc)

Hands, Shoulders, Elbows, Toes -- Musculoskeletal Care for the Rock Climber

After this session, attendees should be able to:
1. Outline basic rock-climbing terminology that a clinician would need to take an adequate history from an injured climber.
2. Discuss the most common injuries seen in the recreational climber, including mechanism of injury, exam findings, and steps for further evaluation, and basics of treatment.

Presenter(s): John Breck, DO, CAQSM (University of Colorado at Boulder)
Thursday General Sessions

3:00 PM – 4:00 PM

Hip Pain: A Multidisciplinary Approach to Evaluation, Diagnosis, Management, and Prevention in an Academic Dance Program

After this session, attendees should be able to:
1. Provide background and history of dance medicine
2. Identify normal hip anatomy and function with emphasis on the unique biomechanics of dance.
3. Describe common pain patterns, associated risk factors, and differential diagnosis of prevalent pathologies.
4. Outline treatment and management for hip pain and injuries in the specific dance population.

Presenter(s): Chad Wagner, MD, CAQ PCSM, RMSK, and Emily Eckman, MS, LAT (University of Wisconsin-Madison)

Pharmacy Hot Topics: Discussion of Vitamin D and Iron Supplements in College Athletics

After this session, attendees should be able to:
1. Describe the function, properties, deficiencies, toxicity, and therapeutic uses of Ferritin for NCAA athletes.
2. Describe the function, properties, deficiencies, toxicity, and therapeutic uses of Vitamin D for NCAA athletes.
3. Implement a partnership with athletics on campus concerning Ferritin and Vitamin D and NCAA recommendations.

Presenter(s): Heidi Orth, PharmD, and Jacob Frady, MD (University of North Carolina Wilmington)

Utilizing Healthcare Equality Index (HEI) Certification to Address LGBTQ+ Health Disparities at Your Student Health Center

After this session, attendees should be able to:
1. Explain the mission/purpose of the Human Rights Campaign Healthcare Equality Index (HRC HEI) certification process, and analyze literature/research addressing equity gaps and health disparities in the LGBTQ+ community.
2. Review the battery of HRC HEI inspired programs and services implemented at the UCLA Student Health and Wellness Center with an emphasis on gender affirming case management.
3. Identify current programs and services that could contribute to HRC HEI certification of your student health center.

Presenter(s): Curtis Wiseley, PsyD, LPCC, and Trevor Yuhas, PsyD, HSPP (DePauw University); Michael Latta, PhD (Rose-Hulman Institute of Technology); Melissa Grinslade, MSW, LCSW (Saint Mary-of-the-Woods)

Introduction to Health at Every Size

After this session, attendees should be able to:
1. Identify shared risk factors for eating disorders and weight gain.
2. Compare the health at every size (HAES) approach with the traditional medical model.
3. Integrate the HAES principles into your practice.

Presenter(s): Sunshine Orta, PA-C, MPAS, and Jamie Mehringer, MD, FAAP (University of Rochester); Jennifer Haefele, RDN, CDN, CEDS-S (RDN Jen); Veronica Everett, MSW, LICSW (Boston Childrens Hospital/University of Massachusetts-Amherst)

MINDful College Connections: An Innovative, Partnership Approach to Student Mental Health

After this session, attendees should be able to:
1. Identify opportunities for cross-institutional collaboration to support student mental health.
2. Explain how counseling center staff can become shared resources across a consortium.

Presenter(s): Curtis Wiseley, PsyD, LPCC, and Trevor Yuhas, PsyD, HSPP (DePauw University); Michael Latta, PhD (Rose-Hulman Institute of Technology); Melissa Grinslade, MSW, LCSW (Saint Mary-of-the-Woods)

Lumps, Bumps, and Masses: Identifying Benign Breast Disease in the College Health Setting

After this session, attendees should be able to:
1. Identify the different modalities used to detect breast abnormalities.
2. Discuss common breast pathology that could be seen in a college health setting.
3. Discuss current genetic recommendations regarding family history of breast cancer.

Presenter(s): Kristen Donaldson, PA-C, and Ashton Strachan, DNP, FNP-c, WHNP-BC, APRN (Georgia Institute of Technology)
Thursday General Sessions

3:00 PM – 4:00 PM (cont)

Pet Therapy: A Pawsitive Effect

After this session, attendees should be able to:
1. Define animal assisted intervention.
2. Implement animal assisted intervention.
3. Identify characteristics of animal assisted intervention teams.
4. Analyze perceived benefits of animal assisted therapy.

Presenter(s): Amy Allison, MS, CWP, and Rebekah Lescenski-Bromley, CPE, CWWS (Texas Woman’s University)

Igniting the Heart Fire in Student Wellness by Honoring Indigeneity Through Cultural Humility and Transformative Decolonization

After this session, attendees should be able to:
1. Describe the Cultural Humility Approach.
2. Define transformative decolonization.

