ACHA 2024 IS GOING DIGITAL!

There will be no printed Final Program available on-site this year. The primary resources for the meeting program are the Meeting App and online Attendee Meeting Planner!

If you do need a hard copy, print this document and bring it with you. This document will NOT be available on-site.
THANK YOU TO OUR MEETING SPONSORS

GENERAL INFORMATION

ABOUT YOUR BADGE

You are required to wear your name badge to gain admission to all annual meeting events, including the Exhibit Hall and Opening Reception. If you don't have your name badge, you may not be granted entry to conference events. But in addition to gaining you access to meeting sessions and events, your name badge contains several important pieces of information.

QR Code

As an ACHA registrant, your contact information is conveniently encoded into your badge. With your permission only, exhibitors may scan the QR code or manually input your confirmation ID number and they will be provided your name, degree, title, company, address, phone number, email address, and area of practice. You may decline having your badge scanned if you do not wish to share your information. Just like handing out your business card, when you provide your contact information to exhibitors you are granting them permission to communicate with you. You will be subject to their communications and privacy policies and must opt-out with them directly.

Pre-Conference Workshops

If you purchased pre-conference workshop tickets in advance, the workshop code and a 1-2 word abbreviation of the title of the workshop will be printed on your name badge. This is your “ticket” into the workshop. Simply show your name badge to the door monitor as you enter the room.
GET CONNECTED

Guest Room Internet Access
ACHA has arranged complimentary basic internet access for you in guest rooms at the Atlanta Marriott Marquis. Specific instructions will be available in your hotel room or through the front desk.

Wifi in Meeting Space
ACHA has purchased access to a limited amount of wireless internet bandwidth within the meeting space, intended only for use of the Meeting App and online Attendee Meeting Planner, light web browsing, and web-based emailing and messaging.

To connect:
View available wireless networks
- Connect to: acha_conference
- Enter the Password: ACHA2024

WHERE TO GO FOR INFORMATION AND SUPPORT

All information areas are on the hotel’s Marquis Level. See ‘Maps’ in the Meeting App.

ACHA Info Booth
For information and inquiries about ACHA programs and services, including:
- National College Health Assessment
- Other research surveys
- Membership
- ACHA College Health and Well-Being Data Hub
- Publications from ACHA (e-brochures, special publications, and guidelines)
- College Health & Wellness Consulting

ACHF Booth
For information and inquiries about ACHF programs, including:
- Award Funding Opportunities
- Ways to Support ACHF
- ACHF Board Giving Challenge
- Partner-supported resources
- New project opportunities

Badge Pick-Up
Pre-registered attendees check-in and pick up all meeting materials (name badge, tote bag, CE packet, etc.), Lost and Found, & Exhibit Hall questions.

On-Site Registration
Visit here for any balance due inquiries, name badge assistance, purchase new registrations (for those who did not pre-register), or tickets for pre-conference workshops.

Speaker and CE Support Booth
- Mobile app assistance
- Audio/visual equipment questions
- Earning continuing education credit questions
- Presider/Facilitator schedule
- Session handouts (drop off extra from sessions)
- Pickup CE packets for NASW, ACPE, and NBCC credit
- Poster presentation setup/dismantle questions

Membership Development and Leadership Committee Table
Visit the Membership Development and Leadership Committee table to ask current volunteers how to get more involved in ACHA and take a member survey.

Resource Tables
Literature, posters, or extra speaker handouts can be placed here. There will also be information about how you can support local women-, minority- and LGBTQ+-owned businesses. Information promoting for-profit products or services may not be placed on these tables. Exhibitor materials are prohibited. Section, affiliate, and coalition information is welcome. Check back each day to see what’s new!

Message Board
Use the message board to post or look for information on:
- Employment opportunities
- Messages left for/by attendees
- Social events planned by sections
- Other informal meet-ups

REGISTRATION AREA
Badge Pick-Up Booth, On-Site Registration, ACHA Info Booth, ACHF Booth, Speaker and CE Support, and Speaker Ready Room will be open:

Tuesday, May 28
7:00 am-6:00 pm

Wednesday, May 29
7:00 am-6:00 pm

Thursday, May 30
7:00 am-5:00 pm

Friday, May 31
7:00 am-5:00 pm

Saturday, June 1
7:00 am-11:00 am

Schedule subject to change.
GENERAL INFORMATION (CONT.)

SPEAKER READY ROOM
Room: M102
All speakers are required to check in with the AV tech in the Speaker Ready Room — whether you have submitted your slides in advance or not. If you submitted your slides in advance, you can still make changes by bringing updated slides on a memory device. The AV tech will go over your slides with you and give you important instructions for accessing your presentation from the laptop that will be used in your meeting room.

Tuesday, May 28
7:00 am-6:00 pm

Wednesday, May 29
7:00 am-6:00 pm

Thursday, May 30
7:00 am-5:00 pm

Friday, May 31
7:00 am-5:00 pm

Saturday, June 1
7:30 am-10:00 am

SESSION PRESENTATIONS
Session presentations/handouts — if they are provided to ACHA by the speaker — will be available to registered attendees while you are at the meeting. Access will close on August 1, 2024.

If new or updated slides were not provided to ACHA in advance of the meeting, current slides may not be available prior to the session. Please allow up to 48 hours for ACHA to post new slides.

To access this page outside of the meeting mobile app, bookmark www.acha.org/AnnualMeeting24/Handouts.aspx. Please do not share this link with those who did not attend the meeting.

Note: Slides for pre-conference workshops are only accessibly by workshop registrants who will receive them by email.

BREAKFASTS AND REFRESHMENT BREAKS
Complimentary for all attendees.

WEDNESDAY, MAY 29
2:30 pm
Refreshments and light snacks
Room: Marquis Foyer

THURSDAY, MAY 30
7:00 am
Opening Breakfast with Exhibitors
Room: Atrium Ballroom/Exhibit Hall
Sponsored in part by Gilead Sciences
2:30 pm
Refreshments and light snacks
Room: Atrium Ballroom/Exhibit Hall
Sponsored in part by Wellfleet Student

FRIDAY, MAY 31
7:00 am
Continental Breakfast with Exhibitors
Room: Atrium Ballroom/Exhibit Hall
Sponsored in part by National Institute on Alcohol Abuse & Alcoholism
2:30 pm
Refreshments and light snacks
Room: Marquis Foyer

SATURDAY, JUNE 3
7:00 am
Continental Breakfast
Room: Marquis D

ALL GENDER RESTROOMS
Everyone has the right to use a restroom safely and without stress.

There are three all gender restrooms in the meeting space (check the map in the meeting app). These restrooms are marked with signage both inside and outside the restroom.

An all gender designation means that this restroom is a welcoming place for all people. Transgender, gender non-conforming, and genderqueer people, as well as all others, are accepted in this space. If you choose to use this restroom, you agree to maintain a protective and welcoming environment by refraining from gender policing (i.e., scrutinizing, judging, or categorizing another person’s gender). If you prefer to use a gendered restroom, those restrooms are also available and are indicated on the map.

If you have questions about all gender restrooms, please contact members of the ACHA LGBTQ+ Health Coalition (information can be found on the ACHA website).
Posters are visual presentations of successful programs on a variety of campuses and will be displayed in the Atrium Foyer. Poster presenters will be available for discussion and questions during session breaks on Thursday, May 30, and Friday, May 31.

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.

See if you can guess who will win the top prizes for Emerging Practices in College Health, Advancing Health Equity, Research Advances in College Health, and Student Voices in College Health.

HOURS FOR POSTERS
THURSDAY, MAY 30
7:00 am - 4:00 pm
FRIDAY, MAY 31
7:00 am - 3:15 pm

P1 Benchmarking Study of Seasonal Influenza Vaccine Rates Across a Large College Health System
Elizabeth Adams, DNP and Edward Junkins, MD (University of California, Berkeley); Albert Chang, MD (University of California Irvine); Stacie San Miguel, MD (University of California San Diego)

P2 Developing and Implementing a University Nutrition Security Action Plan
Lilian Ademu, PHD (Texas A&M University); Elizabeth F, Racine PHD, RD, Jessica Escobar-DeMarco, PHD, Nicole Peterson, PHD, Rajib Paul, PHD, Larry Gourdine, (University of North Carolina Charlotte)

P3 A Statewide Anti-Hazing Law in Ohio: How One Campus used the Law to Increase Prevention Strategies
Lauren Albert, BA (Bowling Green State University); Ben Batey, MA (Mercy College of Ohio)

P4 Improving a Depression Screening Process for College Students
Megan Benton BSN RN, DNP (Penn State University)

P5 Social Connectedness and Sense of Belonging as Measures of Success and Retention on a College Campus
Simran Bhatia, MS and Annie Birt, BA (Missouri S&T)

P6 Health Insurance Literacy and Self-Efficacy of UCLA Undergraduate Students
Ritika Bhattacharya, BS, Renée Grange, BS, Frederick Jimenez, BS, Elyss Johnson-Mendoza, BS, Edward Nash, BS, Jonathan Liu, BS (University of California, Los Angeles)