Presenter(s): Seapieces Marsland, BSW, MSW, RSW, and Jocelyn Orb, BScN, MA (University of Saskatchewan)

The Mental Health Assistance and Response Team: Partnering with Campus Law Enforcement for Clinician-Led Welfare Checks

After this session, attendees should be able to:
1. Identify four prerequisites to successful implementation of a law enforcement/mental health partnership.
2. Select a list of questions from which standard operating procedures will be generated.
3. List three ways to avoid or overcome misunderstandings or surprises between the mental health and law enforcement organizations.

Presenter(s): Beth Kebschull, LCSW, Xonielle Jordan, LCSW, and Broderick Leaks, PhD, MHA, MAT (University of Southern California); Edgar Palmer (University of Southern California, Department of Public Safety)

Emotional Intelligence (EI) and Leadership: Strengthening Your EI and Developing Your Team

After this session, attendees should be able to:
1. Describe the fundamental domains of emotional intelligence.
2. Analyze emotional intelligence for individuals and teams.
3. Develop a basic “emotional intelligence development plan” for leaders and teams.

Presenter(s): Kristiana Holmes, DNP, APRN, FNP-BC (Whitworth University); Felix F. Pizzi, MEd, LCMHC, CCMHC (Southern New Hampshire University)

Voices of Students in Crisis: Interviews with College Students Hospitalized for Psychiatric Crises and Implications for Administrators and Clinicians

After this session, attendees should be able to:
1. Discuss five student developmental/psychosocial theories that may influence student experiences with psychiatric hospitalization.
2. Interpret the primary themes identified from student hospitalizations regarding their experiences pre, during, and post hospitalization.
3. Discuss three potential avenues for modifying the student hospitalization process.

Presenter(s): Erin Morpeth-Provost, PhD, NCC (Florida State University)

Data from the 2022 Sexual Health Services Survey

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 CY2022 SHSS.
3. Describe at least one-two best practices to improve sexual health services.

Presenter(s): Suzanne Swierc, MPH, CHES (Ball State University); Robbie Stines, DNP, APRN, FNP-BC (School of the Art Institute of Chicago); Lauren Cordova, MSED (University of Pennsylvania); Nancy Gentry Russell, DNP, MSN, FNP-BC (Johns Hopkins University)
FRIDAY EVENTS, MEETINGS, & GENERAL SESSIONS

CONNECT. ENGAGE. EXPLORE.

6:00 am – 7:00 am
Morning Meditation

7:00 am
Continental Breakfast with Exhibitors

7:00 am - 5:00 pm
Registration

7:00 am – 3:15 pm
Poster Displays
Check out the innovative research and programs being conducted on campuses around the country, as featured in more than 50 posters. Poster presenters will be available for questions during session breaks.

7:00 am – 1:30 pm
Exhibit Hall Open
Take time to visit the busy Exhibit Hall, where more than 80 companies will display their health-related products and services. Badges required.

7:00 am - 8:00 am
Rising and Current Volunteer Leader Coffee Hour
All meeting attendees are welcome to attend this informal meet and greet with current board of directors and volunteer leaders within ACHA. Speak with current ACHA leaders about their roles within ACHA, their journey into ACHA volunteer leadership and learn how you can get more involved with the association in areas that you are interested and passionate about.

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

12:00 pm - 1:00 pm
Pharmacy Section Gathering
Bring your lunch and talk with your colleagues about current issues in college health pharmacy.

12:00 pm - 1:00 pm
Dorosin Memorial Lecture
See Featured Events for more information. (Note that you may bring a lunch with you.)

4:15 pm - 5:00 pm
Assembly of Representatives
If you are a qualified voting member of ACHA, plan to attend the 2024 Assembly of Representatives and help shape the governance of ACHA by voting on recommended bylaws amendments. You’ll also hear reports from the ACHA CEO and treasurer, plus the ACHF Chair. In addition, the incoming ACHA president will give an address.
5:15 pm - 6:00 pm

**BIPOC Affinity Group Meetings**

Facilitators needed! Contact education@acha.org

Affinity groups are spaces where individuals with shared identities come together for discussions and reflections. These spaces are for you to speak about your own identity, not to learn about the racial or ethnic identity of others.

**White-Identified Reflection and Action Space**

Wherever you fall in the process of practicing anti-racism and deconstructing your whiteness and white privilege, we invite you into this space to explore how we can individually and collectively create a more anti-racist approach within college health and at ACHA.

**LGBTQ+ Affinity Group Meeting**

Affinity groups are spaces where individuals with shared identities come together for discussions and reflections. These spaces are for you to speak about your own identity, not to learn about the identity of others.
**Navigating the Crisis: Strategies for Improving Eating Disorder Screenings**

*After this session, attendees should be able to:*

1. Identify the individual and combined strengths of members of an eating disorder-focused multidisciplinary treatment team.
2. Develop a comprehensive multidisciplinary level of care assessment of a client with an eating disorder, interpreting such data as a collaborative team.
3. Implement an early detection and assessment model on their campus.
4. Identify campus partners to engage and educate.