P7 University-based Health and Wellness Coaching: Comparing the Efficacy of Staff and Peer Coaches
Jennifer Bleck, PhD, MPH, NBC-HWC and Rita Debate, PhD, MPH, NBC-HWC, (University of South Florida)

P8 Do In-House and Third-Party Tele-Counseling Services Extend Our Reach to Underserved, Treatment-Naïve Student Populations?
Brittany P. Boyer, PhD (The University of Texas at Austin)

P9 Vending Machine Access to Emergency Contraception on a College Campus
Betty Boyle Duke, DNP, CPNP-PC, BSN, Sarah Ann Anderson Burnett, MD, PhD, FAAP, and Cindy Tran, BSN, RN (Barnard College)

P10 An Analysis of Time Spent with Provider and Care Satisfaction at a College Gynecologic and Reproductive Health Clinic
Claudia Brewer, BS (University of California, Los Angeles)

P11 Calories and Cocktails: Drunkorexia on Campus
Sarah Bristol, AMFT, Dani Gonzales, PsyD, and Ryan Brown, LMFT (University of Southern California)

P12 Workplace Bullying on College Campuses: Results from the ACHA-NFSHA 2019-2023
Lori Dewald, EDD, ATC, MCHES, FAAHE and Nikki Brauer MS, CHWC, COEE, CWPM (Southern Illinois University); Lauren Heiberg, BA (University of California, Los Angeles)

P13 How Healthy Is Your Campus? A Systematic Review of University Food Environment Assessments
Stacy Fandetti, BS, Alicia A. Dahl, PhD, MS, Lilian Ademu, PhD, and Ryan Harris, MLIS (University of North Carolina at Charlotte)

Schedule subject to change.
P14 Emergency Contraception Availability in U.S. Colleges & Universities
Sara Farjo, DO, Amie Ashcraft, PhD, Courtney Pilkerton, MD, PhD, and Jun Xiang, MS, MA (West Virginia University); Pamela J. Murray, MD, MHP (Boston Children’s Hospital); Megan Adelman, PharmD (Cleveland Clinic Akron General)

P15 Loneliness and Canadian Post-Secondary Students: Using The NCHA to Understand the Links Between Loneliness and Dimensions of Health and Well-Being
Sonya L. Flessati, PhD, RPsych, (Mount Royal University)

P16 Developing Team Commitments to Create a Culture of Belonging and Respect
Megan Gendel, MSN, Emily Johnson, BS, and Andrew O’Donnell, DNP (University of Wisconsin - Madison)

P17 When the U.S. Supreme Court Sneezes, America Catches a Cold: How the Overturn of Roe vs. Wade Has Put Women’s Mental Health at Risk
Fiona Giardino, BS (Florida State University)

P18 The Experiences and Perceptions of Campus Resource Utilization by University Students with Childhood Domestic Violence Exposure Histories
Megan Haselschwerdt, PhD, Amie Kahovec Allen, PhD, Kristen Ravi, MSW, PhD, and Victoria Niederhauser, RN, DrPh, (University of Tennessee)

P19 Education About Sexually Transmitted Infections Among Community College Students
Hannah K. Hecht, MPH, Jennifer Yarger, PhD, Luisa Alejandro Teles-Perez, MGPS, and Cynthia C. Harper, PhD, (University of California, San Francisco); Kristine Hopkins, PhD (University of Texas at Austin)

P20 Clinical Outcomes from a Large Sample of College-Aged Individuals Receiving Enhanced Family-Based Treatment for an Eating Disorder
Megan Hellner, DrPH, MPH, RD, CEDS-S and Katherine Hill, MD, FAAP (Equip Health)

P21 Academic Healthcare Professionals' Perceptions of Available Services for Students with Type 1 Diabetes at Higher Education Institutions
Carol Newton Highsmith, EdD, MPA-NE, RN (University of North Carolina Wilmington)

P22 Using Institutional Data to Inform Strategic Planning Around Health and Well-Being: Lessons from a Liberal Arts Institution
Elizabeth W. Holt, PhD, Gwen Hirko, MS, Natalie The, PhD, Anna Cass, PhD, Michelle Horhota, PhD, Meghan Slining, PhD, and Jason Cassidy, PhD (Furman University)

P23 Picture this: A Photovoice Study Exploring Mental Wellbeing of First-Generation College Students
Lorenzo N. Hopper, MPH, PhD, (University of North Carolina at Charlotte)

P24 Mental Health Among Agricultural and Engineering Graduate Students: Comparison by Grade Level and with Undergraduate Students
Ryo Horita MA, PhD, Nanako Imamura MA, Taku Fukao MD, PhD, Miho Adachi MD, PhD, Satoko Tajirika MD, Mayumi Yamamoto, MD, PhD, MBA (Gifu University); Emma Underwood MPH, CPH (University of South Florida)

P25 Food Insecurity on Campus: Prevalence and Influences at a Regional-Comprehensive, Hispanic Serving University
Bethany Kies-Bolkema MPP, PhD, and Tina Twilleger MSc, PhD (Colorado State University-Pueblo)

P26 MaRooN Health Passport: How Campus Health Service Turns Primary Research Into Clinical Care
Jo-Anne H Kirby MBChB, MSc and Susan Crumpton BSc, MBA (Stellenbosch University)

P28 Individual and Collective Positive Health Behaviors and Academic Achievement Among U.S. Undergraduate Students
Alyssa Lederer, PhD, MPH, MCHES (Indiana University-Bloomington); Sara Oswalt, MPH, PhD, CSE (University of Texas at San Antonio)

P29 Nontraditional STI Testing Venues: An Effective Method for Reaching Students Not Previously Utilizing Student Health Services
Denise Livingston, MD, PhD, Mark Cruz, BA, Lynn Fryer, APN-C, MPH, and Noa’a Shimoni, MD, MPH (Rutgers University)
Posters

**P30** Analysis of Racial Differences in Emerging Adults Substance Use and Psychological Well-Being
Rachel Marcus, VCU, Mia Liadis, PhD, NNC and Trisha Saunders, EdD (Virginia Commonwealth University)

**P31** Mindful Self-Compassion: A Deleterious Pathway Interrupter for Young Adults with Childhood Exposure to Domestic Violence Histories?
Kristen Ravi, PhD, Megan Haselschwerdt, PhD and Ji Youn Yoo PhD (University of Tennessee); Karen Bluth, PhD (University of North Carolina-Chapel Hill); Marissa Knox, PhD (Purdue University)

**P32** Partnering with a Community-Based Organization to Optimize STI Screening at an HBCU Consortium
Kristy McDonald, RN, MSN, FNP-C, AUCC, Kara Garretson, MPH, AUCC, Kitty Carter-Wicker, MD, AUCC, Adrienne White, RN, MSN, WHNP, AUCC, Fredrick Clark, BS, AUCC and Brittany Talbott, MPH (Morehouse School of Medicine)

**P33** Get OUTSIDE: An Outdoor Student Initiative for the Development of Enhanced Wellness
Megan Mercer, MPH, CHES, CDP, CWP and Angela Landers, MS (Georgia Southern University)

**P34** Healthy Sexuality Coaching at University of California, Berkeley
Robin Mills, MA (San Francisco State University)

**P35** Powerhouses Gone Rogue: A Case of Mitochondrial Myopathy in a College Student
Jennifer Mitchell, MD, FAAFP, FAMSSM and Kelly Mitchell, MD (Texas Tech)

**P36** Emerging Hispanic Serving Institute: Lessons Learned About Improving Access and Providing Relevant Care to a Changing Demographic in the Student Health Center
Aoi Nathalia Mizushima, MD (Portland State University)

**P37** Emergency Awareness Resources: Empowering Students to Provide Effective First-Aid and Pre-Hospital Emergency Care
Inaya Momin, BS and Krishna Hariprasad, BS (The University of Texas at Austin)

**P38** Utilizing Student Government and Student Health Advisory Committee Partnerships to Widen Funding Opportunities and Reach Diverse Student Audiences
Becca Nelson (University of California, Los Angeles)

**P39** Assessing the Efficacy of an Intervention for University Staff Working with Students Exposed to Childhood Domestic Violence
Caterina Obenauf, MA, Megan Haselschwerdt, PhD, Kristen Ravi, PhD, LMSW, and Victoria Niederhauser, DrPH, RN, PNP-BC (University of Tennessee)

**P40** Knowledge, Attitudes and Utilization Regarding HIV PrEP Among Black College Students in the United States: A Systematic Review
Ikenna Odii, MScN, BSN (University of Alabama at Birmingham)

**P41** Community Engagement in Health Promotion: The Pink Dawg Walk
Leah Pylate, PhD, JuLeigh Baker, MS, and Dana Brooks, FNP (Mississippi State University)

**P42** Place of Residence and Health Indicators Among Students with Chronic Medical Conditions
Russell D. Ravert, PhD (University of Missouri)