*Presenter(s): Tristan Barsky, PsyD, Sean Heffernan, MD, FAPA, Roanna Kessler, MD, Rayven Nairn, MS, RDN, LDN, Trina Ridout, MD, MEd, and Shennoa Blake, BSN, RN (Johns Hopkins University)*

**Retention Versus Recruitment: Cultivating Belonging and Happiness for Student Athletes of Color**

*After this session, attendees should be able to:*

1. Describe barriers to inclusivity and belonging among college athletes of color.
2. Distinguish the principles of creating a place of belonging for students.
3. Discuss the importance of positive psychology and happiness in restorative, equity programming.
4. Describe the complex nature of the problem, and the wholistic solutionary strategies needed to address the issues.

*Presenter(s): Charles Chip Mc Neal, MEd, PhD (Brandeis University)*

**HIV PrEP and DoxyPEP: A Sex-Positive and Gender-Inclusive Guide for Primary Care Providers**

*After this session, attendees should be able to:*

1. Outline a sex-positive, gender-inclusive health history.
2. Recognize who would benefit from HIV PrEP and/or DoxyPEP.
3. Explain the various options for STI prevention.
4. Implement a clinic work-flow to encourage HIV PrEP and DoxyPEP.

*Presenter(s): Katie Leach, FNP (University of California, Berkeley)*

**The Power of Making Mistakes: Learning How to Create a Culture of Innovation By Letting Staff Try and Fail**

*After this session, attendees should be able to:*

1. Recognize how fear of failure can lead to pitfalls in innovation.
2. Assess their organization’s culture for innovation and how they process mistakes.
3. Implement a plan to support a culture of innovation and harnessing mistakes into stepping stones.

*Presenter(s): Lindsay Barber, MSA (University of Wisconsin-Madison)*

**Updates and Recommendations from the Data Strategy Task Force**

*After this session, attendees should be able to:*

1. Describe the importance of data and data strategy to the association and field of college health at large.
2. Identify the process for systematically reviewing the landscape of college health services nationally.
3. Describe the current landscape of college health, including and beyond ACHA membership.
4. Explain the recommendations for ACHA’s data infrastructure, data governance, and the overall data strategy.

*Presenter(s): Susan Hochman, MPH (University of Texas at Austin); Jessica Higgs, MD (Bradley University); Sarah Van Orman, MD, MMM, FACHA (University of Southern California); Alyssa Lederer, PhD, MPH, MCHES (Indiana University); Mary Hoban, PhD, MCHES and Christine Kukich, MS (American College Health Association)*
Friday General Sessions

8:00 AM – 9:30 AM (cont.)

**Comprehensive Campus Wellness: Enhancing the Culture of Care at an HBCU**

*After this session, attendees should be able to:*

1. Describe the collaborative process for establishing the comprehensive approach applied to Norfolk State University students to be more inclusive in addressing faculty and staff wellness on an HBCU campus.
2. Identify three ways to increase health and wellness activities for minority faculty, students, and staff.
3. Discuss health disparities that can impact the health of minority populations on college campuses.
4. Evaluate organizational and financial structures that can support a comprehensive wellness program on an HBCU campus.

*Presenter(s):* Cynthia Burwell, EdD, MCHES, Ernestine Duncan, PhD, and Vanessa Jenkins, EdD (Norfolk State University)

**Cutting Edge Concussion Research: Findings from the NCAA-DoD CARE Consortium**

*After this session, attendees should be able to:*

1. Describe the historical context of concussion and injury incidence
2. Explain the natural history of concussion and modifying factors
3. Discuss the relationship between clinical and neurobiological concussion recovery

*Presenter(s):* Steven Broglio, PhD (University of Michigan Concussion Center)

**Beyond the Basics of the Birth Control Pill**

*After this session, attendees should be able to:*

1. Describe the differences amongst progestins found in oral contraceptives.
2. Review the different formulations of the combination oral contraceptive pills in the United States.
3. Select an oral contraceptive to minimize side effects that are of concern to patients.
4. Discuss clinical case presentations.

*Presenter(s):* Carolyn Howard, MD, MPH, FACOG (University of Rhode Island)

**The Healthy Campus Journey: Reflections on Implementing the Inventory**

*After this session, attendees should be able to:*

1. Identify how to access the Healthy Campus Inventory.
2. Describe steps to implementing the Healthy Campus Inventory.
3. List two benefits of implementing the Healthy Campus Inventory.

*Presenter(s):* Jordan Perry, MPH, MCHES (Appalachian State University); Nikki Brauer, MS, CWPM, COEE, CHWC (Illinois State University)

**Nursing Hot Topics**

*After this session, attendees should be able to:*

1. Discuss four-five current, relevant, and important topics in college health.
2. Identify college health colleagues who face similar challenges and issues for mentoring.
3. Identify college health tools and resources to use in your practice.

*Presenter(s):* Elisa Burkett, RN, ADN, and Megan Huddleston, BSN (University of Missouri)

**Increasing Retention and Well-Being: The Importance of a Trauma-Informed Campus**

*After this session, attendees should be able to:*

1. Explain how the key findings of the Campus Sexual Misconduct: Prevention Education, Training, and Coordinated Response Teams study relate to previous research and inform action steps on your respective campuses.
2. Describe the principles of trauma-informed care and how they foster campus well-being and student, faculty, and staff retention.
3. Identify resources that support the cultivation of trauma-informed practices.
4. Apply trauma-informed principles to case examples.