**P43** Second Generation Health and Wellness Vending Machines at the University of Colorado, Colorado Springs Campus: Lessons Learned in an Evolving Landscape and Next Steps
Carol Stamm MD, Kristi Webb MPH and Stephanie Hanenberg MSN, FNP-C (University of Colorado, Colorado Springs)

**P44** Thriving in Your PhD Program: Exploring the Intersection of Academic Milestones and Doctoral Student Well-Being: A Pilot Mini Course
Elizabeth Rohr, MSW (University of Michigan)

**P45** A Student-Centered, Mixed-Methods Assessment of Reproductive and Gynecological Services Offered by the On-Campus Arthur Ashe Women’s Health Clinic at the University of California, Los Angeles
Rujuta Sathe, BS and Claire Amabile, MPH, MSW (University of California Los Angeles)

**P46** The Integration of the Primary Care Behavioral Health Model into On-Campus Medical Centers: A Model for Effective Integration and Positive Student Outcomes
Sabrina Starkman, MSW, LCSW and Denise Livingston, MD, PhD (Rutgers University- New Brunswick)

Schedule subject to change.
P49 Implementation of a Standardized Suicide Screening Process in a University Student Health Clinic: A Quality Improvement Project
Addie Grace Strong, RN, BSN, Kathryn Dambrino, DNP, APRN, FNP-BC, Krystal Huesmann, RN, BSN, Amy Lewis, MSN, APRN, FNP-BC, David Phillippi, PhD, MS, and Linda Wofford, RN, CPNP, DNP (Belmont University)

P50 Effectiveness of an Online Comprehensive Exercise Program for Underweight Female University Students in Japan
Shinobu Sugihara, MD, PhD (Shimane University)

P51 Student Navigators – Connecting Community Resources through Peer-to-Peer Approach
Swe Tun, MSN (Samuel Merritt University); Sang Leng Trieu, DrPH, MPH (University of California, Irvine & Loma Linda University)

P52 Effectively Engaging College Students Into Universal Screening & Interventions for Mental Health, Substance Use and Overall Wellbeing
Win Turner, PhD, LADC (Center for Behavioral Health Integration); Bridgette Akins, MEd (St Swe Tun, MSN (Samuel Merritt University); Sang Leng Trieu, DrPH, MPH (University of California, Irvine & Loma Linda University) College)

P53 Artificial Intelligence (AI) versus Health Educators’ Instagram Captions
Tammy M. Turner, PhD, MPH, MCHES (Georgia State University)

P54 Exploring Use and Attitudes of Legal Performance Enhancers and the Effect of Pre-Workout Among College Students
Dr. Tina Twilleger MSc, PhD and Bethany Kies-BolkeMPI PhD (Colorado State University Pueblo)

P55 Demographic, Psychosocial, and Academic Correlates of Recreational Sports Participation Among College Students
Caroline Weppner, MA, Brittany Boyer, PhD, Andy Lemons, MEd, and Chris Brownson, PhD (The University of Texas at Austin)

P56 Connecting Incoming Students to Campus Mental Health Resources: A Public Health Approach with Opt-In Clinical Interventions
Rachelle Wilcox, MD, MPH, Nikole Hampton, LMSW, and Brianna LaPiccolo, LMSW (University of Michigan)

P57 Reviving Our PULSE: Developing Peer Health Educators on an HBCU Campus
Karen T. Williams, MD and Dakiah A. Rowe, MA (Winston-Salem State University)

P58 A Faculty Tool Kit for Co-Creating Healthier Academic Environments: Examples from Colorado State University and University of Texas at Austin
Althea Woodruff, MAT, MA, PhD (University of Texas at Austin); Christina Berg, MPH (Colorado State University)

P59 An Assessment of Health Services Offered at U.S. Institutions of Higher Education
Sabuhee Zafar, Erin Camelnon (University of Texas Austin)

P60 Student Awareness and Utilization of STI Screening Options Available on a College Campus
Julia Zukerberg BSPH and Aidan Wells, MPH, MALAS (University of Miami)
### Continuing Education Key

**CME**
Identifies the CE credit hours available to physicians and physician assistants.

**AAFP**
Identifies the Prescribed credit hours available to members of the American Academy of Family Physicians.

**CNE**
Identifies the CE contact hours available to nurses.
*Note: Pharmacology credits, when available, are listed after the total number of contact hours (e.g., CNE:1.5/75)*

**CHES®/MCHES®**
Identifies the CE contact hours available to Certified Health Education Specialists.

**MCHES®**
Identifies the advanced-level contact hours available to Master Certified Health Education Specialists.

**PsyCE**
Identifies the CE credit hours available to psychologists.

**NBCC**
Identifies the NBCC approved clock hours available to national certified counselors.

**NASW**
Identifies the CE credit hours available to social workers.

**ACPE**
Identifies the CE contact hours available to pharmacists.

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**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 23 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.

**CNE:** This nursing continuing professional development activity was approved by Montana Nurses Association, an accredited approver with distinction by the American Nurses Credentialing Center’s Commission on Accreditation.

**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 23 total Category 1 continuing education contact hours. Maximum advanced-level contact hours available are 23.

**PsyCE:** ACHA is approved by the American Psychological Association to sponsor continuing education for psychologists. ACHA maintains responsibility for this program and its content. This program has been awarded 23 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.

**ACPE:** The University of Maryland School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. The 2024 ACHA Annual Meeting has been approved for a total of 18.5 contact hours (.185 CEUs) of knowledge-based and 3.5 contact hours (.035 CEUs) of application-based continuing education targeted to pharmacists in college health ambulatory settings. Participants may earn a maximum of 15 contact hours (15 CEUs) of pharmacy continuing education credit. Sessions 17, 18, 30, 31, 42, 54, 55, 73, 76, 88, 101, 102, 111, 130, 142, and 151 are approved as knowledge-based activities and Sessions 41, 64, and 133 are approved as application-based activities.
**TUESDAY EVENTS, MEETINGS, & PRE-CONFERENCE WORKSHOPS**

**CONNECT. ENGAGE. EXPLORE.**

- **7:00 am - 6:00 pm**
  - Registration

- **12:00 pm - 1:00 pm**
  - **ACHA Leaders’ Appreciation Lunch**
    - (invitation only)
    - Room: Imperial A

- **4:00 pm - 6:00 pm**
  - **American College Health Foundation Board of Directors**
    - Room: L504

- **4:30 pm - 5:30 pm**
  - **PPC Networking**
    - All 2024, 2025, and 2026 Program Planning Committee members are encouraged to attend this networking session.
    - Room: A701

- **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
      - Room: International 8
    - Clinical Medicine Section Executive Committee
      - Room: A601
    - Mental Health Section Executive Committee
      - Room: L506
    - Nurse Administrator Section Executive Committee
      - Room: L507
    - Nursing Section Executive Committee
      - Room: L503
    - Pharmacy Section Executive Committee
      - Room: M304
    - Southern College Health Association Executive Committee
      - Room: L508

  - **Committee and Task Force Meetings**
    - Committee and task force meetings are intended for approved members of those committees or task forces.
    - **Benchmarking Advisory Committee**
      - Room: A708
    - **Diversity, Equity, Inclusion, Justice, and Accessibility Committee**
      - Room: A702
    - **Promoting LGBTQIA+ Equity Task Force**
      - Room: M301
    - **Reproductive Rights Task Force**
      - Room: International 4
5:00 pm - 6:00 pm (cont.)

Coalition Meetings

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

Health Information Management Coalition
Room: A705

Historically Black Colleges and Universities Coalition
Room: International 1

LGBTQ+ Health Coalition
Room: M301

Spirituality and Wellness Coalition
Room: L501

Sports Medicine Coalition
Room: M302

Travel Health Coalition
Room: International 6

Alcohol, Tobacco, and Other Drugs Coalition
Room: M303

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
Room: International 8

Mid-Atlantic College Health Association Executive Committee
Room: International 6

Rocky Mountain College Health Association Executive Committee
Room: M302

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
Room: M303

Coalition Meetings

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

Community College Health Coalition
Room: International 1

Emerging Public Health Threats and Emergency Response Coalition
Room: International 4

Faculty and Staff Health and Wellness Coalition
Room: M304
Tickets are required for all pre-conference workshops, which are open to all meeting attendees (excluding spouses/partners).