*Presenter(s):* Kim Webb, MEd, LPC, FACHA (Washington University in St. Louis); Stephanie Hanenberg, MSN, FNP-C (University of Colorado Colorado Springs); Amy Hoch, PsyD (Rowan University); Kisha Slaton, MPA (International Association of Campus Law Enforcement Administrators)

Schedule subject to change.
Friday General Sessions

Immunization Updates for College Students

After this session, attendees should be able to:

1. Describe ACIP recommendations for MenACWY vaccination of college-age students.
2. Describe ACIP recommendations for MenB vaccination of college-age students.
3. Describe ACIP recommendations for HPV, HepB, Tdap/Td, and MMR vaccines as applicable to college-age students.

Presenter(s): Sarah Schillie, MD, MPH, MBA (Centers for Disease Control and Prevention)

Engaging Campus Stakeholders in Mental Health Initiatives Using Data

After this session, attendees should be able to:

1. Identify strategies for quantitative and qualitative data collection related to campus mental health efforts.
2. Assess current mental health efforts, programs, and campaigns on their campus.
3. Outline the benefits of Robust Data Collection.
4. Discuss strategies to engage campus leadership in this work using identified data.

Presenter(s): Shannon Rose, MPA, MEd, and Eddy Gonzalez, MS (The Jed Foundation)

Negotiate Improved Sleep Behaviors: Keep It Simple

After this session, attendees should be able to:

1. Differentiate between the sleep patterns of students who do not prioritize sleep and those with insomnia.
2. Explore effective strategies for initiating conversations that encourage students to consider behavioral changes.
3. Identify effective techniques to decrease technology use in bed.
4. Describe how to simplify the treatment of delayed sleep-wake phase disorder.

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

Comprehensive Gender Affirming Primary Care – Challenging Cases and Tangible Takeaways

After this session, attendees should be able to:

1. Identify the common co-morbidities for trans and gender-diverse (TGD) individuals.
2. Develop programs that provide improved collaboration with campus or community partners to support the health and wellness of TGD individuals.
3. Develop a plan to provide support to multidisciplinary care providers for complex cases.

Presenter(s): Sally Lowell, FNP, MPH, Stephanie Clark, MA, Matt Heermann, PsyD, and Sarah Haueisen, MA (University of Colorado at Boulder)

Campus Health Requires a Health Promotion Process with Key Performance Indicators (KPIs)

After this session, attendees should be able to:

1. Articulate how one campus developed and applies population health level key performance indicators.
2. Discuss ways to center equity at all stages.
3. Describe KPIs as essential for a best practice health promotion process.

Presenter(s): Paula Swinford, MS, MHA, FACHA, Sarah Van Orman, MD, MMM, FACHA, Sarah Hong, MPH, Mia, and Lauren Martinez, PhD (University of Southern California)

Stepped Care: A Public Health Approach for Supporting Student Mental Health and Well-Being

After this session, attendees should be able to:

1. List current problems delivering student mental health services on campus.
2. Describe key concepts of the stepped care model of behavioral health.
3. Identify outcomes and challenges of implementing a stepped care model of behavioral health at a university.

Presenter(s): Kathleen Kashima, PhD, Michael Gerges, MA, LCPC, Vidya Govind, MD, and Samantha Wahlers, BS (University of Illinois Chicago)
Friday General Sessions

10:00 AM – 11:30 AM (cont.)

ACHA-NCHA Update

After this session, attendees should be able to:

1. Describe measures embedded in the ACHA-NCHA III.
2. Discuss findings and identify trends from the first five ACHA-NCHA III implementations.
3. Identify recent analyses of NCHA data published in peer reviewed journals.

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

Advancing Sexual Health by Reducing Sexually Transmitted Infections

After this session, attendees should be able to:

1. Discuss relevant updates to STI epidemiology and evidence-based guidance for the diagnosis and treatment of bacterial, viral, and other STIs.
2. Identify components of a comprehensive sexual history.
3. Outline strategies that allow providers to obtain the sexual history in ways that engender trust and facilitate person-centered care.
4. Identify advances in the prevention of STI.

Presenter(s): Nicholas Van Wagoner, MD, PhD (University of Alabama at Birmingham); Candice McNeil, MD, MPH (Wake Forest University)

Filling the Gap: Establishing a Sustainable Wellness Coaching Program

After this session, attendees should be able to:

1. Explain the benefits of health and wellness coaching as a mental health promotion, prevention, and early intervention tool.
2. Identify readiness and resources for implementing a health and wellness coaching program.
3. Outline phases to establish a sustainable evidence-based health and wellness coaching program.

Presenter(s): Jaclyn Hawkins, MEd, MA, NBC-HWC, and Nicole Weis, MEd, CWHC (Columbia University)

12:00 PM – 1:00 PM

Dorosin Memorial Lecture: Emerging Challenges to Students’ Digital Safety

After this session, attendees should be able to:

1. Identify three emerging forms of tech-facilitated harm facing students.
2. Explain three distinct approaches to prevent these emerging forms of harm.