9:00 AM – 12:00 PM

1. **Sports Medicine Special Testing**
   Room: International 1
   **CME: 3  AAFP: 3  CNE: 3**
   **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)**

2. **Developing as a College Health and Wellbeing Leader**
   Room: International 4
   **CME: 3  AAFP: 3  CHES: 3  MCHES: 3  CNE: 3**
   **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.
   **Presenter(s): David Anderson, PhD (George Mason University); Rich Lucey Jr, MA (Drug Enforcement Administration); Katrin Wesner-Harts, EdD, FACHA (University of North Carolina Wilmington); Allison Smith, PhD (Louisiana Board of Regents)**

3. **Making a Substantive Difference with Drug/Alcohol Misuse Prevention: Skills and Applications**
   Room: A602
   **CHES: 3  MCHES: 3  CNE: 3  PsyCE: 3  NBCC: 3  NASW: 3**
   **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): Joy Himmel, PsyD, MA, BSN (Old Dominion University); Valerie Kiefer, DNP, APRN, ANP-BC (University of Tampa)**

4. **Achieving AAAHC Accreditation for College Health, Part I**
   Room: International 6
   **CME: 3  AAFP: 3  CHES: 3  MCHES: 3  CNE: 3**
   **After this session, attendees should be able to:**
   1. Identify the steps required to prepare for accreditation.
   2. Recognize applicable Standards required for accreditation compliance.
   3. Describe strategies used by other schools that achieved accreditation.
   **Presenter(s): Joy Himmel, PsyD, MA, BSN (Old Dominion University); Valerie Kiefer, DNP, APRN, ANP-BC (University of Tampa)**

5. **Advocacy in Higher Education Health**
   Room: A706
   **CHES: 3  CNE: 3**
   **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): Jason Marmon, JD (Active Policy Solutions); Mari Ross-Alexander, PhD, LPC-MHSP, ACS (University of South Carolina); Faith DeNardo, PhD, CHES (Bowling Green State University)**
Tuesday Pre-Conference Workshops

9:00 AM – 12:00 PM (cont.)

6 Understanding and Addressing Burnout Among College and University Health Staff

Room: International 8

CME: 3  AAFP: 3  CHES: 3  MCHES: 3  CNE: 3  NBCC: 3  NASW: 3

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, NP, and Mireya Nadal-Vicenz, MD, PhD (Harvard University)

7 Creating a Gender Affirming College Health Experience

Room: A601

CME: 3  AAFP: 3  CHES: 3  MCHES: 3  CNE: 3  PsyCE: 3  NBCC: 3  NASW: 3

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): Danielle Bruce-Steele, Sharon Rabinovitz, MD, Arin Swerlick, MD, MPH, Ryan Kann, and Claire Licata (Emory University); Kamron Furlow, MDiv (Brookhaven United Methodist Church)

8 College-Based Travel Health: Taking A Deeper Dive

Room: A704

CME: 3  AAFP: 3  CHES: 3  CNE: 3

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, CTH (Montana State University)

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

Room: A706

CHES: 3  MCHES: 3  CNE: 3  NBCC: 3  NASW: 3

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)

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

Room: International 1

CME: 3  AAFP: 3  CNE: 3/0.3

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)

Schedule subject to change.
Tuesday Pre-Conference Workshops

11 Filling the Gap: Establishing, Planning, and Envisioning a Sustainable Wellness Coaching Program
Room: A601
CHES: 3 MCHES: 3 CNE: 3 NBCC: 3
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)

12 Expanding Access to Reproductive Health Services
Room: A704
CME: 3 AAFP: 3 CHES: 3 CNE: 3/0.3
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.

Presenter(s): Joanne Brown, DNP, APRN (University of Kentucky, retired); Marian Trattner, MSW (Wake Forest University); Lauren Paulk, JD (Lawyering for Reproductive Justice); Eleanore Kim, MD (University of California, Berkeley); Sharon Rabinovitz, MD (Emory University); Madeline Gomez, JD (Planned Parenthood); Kate Flewelling, JD (University of Michigan)

13 Cultivating College Health Services: Structure Drives Function
Room: International 8
CME: 3 CHES: 3 MCHES: 3 CNE: 3
After this session, attendees should be able to:
1. Identify successful strategies for college health services administration across multiple focus areas.
2. Evaluate participants’ current operations in comparison to others’ successful experiences in college health services administration.
3. Plan for process improvement in areas identified by the participant through learned experiences.

Presenter(s): Erica Bumpurs, MS, AAS (Sam Houston State University); Shannon Kuykendall, BS, CPC (University of Georgia); Leeliee Kates, MHA, MEd (Colorado State University Health Network); Amy Magnuson, PhD, RD (Florida State University); Sara Nimmo, MBA, 1SG (Missouri State University)

14 Integrating Belonging, Well-being, and Social Justice In the Campus Health Mission
Room: A602
CHES: 3 MCHES: 3 CNE: 3
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)
Tuesday Pre-Conference Workshops

1:30 PM - 4:30 PM (cont.)

15 Achieving AAAHC Accreditation for College Health, Part II

Room: International 6

CME: 3  AAFP: 3  CHES: 3  MCHES: 3  CNE: 3

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.
3. Identify how other schools were able to achieve accreditation and barriers they encountered.

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

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

Room: International 4

CME: 3  AAFP: 3  CHES: 3  MCHES: 3  CNE: 3  PsyCE: 3  NBCC: 3  NASW: 3

After this session, attendees should be able to:

1. Describe four pillars of principalism, a common rubric for bioethical decision-making in the U.S.
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 elements of decisional capacity.
6. Describe the ethical concept of “settled values.”
7. Describe the epidemiology of suicide on college campuses.

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

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

Schedule subject to change.
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.
Room: Imperial B

**9:00 am - 9:45 am**
BIPOC 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 racial or ethnic identity of others.
Room: M302

**White-Identified Reflection and Action Space**
Affinity groups are spaces where individuals with shared identities come together for discussions and reflections. This year, we will bring together groups based on racial or ethnic background. These spaces are for you to speak about your own identity, not to learn about the racial or ethnic identity of others.
Room: M304

**JACH Editors’ Meeting**
All current JACH Consulting Editors are encouraged to attend.
Room: A705

**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.
Room: A602

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

**Creating National, Cross-Organizational Health Promotion: Data and Metrics**
Join us as we explore benchmarks, key performance indicators, infrastructure indicators, and other metrics that the field needs to document the health promotion process. Together, we will co-create and discover metrics that drive positive change, elevate our impacts, and document the outcomes. Everyone is welcome.
Room: A601

**10:00 am - 11:30 am**
Opening General Session/Keynote Address
Join your colleagues to hear Keynote Speaker, Debra Houry. See page xxx for more information.
Room: Marquis Ballroom
Wednesday Meetings & Events (Cont.)

12:00 pm - 1:00 pm

Full Section Meetings
ACHA section meetings are open to all members of the section.

Administration Section
Room: A703

Advanced Practice Clinicians Section
Room: A601

Clinical Medicine Section
Room: International 1

Mental Health Section
Room: International 4

Nursing Section
Room: A706

Nurse Administrator Section
Room: International 6

Pharmacy Section
Room: A602

Health Promotion Section
All Health Promotion Section members are invited to this bring-your-own-lunch gathering. Whether you are brand new to ACHA or have been coming for years, this is an opportunity for you to relax and network with other members of the section. Participants will get an opportunity to meet and connect with other HP Section members from across the country.
Room: Imperial A

12:15 pm - 1:15 pm

Industry Presentation
Industry Presentations are not part of the ACHA 2024 Annual Meeting’s accredited educational activity nor eligible for CE credit. Session may contain promotion. The content and opinions expressed are those of the sponsor or presenters and not of ACHA.

HIV Prevention as Primary Care
Sponsored by Gilead Sciences

Increasing PrEP uptake is an important part of helping to end the HIV epidemic. This program will discuss how PCPs can play a pivotal role in the PrEP-uptake initiative and will explain ways to implement PrEP in primary care practices. Select details of a pivotal trial for a PrEP medication option are also examined.
Room: M103

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
Room: A702

Integrated College Health Coalition
Room: A703

Student Health Insurance/ Benefits Plans Coalition
Room: A701

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.
Room: Imperial B

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.
Room: Imperial A

8:00 pm - 9:00 pm

Recovery Meeting
Open to all.
Room: L503

Schedule subject to change.
Wednesday General Sessions

10:00 AM – 11:30 AM

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

Room: Marquis Ballroom

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

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.

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

18. Dermatology Biologics 101: Mechanisms, Monitoring, and Management Strategies

Room: International 8

CME: 1  AAFP: 1  CNE: 1/0.8  ACPE: 1  (UAN: 0025-9999-24-061-L01-P)

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)

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

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

Room: International 4

CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  NASW: 1

After this session, attendees should be able to:

1. Discuss violence prevention in relation to multi-axis health equity framework.

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

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

Room: A707

CHES: 1  CNE: 1

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)

1:30 PM – 2:30 PM

17. The Changing Landscape of Managing Anaphylaxis

Room: Marquis C

CME: 1  AAFP: 1  CNE: 1/0.5  ACPE: 1  (UAN #: 0025-9999-24-042-L01-P)

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)

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

Room: International 1

CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  NASW: 1

After this session, attendees should be able to:

1. Describe the inception of the DEIJA Committee.
## Wednesday General Sessions

**1:30 PM – 2:30 PM (cont.)**

1. Describe the results of the DEIJA data collection efforts.

   **Presenter(s):** Padma Entsuah, MPH, and Alic Czachowski, EdD, MPH, CHES (Columbia 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)

2. List the recommendations for ACHA DEIJA efforts.

   **Presenter(s):** Padma Entsuah, MPH, and Alic Czachowski, EdD, MPH, CHES (Columbia 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)

### 23 Point of Care STI Testing in a College Setting

**Room:** Imperial A  
**CNE:** 1

**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)

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

**Room:** A601  
**CME:** 1  **AAFP:** 1  **CNE:** 1

**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)

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

**Room:** Marquis B  
**CME:** 1  **CHES:** 1  **CNE:** 1  **PsyCE:** 1  **NBCC:** 1  **NASW:** 1

**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)

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

**Room:** A703  
**CHES:** 1  **MCHES:** 1  **CNE:** 1

**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.

### 27 Understanding the Importance of Tailored Health Education Programming for Black Students

**Room:** International 6  
**CHES:** 1  **CNE:** 1  **NBCC:** 1  **NASW:** 1

**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)
Wednesday General Sessions

1:30 PM – 2:30 PM (cont.)