Presenter(s): Adam Dodge, JD

EndTAB

1:30 PM – 2:30 PM

Implementing Trauma-Informed Care into Clinical Practice

After this session, attendees should be able to:

1. Define trauma and the connection between trauma and health.
2. Describe a framework for incorporating trauma informed principles into clinical practice.
3. Apply elements of the trauma informed physical exam to the care of all patients.

Presenter(s): Arin Swerlick, MD, MPH, and Elizabeth Schwarze, MSN, WHNP (Emory University)

Student Well-Being in the Digital Age: Strategies and Solutions

After this session, attendees should be able to:

1. Explain four critical fundamentals of fostering healthy online relationships to enhance student digital well-being.
2. Identify three reasons student mental health and wellbeing are negatively impacted by technology.
3. Describe three actionable strategies and best practices to promote digital well-being on campus.

Presenter(s): Adam Dodge, JD

EndTAB

Schedule subject to change.
**Friday General Sessions**

**1:30 PM – 2:30 PM (cont.)**

**Language Matters – Improving Our Approaches in Health Communication**

*After this session, attendees should be able to:*

1. Compare historical and best practice approaches to communicating about health in higher education.
2. Discuss the application of health literacy models and plain language guidelines.
3. List the three major elements of successful health communications.
4. Identify common errors and correction opportunities in health communication cases.

*Presenter(s): Michael McNeil, EdD, CHES, FACHA, and Gina Orlando, MPH, CHES (Columbia University); Mark Williams, BA*

**Overcoming the Barriers to an Effective Quality Improvement Program: Building Sustainable Momentum**

*After this session, attendees should be able to:*

1. List the essential components of an effective QI system.
2. Identify barriers to functional continuous quality improvement.
3. Describe three strategies to encourage participation and maintain momentum.
4. Describe how a strong QI program supports successful AAAHC accreditation.

*Presenter(s): Caroline Wolfram, RPh (University of Oregon)*

**Addressing College Health Staff Burnout by Improving Systems and Working Conditions**

*After this session, attendees should be able to:*

1. Define burnout as it relates to healthcare professionals.
2. Assess conditions in your organization that may contribute to burnout.
3. Describe systems approaches to improve working conditions and reduce burnout.

*Presenter(s): Giang T. Nguyen, MD, MPH, MSCE, FAAFP, and Ana Skoryk, MSN, FNP (Harvard University)*

**Developing a Suicide Prevention Taskforce: A Health Promoting Campus Approach**

*After this session, attendees should be able to:*

1. Identify key organizational partners that can contribute to a suicide prevention taskforce.
2. Assess existing suicide prevention resources that will be utilized by a suicide prevention taskforce.
3. Discuss recommendations for change as a result of a suicide prevention taskforce and the challenges that may inhibit implementation of suggested change.

*Presenter(s): Kacey Sebeniecher, MS, MCHES (The University of Texas at Dallas); Laura Smith, PhD (University of North Texas)*

**A University’s Journey to Create a Size Inclusive Campus: Strategies for Initiating Campus-Wide Changes to Reduce Weight Stigma**

*After this session, attendees should be able to:*

1. Describe how weight stigma negatively impacts students’ well-being, sense of belonging, and college experience.
2. Explain how weight stigma is embedded in current systems and environmental structures on college campuses.
3. Describe how a college campus is addressing weight stigma and creating a size inclusive campus.
4. Identify two strategies to address weight stigma on their college campus.

*Presenter(s): Shantille Connolly, MPH, (University of California, Davis)*

**A Roundtable Discussion on Title IX Issues on Campus**

*After this session, attendees should be able to:*

1. Identify at least two strategies for implementing Title IX.
2. Identify best practices within higher education to address Title IX content areas.
3. Compare their own institution's processes to other institutions of higher education.
4. Discuss the ways campuses are operationalizing Title IX guidelines.

*Presenter(s): Cynthia Burwell, EdD, MCHES (Norfolk State University)*
Applying the Top of License Principle to Maximize Time and Revenue

After this session, attendees should be able to:
1. Identify ways to address the shortage of healthcare providers.
2. Discuss strategies to optimize staffing to increase productivity, staff satisfaction, and patient outcomes.
3. Identify ways to empower staff.

Presenter(s): Deborah Hester, RN, BSN, and Frieda Turner, LVN (Sam Houston State University)

Student Awareness and Utilization of STI Screening Options Available on a College Campus

After this session, attendees should be able to:
1. Identify the significant burden of STIs on young adults and describe high-risk subgroups among the student population.
2. Recognize opportunities for multi-departmental collaboration in order to provide various STI screening options on a college campus.
3. Discuss the barriers that students face when seeking sexual health services on campus.

Presenter(s): Julia Zukerberg, BSPH, and Aidan Wells, MPH, MALAS (University of Miami)

Clinic Operations Dashboard: How It Contributes to Outstanding Patient Care

After this session, attendees should be able to:
1. Discuss the primary purpose and key benefits of using dashboards in healthcare settings.
2. Develop effective dashboards tailored to the needs of the intended user.
3. Apply data-driven decision-making principles in nursing roles to make informed clinical decisions that improve patient outcomes and healthcare efficiency.

Presenter(s): Abigail Leung, MSN, RN, MBA-C, Melanie Broberg, RN, BSN, Laura Pishko, MSN, RN, and Nancy Huynh, PMP (University of Southern California)

Understanding and Managing Migraine: An Update

After this session, attendees should be able to:
1. Discuss the commonality of migraine in college student.
2. Discuss how to help clinician recognize and diagnose Migraine headache.
3. Explain the new modalities of migraine treatment.
4. Discuss how to help clinicians choose treatment plans for college students with migraines.

Presenter(s): Achraf Makki, MD (Emory University)

Spiritual Wellbeing on Campus: Benefits, Inclusivity, and Implementing Practices

After this session, attendees should be able to:
1. Identify the elements of spiritual development and the connection to the overall wellbeing of college students.
2. Discuss methods for fostering an inclusive environment, respecting and supporting spiritual diversity on campuses.
3. Analyze spiritual wellbeing initiatives on campuses.

Kristiana Holmes, DNP, APRN, FNP-BC (Whitworth University); Beth Carlson, PA-C MPAS (Geneva College); Kimberly Peabody, MS, PhD (Binghamton University); Stacey Lee Gobir, MDR (Pepperdine University); Andreea Baker, BSN, MSN (Doane University)
Friday General Sessions

Cultivating Unconventional Approaches to Case Management Practices: The Genesis of an Embedded Clinical Model

After this session, attendees should be able to:

1. Identify both the broad and intricate functions within the non-clinical and clinical case management framework, and impact on student success and outcomes.
2. Assess their own understanding of holistic wellness and psychosocial needs assessment as key in the delivery of effective case management within student affairs.
3. Apply strategies to address the administrative challenges of instituting an embedded practitioner infrastructure.
4. Apply strategies to engage administrators in embedded student-facing resource programs.

Presenter(s): Leigh Norwood, MSW, LCSW, and Mari Ross-Alexander, PhD, LPC-MHSP, ACS (University of South Carolina)

Gender Affirming Care: Clinical Pearls and Practical Applications

After this session, attendees should be able to:

1. Define 2-3 unique needs of gender-diverse and nonbinary college students.
2. Utilize the World Professional Association of Transgender Health’s updated standards of care, including guidance on referral letters and hormone therapy.
3. Identify 1-2 ways to integrate gender-affirming care into clinical practice.

Presenter(s): Patty Pinanong, MD and Ekta Kumar, PsyD (University of Southern California); Benjamin Silverberg, MD, MSc, FAAFP, FCUCM (West Virginia University)

Imposter Syndrome as a Systems Failure and Its Impact on the Work Environment

After this session, attendees should be able to:

1. Define three elements of the Imposter phenomenon and stereotype threat.
2. Explain how dismantling structural bias contributes to vibrant and inclusive workplace environments for all.
3. Identify one system, structure, policy, or procedure that perpetuates exclusive behaviors and practices in the workplace.
4. Identify two strategies or actions to shift the work environment to be more inclusive.

Presenter(s): Joyce DeWitt-Parker, PhD (University at Albany); Sislena Ledbetter, PhD (Western Washington University); Sherrá Watkins, LCMHC-S, LCAS, CRC, CCS (University of Utah); Raphael Florestal-Kevelier, PhD, MPH (University of Illinois Chicago)

Health and Well-Being in Higher Education: Association Efforts to Raise Literacy and Advance the Conversation

After this session, attendees should be able to:

1. Identify the aims of the inter-association group collaborating on well-being work.
2. Recognize how the well-being work at the national level will impact campus communities.
3. Discuss how well-being work is changing on campuses.

Presenter(s): Robyn Buchsbaum, MHS (American College Health Association); Mallory Jordan, MPH, MBA (NASPA); Erin O’Sullivan, MA, MFA (NIRSA)
Enhancing Student Well-Being: The Role of Campus Recreation in a Community of Care

After this session, attendees should be able to:

1. List the physical activity guidelines and health benefits associated with meeting the recommended levels of physical activity.
2. Describe the Exercise is Medicine on Campus program and the key components required for implementation, positioning campus recreation as a critical component of a campus community of care.
3. List three values that campus recreation provides in enhancing the student experience.
4. List three research-based benefits of exercise that contribute to positive mental well-being.

Presenter(s): Lynne Thompson, MS (University of Illinois Chicago)

Supporting International Student Mental Health: Overcoming Barriers Through Outreach and Clinical Care

After this session, attendees should be able to:

1. Identify common barriers international students face when coming to the United States and its implication on their mental health.
2. Discuss creative outreach strategies for collaboration and engagement with campus partners to overcome barriers.

Embedding Consent in All We Do: A Salutogenic Approach to Interpersonal Violence Prevention

After this session, attendees should be able to:

1. Apply principles of a Health Promoting University to interpersonal violence (IPV) prevention education.
2. Discuss challenges encountered with traditional IPV prevention education strategies.
3. Describe how to utilize student feedback to drive IPV prevention curriculum transformation from problem-focused to solutions-focused.