28 How to Build a Well-Being Initiative: Implementing a Community-Engaged Needs Assessment to Develop Campus-Wide Resources and Programming

Room: Marquis A
CHES: 1 MCHES: 1 CNE: 1

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 a 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)

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

Room: Marquis B
CME: 1 AAFP: 1 CHES: 1 CNE: 1/0.1 PsyCE: 1 NBCC: 1 NASW: 1 ACPE: 1 (UAN #: 0025-9999-24-047-L03-P)

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)

3:00 PM – 4:00 PM

29 Ethical Considerations of Mental Health Screening in Postsecondary Students

Room: A601
CME: 1 AAFP: 1 CNE: 1 PsyCE: 1 NBCC: 1 NASW: 1

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): Rich Lucey, MD (Johns Hopkins University School of Medicine); Brittany P. Boyer, PhD, and Susan Hochman, MPH (The University of Texas at Austin); Broderick Leaks, PhD, MHA, MAT (University of Southern California)

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

Room: International 4
CME: 1 AAFP: 1 CNE: 1/0.75 ACPE: 1 (UAN #: 0025-9999-24-043-L01-P)

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)

This session is sponsored by the American College Health Foundation Aetna Student Health Fund
3:00 PM – 4:00 PM (cont.)

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

Room: A703

CNE:1  PsyCE:1  NBCC:1  NASW:1

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)

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

Room: Marquis A

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

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.

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)

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

Room: International 1

CHES: 1  CNE: 1

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)

35. Clinical Medicine Journal Club: A Review of the Literature

Room: A602

CME:1  AAFP:1  CNE:1

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.

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 Robinovitz, MD (Emory University); Eleanor Kim, MD (University of California, Berkeley); Kate Flewelling, JD (University of Michigan)

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

Room: International 6

CME:1  AAFP:1  CHES: 1  CNE: 1

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 Robinovitz, MD (Emory University); Eleanor Kim, MD (University of California, Berkeley); Kate Flewelling, JD (University of Michigan)
Wednesday General Sessions

3:00 PM – 4:00 PM (cont.)

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

Room: International 8

CME: 1  AAFP: 1  CHES: 1  MCHES: 1  CNE: 1

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, (Pacific University); Leelee Kates, MHA, MEd (Colorado State University Health Network); Sara Hayden Parris, MHA (Iowa State University)

38 Nursing Competencies

Room: Marquis C

CNE: 1

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)

39 Building Momentum Across Generations: Leveraging the Power of Gen Z

Room: A707

CHES: 1  MCHES: 1  CNE: 1

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)

40 The Roles of Campus Environment in Student Health

Room: Imperial A

CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  NASW: 1

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 well-being 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)
Wednesday General Sessions

4:30 PM – 5:30 PM

41 nPEP, PrEP, and Doxy PEP – the 5 W’s Answered
Room: Imperial A
CME: 1  AAFP: 1  CNE: 0.3  ACPE: 1
(UAN #: 0025-9999-24-062-L02-P)

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

Presenter(s): James Huang, MD, FAAAEP (Gallaudet University)

42 Understanding and Treating Test Anxiety
Room: A703
CME: 1  AAFP: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1  ACPE: 1
(UAN #: 0025-9999-24-062-L01-P)

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. Discuss how to implement interventions to address test anxiety.
4. Discuss alternative or adjunct interventions for test anxiety.

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

43 Building Wellness Cultures and Structures to Improve Population Health Outcomes
Room: Marquis A
CHES: 1  MCHES: 1  CNE: 1

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): Kevin Readdean, PhD (Rensselaer Polytechnic Institute); Luis de Zengotita, MSW/ MBA (University of St. Thomas); David Graham, PhD, NCC, LCMHCS (Davidson College); Stephanie Hanenberg, MSN, FNP-C (University of Colorado Colorado Springs); Jamie Davidson, PhD (University of Nevada, Las Vegas)

44 Journeying Down the Road to Integrated Health, Counseling, and Wellness Services
Room: Marquis C
CME: 1  CHES: 1  CNE: 1  NASW: 1

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.

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)

45 Building and Sustaining a Culture of Health Program Evaluation
Room: International 8
CHES: 1  MCHES: 1  CNE: 1

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)
Wednesday General Sessions

4:30 PM – 5:30 PM (cont.)

46. **An Entrepreneurial Approach to Funding Student Health Services**

*Room: International 6*

*CME: 1  AAFP: 1  CHES: 1  MCHES: 1  CNE: 1*

*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)*

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

*Room: A707*

*CME: 1  CHES: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1*

*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)*

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

*Room: A610*

*CHES: 1  MCHES: 1  CNE: 1*

*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)*

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

*Room: A602*

*CME: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1*

*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 (SUNY Upstate Medical University)*

50. **Cannot Miss Emergent Diagnoses in the Student Health Population**

*Room: Marquis B*

*CME: 1  AAFP: 1  CNE: 1*

*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.
Wednesday General Sessions

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

4:30 PM – 5:30 PM (cont.)

51 Latent Tuberculosis Infection: Testing and Treatment Guidelines

Room: International 4

CME: 1  AAFP: 1  CNE: 1/0.1

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)

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

Room: International 1

CHES: 1  CNE: 1

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
Join your colleagues for a run/walk around the streets of Atlanta. Runners and walkers of all levels are encouraged to come out and join the fun! Maps for 5k and 1 mile distances will be provided onsite.
Room: Marriott Lobby

6:15 am - 6:45 am
Sunrise Yoga
Greet the day with a gentle Yoga practice. Join Marguerite O’Brien, RYT 200 and colleagues as we gently stretch, flow, and energize our bodies, minds, and spirits. No experience necessary. Please bring a towel/mat/cushion to support your practice.
Room: L406

7:00 am - 8:00 am
Women of Color Networking
The Women of Color Discussion Group will provide a safe space for all women-identifying professionals in college health and wellness. The space will provide an opportunity to meet, share, heal, increase community, and learn skills to navigate life successfully as a woman of color. It will provide a safe, supportive, empowering, and liberating atmosphere for engaging in courageous and unique conversations at the intersection of race and gender. Common topics include, but are not limited to, upward mobility/job growth, culturally-specific family pressures and expectations, experience of racial stress, belongingness, and any other topics that feel relevant to attendees.
Room: M301

7:00 am
Opening Breakfast with Exhibitors
Room: Atrium Ballroom

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.
Room: Atrium Ballroom

7:00 am - 4:00 pm
Poster Displays
Posters are visual presentations of programs and research on a variety of campuses. Poster presenters will be available for questions during session breaks.
Room: Atrium Foyer

7:00 am - 5:00 pm
Registration

Room: M301
Let’s Talk About It
Bring your breakfast and join your ACHA colleagues in facilitated small group discussions about navigating challenges when your personal values are not in alignment with those of your state or institution.
Room: M302

American College Health Foundation Awards Breakfast and Donor Recognition Program
Room: L504

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.
Room: Imperial B

Full Affiliate Meeting
ACHA affiliate meetings are open to all members of the affiliate.

Central College Health Association
Room: A601

Mid-America College Health Association
Room: International 8

Mid-Atlantic College Health Association
Room: A703

New England College Health Association
Room: International 1

New York State College Health Association
Room: International 6

North Central College Health Association
Room: International 4

Ohio College Health Association
Room: A602

Pacific Coast College Health Association
Room: A706

Rocky Mountain College Health Association
Room: Marquis C

Southern College Health Association
Room: Marquis A

Southwest College Health Association
Room: Imperial A

Industry Presentation
Industry Presentations are not part of the ACHA 2024 Annual Meeting’s accredited educational activity nor eligible for CE credit. Session may contain promotion. The content and opinions expressed are those of the sponsor or presenters and not of ACHA.

The Vaginitis Challenge: Clinical Insights and Strategies for Optimal Patient Care.
Sponsored by Hologic, Inc.

Join us for a comprehensive symposium on vaginitis, the leading cause for OB/GYN visits. We’ll review an in-depth overview of common causes, challenges, and risks along with methodologies and treatment guidelines for healthcare providers seeking to enhance their understanding and management of vaginitis for optimal patient care. Lunch will be provided.
Room: M103

Schedule subject to change.
Thursday Meetings & Events (Cont.)