Presenter(s): Mica Harrell, MA, CHES, and Alyssa Howard, MPH, CHES (University of Alabama at Birmingham)

Student Advisory Board: A Panel Discussion with Four Diverse University Programs

After this session, attendees should be able to:

1. Describe how to establish or enhance a student health advisory board that meets the needs of the program.
2. Define the leadership role of the advisor/Supervisor.
3. Identify successful recruitment and retention strategies.

Presenter(s): Mary Schmidt-Owens, PhD (University of Central Florida); Rebecca Roldan, MSML (Pepperdine University); Jamie Shutter, MSED, FACHA (University of Missouri-Columbia); Simran Bhatia, MS (Missouri University Science and Technology)

Getting Published in the Journal of American College Health

After this session, attendees should be able to:

1. Describe the publishing process from manuscript preparation to distribution.
2. Discuss practical tips and best practices for submitting manuscripts.
3. Recognize the critical role of peer-review in the publishing process.
4. List responses to common concerns and questions about copyright issues and distribution channels.

Presenter(s): Teri Aronowitz, PhD, APRN, FNP-BC, FAAN (University of Massachusetts Chan Medical School); Scott Spear, MD, FACHA (The University of Texas Rio Grande Valley); Ralph Manchester, MD, FACHA (University of Rochester); Melody Harris, MLIS (Taylor and Francis Group)
SATURDAY EVENTS, MEETINGS, & GENERAL SESSIONS

CONNECT. ENGAGE. EXPLORE.

7:00 am
Continental Breakfast

7:00 am - 11:00 am
Registration

11:00 am - 12:00 pm
Closing Presidential Session
See Featured Events for more information.

12:00 pm - 5:30 pm
ACHA Board of Directors Retreat/Orientation
Saturday General Sessions

8:00 AM – 9:00 AM

Creating Climates to Support Trans and Gender Diverse (TGD) Students’ Well-Being

After this session, attendees should be able to:
1. Explain ways in which university health systems can support transgender and gender diverse (TGD) student wellness.
2. Discuss ways to decrease gatekeeping for TGD students.

Presenter(s): Annie Bruns, MA, MSW, APSW, and Erika Enk, CNM, MSN, MPH (University of Wisconsin - Madison)

Let’s Get Sexuwell: Applying a Sex Positive Lens After an Abstinence-Focused K-12 System

After this session, attendees should be able to:
1. Develop initiatives that normalize healthy sexual behaviors for students exposed to abstinence-only education prior to college.
2. Utilize sexual positivity to reduce shame and stigma surrounding sex.
3. Describe challenges of implementing sexual wellness initiatives in a state that is abstinence-focused.

Presenter(s): Alyssa Howard, MPH, CHES (University of Alabama at Birmingham)

Serious Mental Illness in College Students: Identification Methods, Psychosocial Impacts, and Academic Functioning

After this session, attendees should be able to:
1. Describe the diagnosis-based and the psychological distress-based classification methods used to identify Serious Mental Illness (SMI).
2. Identify strengths and weaknesses of each SMI classification method.
3. Compare between-group differences in demographics and psychosocial and academic functioning for groups derived using each classification method.
4. Discuss implications of the findings for identifying and supporting students with SMI.

Presenter(s): Erin Morpeth-Provost, PhD, NCC (Florida State University); Brittany P. Boyer, PhD, and Chris Brownson, PhD (The University of Texas at Austin)

Culturally-Humane Care of the Muslim Patient

After this session, attendees should be able to:
1. Discuss the distribution of Muslims throughout the modern world and list the major Islamic sects (denominations).
2. Recognizing that there is diversity of practice, describe Islamic beliefs as they relate to the healthcare setting.
3. Identify common points of misunderstanding when working with Muslim patients and work towards culturally-sensitive care.
4. Describe Islamic beliefs with regard to birth, diet, illness, and death.

Presenter(s): Benjamin Silverberg, MD, MSc, FAAFP, FCUCM, Sara Farjo, DO, and Carmen Burrell, DO, MHA (West Virginia University)

Care of the Adolescent/Young Adult Patient with Abnormal Liver Tests

After this session, attendees should be able to:
1. Interpret liver enzyme tests in the context of the patient’s history and physical exam.
2. Describe severity of liver test abnormalities.
3. Discuss indications for imaging and/or referral to a specialist.

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

**8:00 AM – 9:00 AM (cont.)**

**Assessing Social Media as an Effective Health Education and Behavior Change Tool**

After this session, attendees should be able to:
1. Define the purpose and goals of having a social media presence for their health center.
2. Describe the scope of managing an organizational social media account.
3. Evaluate the impact of a college health center’s social media platforms.

**Presenter(s): Carrie Johnson, MEd, CHES (The University of Arizona)**

**Well-Being for Life and Learning: A Systems and Settings Approach to Support Student Well-Being in the Classroom and Across Campus Environments**

After this session, attendees should be able to:
1. Outline the structure of the Well-being for Life and Learning training program for faculty and student support staff.
2. List the steps necessary to launch this intervention on their campus.