**4:15 pm - 5:00 pm**

**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.
Room: A701

**Creating National, Cross-Organizational Health Promotion: Data and Metrics**
Join us as we explore benchmarks, key performance indicators, infrastructure indicators, and other metrics that the field needs to document the health promotion process. Together, we will co-create and discover metrics that drive positive change, elevate our impacts, and document the outcomes. Everyone is welcome.
Room: A601

**BIPOC Affinity Group Meetings**
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.
Room: M302

**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.
Room: M304

**5:15 pm - 6:15 pm**

**LGBTQIA2S+ Affinity Group**
Affinity groups are spaces where individuals with shared identities come together to celebrate community, host discussions, reflections and more. Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Two Spirit, Plus (LGBTQIA2S+) identifying ACHA colleagues are invited to gather for some community care. Facilitators will be cultivating a radically inclusive space to process what is arising for folx while honoring the disparate impact experienced by those of us with multiple marginalized identities. These spaces are for you to speak about your own identity and experience, not to learn about the identity of others.
Room: M301

**5:30 pm - 6:30 pm**

**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.
Room: A705
Thursday General Sessions

8:00 AM – 9:30 AM

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

Room: International 8

CME: 1.5  AAFP: 1.5  CHES: 1.5  MCHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5

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 SAMHSAs 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)

54 Oral Emergency Contraception: An Efficacy and Regulatory Update

Room: Marquis A

CME: 1.5  AAFP: 1.5  CNE: 1.5/0.45  ACPE: 1.5 (UAN #: 0025-9999-24-048-L03-P)

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. Discuss 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)

This session is sponsored by the American College Health Foundation Josh Kaplan Fund for Clinical Medicine and Health Promotion in Higher Education Fund

55 Allergy Potpourri – An Evidence-Based Q&A

Room: Imperial A

CME: 1.5  AAFP: 1.5  CNE: 1.5/0.75  ACPE: 1.5 (UAN #: 0025-9999-24-049-L01-P)

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)

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

Room: International 4

CME: 1.5  MCHES: 1.5  CNE: 1.5  NBCC: 1.5  NASW: 1.5

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)

57 Medical Grand Rounds

Room: A703

CME: 1.5  AAFP: 1.5  CNE: 1.5/0.15

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)
Thursday General Sessions

8:00 AM – 9:30 AM (cont.)

58 Preparing Drug Misuse Among College Students: The Importance of Strategic Planning and Diversity, Equity, and Inclusion
Room: A707
CME: 1.5  CHES: 1.5  MCHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5
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.
3. Evaluate applicability of the Strategic Prevention Framework to preventing drug use and misuse among college students.
4. Discuss weaving diversity, equity, and inclusion throughout all five steps of the Strategic Planning Framework.
Presenter(s): Rich Lucey, MA (Drug Enforcement Administration); Allison Smith, PhD (Louisiana Board of Regents)

59 A Self-Screening Tool with Tailored Resources for Stress Reduction and Improving Well-Being
Room: Marquis B
CME: 1.5  CHES: 1.5  MCHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5
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.
3. Discuss weaving diversity, equity, and inclusion throughout all five steps of the Strategic Planning Framework.
4. Describe the pathways that lead to this role.
5. Describe challenges of this role.
Presenter(s): Sharon Tucker, PhD, RN, APRN-CNS, PMHCNS-BC, NC-BC, EBP-C, F-NAP, FAAN, Bernadette Melnyk, PhD, BSN, and Laurel Van Drome, MA (The Ohio State University)

60 The Role of AVC/AVP in Health and Well-Being
Room: International 6
CHES: 1.5  CNE: 1.5
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)

61 ACHA College Health and Well-Being Data Hub
Room: A601
CME: 1.5  CHES: 1.5  MCHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5
After this session, attendees should be able to:
1. Describe progress in the Data Hub 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 the Data Hub 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, FACHA (University of Southern California)

62 All Bets Are Off: A Clinician’s Role in Addressing Collegiate Problem Gambling
Room: International 1
CME: 1.5  CHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5
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); Jaclyn Webber, MA (Towson University)
Thursday General Sessions

8:00 AM – 9:30 AM (cont.)

63 A Changing Landscape: Student Health Center Revenue Models -- Finding the Right Mix to Survive
Room: Marquis C
CME: 1.5  AAFP: 1.5  CHES: 1.5  MCHES: 1.5  CNE: 1.5
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)

10:00 AM - 11:30 AM

64 Overview of HIV PrEP and PEP
Room: International 6
CME: 1.5  AAFP: 1.5  CNE:1.5/1.125  ACPE: 1.5
(UAN #: 0025-9999-24-050-L02-P)
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)

65 College Health and Public Safety Partnership: Naloxone Training Saves Lives
Room: A703
CME: 1.5  CHES: 1.5  CNE: 1.5  NBCC:1.5  NASW: 1.5
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)

66 Combatting the Devastating Impact of Loneliness on College Students
Room: Marquis B
CME: 1.5  AAFP: 1.5  CNE: 1.5  PsyCE:1.5  NBCC: 1.5  NASW: 1.5
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, and Alexandra Alayan, MA, MS (The Ohio State University)
Thursday General Sessions

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

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

Room: A601

CME: 1.5  CNE: 1.5

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)

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

Room: A602

CME: 1.5  CHES: 1.5  MCHES: 1.5
CNE: 1.5  PsyCE: 1.5  NBCC: 1.5
NASW: 1.5

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.
4. Describe the characteristics of student counseling in Japan.

Presenter(s): Katsumi Nakagawa, MD, PhD, JD (Ritsumeikan University, Japan); Ryo Horita, CPP, CP (Gifu University, Japan); Yuko Yamada, PhD, CPP, CP (Kitasato University, Japan); 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)

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

Room: A707

CNE: 1.5  PsyCE: 1.5  NBCC: 1.5
NASW: 1.5

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)

70 Administration Section Hot Topics

Room: Marquis C

CNE: 1.5

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)
Thursday General Sessions

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

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

Room: International 4

CHES: 1.5  MCHES: 1.5  CNE: 1.5

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 Oduniyi, MPH (The University of Texas at Arlington)

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

Room: Marquis A

CME: 1.5  AAFP: 1.5  CNE: 1.5

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)

73 Preparedness for Infectious Disease Events in Institutes of Higher Education

Room: Imperial A

CME: 1.5  AAFP: 1.5  CNE: 1.5  ACPE: 1.5

(UAN #: 0025-9999-24-051-L04-P)

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)

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

Room: International 1

CME: 1.5  CHES: 1.5  MCHES: 1.5  CNE: 1.5

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.)

75 Getting Published in the Journal of American College Health
Room: International 8
CHES: 1.5  CNE: 1.5
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 Baker, MLIS (Taylor and Francis Group)

76 Red Eye in Primary Care
Room: A703
CME: 1  AAFP: 1  CNE: 1/0.3  ACPE: 1 (UAN #: 0025-9999-24-052-L01-P)
After this session, attendees should be able to:
1. Identify different types of conjunctivitis and current treatment options.
2. Discuss differences between corneal abrasions and corneal ulcers and their standards of care.
3. Discuss the identification and treatment of blepharitis, dry eye, and hordeolum.

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

77 Enhancing Staffing, Quality, and Flexibility in Programming to Boost Student Retention
Room: A601
CHES: 1  CNE: 1
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)

78 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
Room: A707
CHES: 1  CNE: 1
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)

79 The Mainstreaming of Rough Sex and Sexual Choking/Strangulation: Implications for Consent, Violence Prevention, and College Students’ Physical and Mental Health
Room: Marquis B
CME: 1  AAFP: 1  CHES: 1  MCHES: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1
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 US adults, with a focus on college students.
3. List three health consequences of sexual choking/strangulation.
Thursday General Sessions

1:30 PM – 2:30 PM (cont.)

4. Describe implications for sexual consent and sexual violence prevention efforts.

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

80 Health Literacy and Student Success: Strategies for Supporting Individual and Organizational Health Literacy
Room: Marquis C
CME: 1 CHES: 1 CNE: 1
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)

81 Infection Prevention and Control Essentials for College Health Centers
Room: Marquis A
CME: 1 CNE: 1
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 Chanan-Uzqueda, PhD, MPH, CIC, Bobby Cong, BA, and Raul Pedraza (University of Southern California)

82 Strategies for Assessing and Supporting Student Sleep: Implications for Academic Success, Equity, and Mental Health
Room: Imperial A
CME: 1 AAFP: 1 CHES: 1 MCHES: 1 CNE: 1 PsyCE: 1 NBCC: 1 NASW: 1
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)

83 Gender-Based Violence on Community Colleges: Policy Implications and Considerations
Room: A602
CHES: 1 MCHES: 1 CNE: 1 PsyCE: 1 NBCC: 1 NASW: 1
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); Jaray Mazique, EdD (Spelman College)

84 Leveraging Podcasts to Increase Engagement with Our Student Community
Room: International 4
CME: 1 CHES: 1 MCHES: 1 CNE: 1
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)
Thursday General Sessions

1:30 PM – 2:30 PM (cont.)

85 ACHA Guidelines: Best Practices for Collegiate Intramural, Club, and Recreational Sports
Room: International 1
CME: 1  AAFP: 1  CNE: 1

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)

86 What We Learned from Our Students: Empowering BIPOC and LGBTQ+ Youth to Create Campus Mental Health Resources
Room: International 6
CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  NASW: 1

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.

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

3:00 PM – 4:00 PM

88 Pharmacy Hot Topics: Discussion of Vitamin D and Iron Supplements in College Athletics
Room: Marquis C
CME: 1  AAFP: 1  CNE: 1/0.3  ACPE: 1
(UAN #: 0025-9999-24-053-L04-P)

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. Describe how to 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)

87 Hands, Shoulders, Elbows, Toes -- Musculoskeletal Care for the Rock Climber
Room: International 8
CME: 1  AAFP: 1  CNE: 1/0.1

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 (cont.)

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

Room: A602

CME: 1  AAFP: 1  CNE: 1

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)

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

Room: International 1

CME: 1  CHES: 1  CNE: 1  PsyCE: 1

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/ inventory current programs and services that could contribute to HRC HEI certification of your student health center.

Presenter(s): Geno Mehalik, MPA and Kate Mulligan, MA (University of California, Los Angeles)

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

Room: A703

CHES: 1  CNE: 1  PsyCE: 1  NBCC: 1

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.
3. Discuss the benefits of securing both clinical and educational mental health and wellness services through a consortium model.

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

3:00 PM – 4:00 PM (cont.)

92 Introduction to Health at Every Size
Room: International 4
CME: 1  AAFP: 1  CNE: 1  NBCC: 1  NASW: 1

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 Children's Hospital/University of Massachusetts-Amherst).

93 Lumps, Bumps, and Masses: Identifying Benign Breast Disease in the College Health Setting
Room: Imperial A
CME: 1  AAFP: 1  CNE: 1

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).

94 Pet Therapy: A Pawsitive Effect
Room: A707
CHES: 1  MCHES: 1  CNE: 1  NASW: 1

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 Lescensi-Bromley, CPE, CWWS (Texas Woman's University).

96 The Mental Health Assistance and Response Team: Partnering with Campus Law Enforcement for Clinician-Led Welfare Checks
Room: International 8
CME: 1  PsyCE: 1  NBCC: 1  NASW: 1

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).
Thursday General Sessions

3:00 PM – 4:00 PM (cont.)

97 Emotional Intelligence (EI) and Leadership: Strengthening Your EI and Developing Your Team
Room: Marquis B

CHES: 1  CNE: 1

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, MSEd, LCMHC, CCMHC (Southern New Hampshire University)

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

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

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)

99 Data from the 2022 Sexual Health Services Survey
Room: International 6

CME: 1  AAFP: 1  CHES: 1  CNE: 1

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.**

**6:15 am - 6:45 am**  
**Sunrise Yoga**  
Greet the day with a gentle Yoga practice. Join Marguerite O’Brien, RYT 200 and colleagues as we gently stretch, flow, and energize our bodies, minds, and spirits. No experience necessary. Please bring a towel/mat/cushion to support your practice.  
Room: L406

**7:00 am**  
**Continental Breakfast with Exhibitors**  
Room: Atrium Ballroom

**7:00 am - 5:00 pm**  
**Registration**

**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.

**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.  
Room: Atrium Ballroom

**7:00 am - 1:00 pm**  
**Dorosin Memorial Lecture**  
See page xxx for more information. (Note that you may bring a lunch with you.)  
Room: Marquis B

**7:00 am - 3:15 pm**  
**Poster Displays**  
Posters are visual presentations of programs and research on a variety of campuses. Poster presenters will be available for questions during session breaks.  
Room: Atrium Foyer

**7:30 am - 8:30 am**  
**JACH Consulting Editors Breakfast**  
Room: M304

**12:00 pm - 1:00 pm**  
**Pharmacy Section Gathering**  
Bring your lunch and talk with your colleagues about current issues in college health pharmacy.  
Room: M304

**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.  
Room: M103

**5:15 pm - 6:00 pm**  
**BIPOC Affinity Group Meetings**  
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.  
Room: M302
**Friday General Sessions**

**8:00 AM – 9:30 AM**

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

Room: A703  
CME: 1.5  CHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5

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)

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

Room: International 4  
CME: 1.5  AAFP: 1.5  CNE: 1.5/0.75  ACPE: 1.5 (UAN #: 0025-9999-24-054-L02-P)

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. Describe how to implement a clinic work-flow to encourage HIV PrEP and DoxyPEP.

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

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

Room: Marquis C  
CME: 1.5  AAFP: 1.5  CNE: 1.5/1.5  ACPE:1.5 (UAN #: 0025-9999-24-044-L01-P)

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)

**103** Navigating the Crisis: Strategies for Improving Eating Disorder Screenings

Room: Imperial A  
CME: 1.5  AAFP: 1.5  CNE: 1.5  PsyCE:1.5  NBCC: 1.5  NASW: 1.5

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)
Friday General Sessions

8:00 AM – 9:30 AM (cont.)

104 Retention Versus Recruitment: Cultivating Belonging and Happiness for Student Athletes of Color
Room: A601
CHES: 1.5 MCHES: 1.5 CNE: 1.5
PsyCE: 1.5 NBCC: 1.5 NASW: 1.5

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)

105 The Power of Making Mistakes: Learning How to Create a Culture of Innovation By Letting Staff Try and Fail
Room: Marquis B
CHES: 1.5 CNE: 1.5

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.

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)

106 Updates and Recommendations from the Data Strategy Task Force
Room: International 6
CME: 1.5 CHES: 1.5 MCHES: 1.5 CNE: 1.5

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)

107 Comprehensive Campus Wellness: Enhancing the Culture of Care at an HBCU
Room: International 1
CHES: 1.5 MCHES: 1.5 CNE: 1.5 NBCC: 1.5 NASW: 1.5

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)
Friday General Sessions

8:00 AM – 9:30 AM (cont.)

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

Room: International 8
CME: 1.5  AAFP: 1.5  CNE: 1.5

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)

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

109 The Healthy Campus Journey: Reflections on Implementing the Inventory

Room: A707
CHES: 1.5  CNE: 1.5

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)

110 Nursing Hot Topics

Room: Marquis A
CNE: 1.5

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)

111 Immunization Updates for College Students

Room: Marquis B
CME: 1.5  AAFP: 1.5  CNE: 1.5/0.15  ACPE: 1.5 (UAN #: 0025-9999-24-055-L06-P)

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)

112 Engaging Campus Stakeholders in Mental Health Initiatives Using Data

Room: International 6
CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW:1.5

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 Diana Cusumano, LMHC, NCC, RYT (The Jed Foundation)

Schedule subject to change.
113 Negotiate Improved Sleep Behaviors: Keep It Simple
Room: Marquis A
CME: 1.5  AAFP: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5
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)

114 Campus Health Requires a Health Promotion Process with Key Performance Indicators (KPIs)
Room: Marquis C
CHES: 1.5  MCHES: 1.5  CNE: 1.5
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.

115 Comprehensive Gender Affirming Primary Care – Challenging Cases and Tangible Takeaways
Room: A703
CME: 1.5  AAFP: 1.5  CHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5
After this session, attendees should be able to:
1. Identify the common co-morbidities for trans and gender-diverse 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)

116 Stepped Care: A Public Health Approach for Supporting Student Mental Health and Well-Being
Room: A707
CHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5  NASW: 1.5
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)

117 ACHA-NCHA Update
Room: International 8
CME: 1.5  CHES: 1.5  MCHES: 1.5  CNE: 1.5  PsyCE: 1.5  NBCC: 1.5
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)
Friday General Sessions

10:00 AM – 11:30 AM (cont.)

118 Advancing Sexual Health by Reducing Sexually Transmitted Infections

Room: Imperial A

CME: 1.5  AAFP: 1.5  CNE: 1.5/0.75

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)

119 Filling the Gap: Establishing a Sustainable Wellness Coaching Program

Room: International 4

CHES: 1.5  MCHES: 1.5  CNE: 1.5

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)

120 Dorosin Memorial Lecture: Emerging Challenges to Students’ Digital Safety

Room: Marquis B

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

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

This session is partially sponsored by the American College Health Foundation Stephan D. Weiss, PhD Mental Health Fund for Higher Education

Schedule subject to change.
1:30 PM – 2:30 PM

**121 Implementing Trauma-Informed Care into Clinical Practice**

Room: International 4

CME: 1  AAFP: 1  CNE: 1

*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)

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

Room: Marquis C

CHES: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1

*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.

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

Room: Imperial A

CME: 1  CHES: 1  CNE: 1

*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, Gina Orlando, MPH, CHES, and Gayle Gatchalian, MA (Columbia University); Mark Williams, BA

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

Room: International 6

CME: 1  AAFP: 1  CHES: 1  MCHES: 1  CNE: 1

*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)

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

Room: A703

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

*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 North Texas)
Friday General Sessions

1:30 PM – 2:30 PM (cont.)