**Amy McDonald, MS (University of Rochester)**

**Expanding Your Reach on Campus Through Experiential Learning**

After this session, attendees should be able to:
1. Define an experiential learning program.
2. Describe how students in experiential learning programs can help to increase knowledge and utilization of your organization.
3. Discuss three different settings in which students can gain experience by working as volunteers or interns in health and wellness.
4. List key components of an experiential learning program.

**Presenter(s): Sarah Doss, MD, MPH (Texas State University); Tess Kucera, MPH, MS, CHES (University of New Hampshire); Ashley Campos (University of California, Berkeley)**

**9:30 AM – 10:30 AM**

**Addiction Medicine: Update for College Health Clinicians**

After this session, attendees should be able to:
1. Use DSM-5 criteria and the 4Cs shortcut to accurately diagnose substance use disorders.
2. Recognize common use and withdrawal syndromes for alcohol and cannabis use disorders.
3. Explain medications for treatment of alcohol use disorder.

**Presenter(s): Chris Frank, MD, PhD (University of Michigan)**

**Approaches to Successful Grant Writing for Health Promotion**

After this session, attendees should be able to:
1. Identify how grants can be used to supplement or expand health promotion activities.
2. Describe the grant writing process.
3. Explain how grants could be used at their institution.

**Presenter(s): Jordan Perry, MPH (Appalachian State University)**

**Implementing Community Auricular Acupuncture Programs to Reduce Student Distress, Anxiety, Pain, Depression and Foster Individual and Campus Well-Being**

After this session, attendees should be able to:
1. Recognize auricular acupuncture and its foundation in social justice and medical activism in China, Chicago, IL and New York, NY.
2. Evaluate the correlation between 5 needles program (SNP) offered in these community settings to IHEs.
3. Recognize state legislation and approved training for non-acupuncturists.
4. Explain how an Acu-Wellness SNP program was implemented at a university health and wellness unit and provide concrete examples of how this can be applied to other IHEs.
5. Identify outcomes of the Acu-Wellness SNP program and strategies for continuous improvement and expansion to other IHEs.

**Presenter(s): Tanya Sullivan, DNP, MSN, APRN, CNP, and Daisy Ferreira, BSN, RN, AAT (Brown University)**
Saturday General Sessions

9:30 AM – 10:30 AM (cont.)

Telemedicine in Higher Education: Evaluating Appointment Type Effectiveness in Primary Care

After this session, attendees should be able to:
1. Distinguish between types of appointments that are best suited for telemedicine versus in-person consultations.
2. Analyze data-driven insights to make informed decisions about the implementation and scaling of telemedicine services in their respective institutions.
3. Identify the potential benefits of telemedicine, operational efficiency, and improved patient access.

Presenter(s): Trina Ridout, MD, MEd, Shaheerbano Khalid, BDS, MPH, and Roanna Kessler, MD (Johns Hopkins University)

The Collaboration of College Health and Public Health to Reduce Risk of Lifetime Chronic Disease in the Young Adult Population

After this session, attendees should be able to:
1. Explain the importance of collaboration of public health and college health to recognize health disparities and promote wellness throughout the campus community.
2. Describe the significance of experiences and behaviors during adolescence and young adulthood that can create health inequity and shape long-term health outcomes.
3. Apply knowledge and skills to identify population-based health risks in the individual and campus-wide.

Presenter(s): Maria Warnick, PhD, CRNP, FNP-BC, and Beth Kotarski, DNP, FNP, WHNP-BC (Bryn Mawr College)

Perspectives of an Administration Team

After this session, attendees should be able to:
1. Distinguish between funding, size, demographics and administration reporting structure among program attendees.
2. Identify topics that administrators are facing in the current college health climate.
3. Discuss approaches across institutions to address a shared concern.

Presenter(s): Jennifer Swails, MBA, Ashley Campos, Hayley Bower, MPA, Tiffany Melendez, MS, Anna Harte, MD, Lucy Chacon, Kymberly Torres Garcia, and Mary Popylisen, PT, MSPT, ATC (University of California-Berkeley)

Developing Nurse Leadership in a Large University Health Center

After this session, attendees should be able to:
1. Discuss the need for leadership within nursing.
2. Review the process to identify nurse leaders.
3. Evaluate the process.

Presenter(s): Jackie Hop, DNP, MBA, MSN, BSN, CPN, CIC (University of Central Florida)

Benchmarking Committee Update

After this session, attendees should be able to:
1. Discuss benchmarking in college health.
2. Discuss goals for next year with benchmarking.

Presenter(s): Jessica Higgs, MD, FACHA, FAAFP (Bradley University)

First-Gen Student Mental Health and Well-Being: Successes and Opportunities

After this session, attendees should be able to:
1. Discuss areas of success and opportunity in student-reported information on their mental health and well-being.
2. Describe how students view the well-being support they receive from their institutions, including areas for increased interventions.
3. Compare the experiences of first-generation students to continuing-generation students when it comes to mental health and well-being.

Presenter(s): Bridget Yuhas, EdD, MS (Butler University)