126 A University’s Journey to Create a Size Inclusive Campus: Strategies for Initiating Campus-Wide Changes to Reduce Weight Stigma
Room: International 1
CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  NASW: 1
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)

127 A Roundtable Discussion on Title IX Issues on Campus
Room: A601
CHES: 1  CNE: 1
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.

128 Applying the Top License Principle to Maximize Time and Revenue
Room: International 8
CME: 1  CHES: 1  MCHES: 1  CNE: 1
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)
Presider: Erica Bumpurs, MS (Sam Houston State University)
Facilitator: Shannon Atnip, BBA, LVN (Sam Houston State University)

129 Student Awareness and Utilization of STI Screening Options Available on a College Campus
Room: A707
CHES: 1  MCHES: 1  CNE: 1
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.
Presenter(s): Julia Zukerberg, BSPH, and Aidan Wells, MPH, MALAS (University of Miami)

130 Addressing College Health Staff Burnout by Improving Systems and Working Conditions
Room: Marquis B
CME: 1  AAFP: 1  CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  ACPE: 1 (UAN #: 0025-9999-24-057-L04-P)
After this session, attendees should be able to:
1. Define burnout as it relates to healthcare professionals.
2. Discuss 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)
1:30 PM – 2:30 PM (cont.)

131 Understanding and Managing Migraine: An Update
Room: Marquis A
CME: 1  AAFP: 1  CNE: 1
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)

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

132 Spiritual Wellbeing on Campus: Benefits, Inclusivity, and Implementing Practices
Room: A602
CME: 1  CHES: 1  CNE: 1
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.

3:00 PM – 4:00 PM

133 Gender Affirming Care: Clinical Pearls and Practical Applications
Room: Marquis B
CME: 1  AAFP: 1  CNE: 1/0.3  PsyCE: 1  NBCC: 1  NASW: 1  ACPE: 1 (UAN #: 0025-9999-24-045-L04-P)
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, Ekta Kumar, PsyD (University of Southern California); Benjamin Silverberg, MD, MSc, FAAFP, FCUCM (West Virginia University)

135 Cultivating Unconventional Approaches to Case Management Practices: The Genesis of an Embedded Clinical Model
Room: A601
CHES: 1  CNE: 1  PsyCE: 1  NASW: 1
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)
136 Imposter Syndrome as a Systems Failure and Its Impact on the Work Environment

Room: Marquis C

CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  NASW: 1

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); Sherri Watkins, LCMHC-S, LCAS, CRC, CCS (University of Utah); Raphael Florestal-Kevelier, PhD, MPH (University of Illinois Chicago)

137 Enhancing Student Well-Being: The Role of Campus Recreation in a Community of Care

Room: International 6

CHES: 1  CNE: 1

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. Discuss 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)

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

Room: A703

CHES: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1

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.
3. Identify methods to rethink health center clinical care models to address international student needs.

Presenter(s): Shruti Shastri, PsyD, and Stephanie Will, LCPC (University of Maryland, Baltimore County)

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

Room: International 8

CHES: 1  MCHES: 1  CNE: 1

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)
3:00 PM – 4:00 PM (cont.)

140 Student Advisory Board: A Panel Discussion with Four Diverse University Programs
Room: International 1

CHES: 1  CNE: 1

After this session, attendees should be able to:

1. Describe the PROS/CONS of various Student Health Advisory Boards (SHAB) models.
2. Share lessons learned and how to improve the effectiveness of your SHAB.
3. Define the leadership structure of your board and the relationship the leadership has with your Student Health Services.
4. Identify successful recruitment and retention strategies for student board members.

Presenter(s): Mary Schmidt-Owens, PhD (University of Central Florida); Rebecca Roldan, MSML and Chelsea Nipper, MPH (Pepperdine University); Jamie Shutter, MSEd, FACHA (University of Missouri-Columbia); Simran Bhatia, MS (Missouri University Science and Technology); Mari Kay Avant (Florida State University)

141 Health and Well-Being In Higher Education: Association Efforts to Raise Literacy and Advance the Conversation
Room: International 4

CME: 1  CHES: 1  CNE: 1

After this session, attendees should be able to:

1. Identify the aims of the inter-association group collaborating on wellbeing 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)
SATURDAY EVENTS, MEETINGS, & GENERAL SESSIONS

CONNECT. ENGAGE. EXPLORE.

7:00 am
Continental Breakfast
Room: Marquis D

7:00 am - 11:00 am
Registration

11:00 am - 12:00 pm
Closing Presidential Session
Room: Marquis B

12:00 pm - 5:30 pm
ACHA Board of Directors Retreat/Orientation
Room: L504
Saturday General Sessions

8:00 AM – 9:00 AM

142 Culturally-Humble Care of the Muslim Patient
Room: International 8
CME: 1  AAFP: 1  CHES: 1  MCHES: 1
CNE: 1/0.1  PsyCE: 1  NBCC: 1
NASW: 1  ACPE: 1 (UAN #: 0025-9999-24-058-L04-P)

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)

143 Creating Climates to Support Trans and Gender Diverse (TGD) Students’ Wellbeing
Room: International 6
CHES: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1

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.

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

144 Let’s Get Sexuwell: Applying a Sex Positive Lens After an Abstinence-Focused K-12 System
Room: A707
CHES: 1  CNE: 1

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)

145 Serious Mental Illness in College Students: Identification Methods, Psychosocial Impacts, and Academic Functioning
Room: A703
CME: 1  CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1

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)
Saturday General Sessions

8:00 AM – 9:00 AM (cont.)

146 Overcoming Diagnostic Gaps in Eating Disorder Care by Challenging Internalized Weight Bias
Room: A602
CME: 1  AAFP: 1  CNE: 1
After this session, attendees should be able to:
1. Recognize how internalized weight bias affects clinical decision making.
2. Identify red flags warranting further screening for eating disorders and disordered eating among patients of all body shapes and sizes.
3. Discuss evidence-based health-promoting behavioral recommendations through a weight-neutral lens.
Presenter(s): Cathryn Imperato, DNP, NP-C (University of California, Berkeley)

147 Care of the Adolescent/Young Adult Patient with Abnormal Liver Tests
Room: International 4
CME: 1  AAFP: 1  CNE: 1/0.1
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)

148 Assessing Social Media as an Effective Health Education and Behavior Change Tool
Room: Imperial A
CHES: 1  MCHES: 1  CNE: 1
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)

149 Expanding Your Reach on Campus Through Experiential Learning
Room: International 1
CHES: 1  MCHES: 1  CNE: 1
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 and Alicia Rosas, BS (Texas State University); Ashley Campos (University of California, Berkeley)

150 Well-Being for Life and Learning: A Systems and Settings Approach to Support Student Well-Being in the Classroom and Across Campus Environments
Room: A601
CHES: 1  MCHES: 1  CNE: 1
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.
Presenter(s): Rebecca Block, MS, CHES, CHWP, RYT 200 (University of Rochester)
Saturday General Sessions

9:30 AM – 10:30 AM

151. Addiction Medicine: Update for College Health Clinicians
Room: A707
CME: 1  AAFP: 1  CNE: 1/0.3  PsyCE: 1  NBCC: 1  NASW: 1  ACPE: 1 (UAN #: 0025-9999-24-059-L01-P)
After this session, attendees should be able to:
1. Explain how to 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)

152. Approaches to Successful Grant Writing for Health Promotion
Room: International 8
CHES: 1  MCHES: 1  CNE: 1
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)

153. Implementing Community Auricular Acupuncture Programs to Reduce Student Distress, Anxiety, Pain, Depression and Foster Individual and Campus Wellbeing
Room: International 1
CNE: 1
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 (5NP) offered in these community settings to IHEs.
3. Recognize state legislation and approved training for non-acupuncturists.
4. Explain how an Acu-Wellness 5NP 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 5NP 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)

154. Telemedicine in Higher Education: Evaluating Appointment Type Effectiveness in Primary Care
Room: A703
CME: 1  AAFP: 1  CNE: 1
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, Shaherbano Khalid, BDS, MPH, and Roanna Kessler, MD (Johns Hopkins University)
Saturday General Sessions

9:30 AM – 10:30 AM (cont.)

155 The Collaboration of College Health and Public Health to Reduce Risk of Lifetime Chronic Disease in the Young Adult Population
Room: International 6
CME: 1  CHES: 1  MCHES: 1  CNE: 1  NBCC: 1  NASW: 1

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 (Bryn Mawr College)

156 Perspectives of an Administration Team
Room: International 4
CME: 1  CHES: 1  CNE: 1

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.

157 Developing Nurse Leadership in a Large University Health Center
Room: A601
CNE: 1

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)

158 Benchmarking Committee Update
Room: A602
CME: 1  AAFP: 1  CHES: 1  CNE: 1

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)

159 First-Gen Student Mental Health & Well-Being: Successes and Opportunities
Room: Imperial A
CNE: 1  PsyCE: 1  NBCC: 1  NASW: 1

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

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

11:00 AM - 12:00 PM

160 Closing Presidential Session: Promoting Belonging, Social Justice & Wellbeing – Aspiration to Action, Intention to Impact
[Details to come]