

The background of the entire image is a dense field of stylized COVID-19 virus particles. These particles are depicted with a textured, spherical core and numerous protruding spike proteins. The color palette is a mix of vibrant reds, oranges, and yellows, creating a sense of urgency and scientific focus.

# ACHA COVID-19 Virtual Summit 2: 344 Days and Counting

December 8-9, 2020

ACHA | 100



# COVID-19 Virtual Summit 2: 344 Days and Counting

December 8-9, 2020  
12:00 pm – 5:00 pm EST

The American College Health Association is pleased to host this virtual summit, **COVID-19 Virtual Summit 2: 344 Days and Counting**.

Since the first reports of a cluster of pneumonia of unknown origin in December 2019, our nation is reminded of the tremendous toll that infectious diseases such as COVID-19 can have on our students and our learning communities. This summit will provide an update on Institutions of Higher Education responses to COVID-19 and will explore strategies for disease mitigation. The goal of this summit is to provide learners with strategies on how they can enhance the skills and capacities needed to advance health and wellbeing along with building healthier campus communities in the face of a global pandemic.

Join ACHA, industry experts, and your college health colleagues to delve into the many topics that must be considered when preparing for spring semester, complete with valuable, actionable takeaways. By attending the summit, you'll be able to:

- Hear first-hand from colleagues about their lessons learned from the fall semester.
- Learn about innovative strategies institutions implemented in response to the continued surge in cases on campus.
- Gain access to recordings of the event to reinforce what you've learned and view breakout sessions you weren't able to attend.

## Sponsors

*Please join us in thanking the sponsors of the ACHA COVID-19 Virtual Summit 2! Their generous support and dedication to the college health and wellness field is greatly appreciated.*



**binx health, Inc.**



## General Information and Continuing Education

**Overall Purpose:** In keeping with the ACHA Strategic Plan, the purpose of the ACHA COVID-19 Virtual Summit 2 is to provide high-quality education related to the COVID-19 pandemic to college health professionals, students, and other stakeholders to enhance the skills and capacities needed to advance health and build healthier campus communities.

**Target Audience:** The target audience for the ACHA COVID-19 Virtual Summit 2 includes college health professionals, students, and other stakeholders.

**Commercial Support:** At the time of this posting, we have received commercial support from binx health, Inc.

**Sponsor Disclosures:** At the time of posting, we have received general summit sponsorship from the American College Health Foundation and Harness Health Partners.

**Non-Endorsement:** ACHA does not endorse any products or services that are displayed or referred to in conjunction with this activity and is not responsible for the actual presentation of content during scientific sessions.

**Conflicts of Interest:** A conflict of interest occurs when an individual has an opportunity to affect educational content about health-care products or services of a commercial company with which she/he has a financial relationship.

### Presenters

LaNika Wright, PhD, WHNP-BC (East Carolina University) (*also part of the Planning Committee*) has disclosed that she is a Merck Nexplanon Trainer and her spouse is a speaker for Genesight and Allegan.

All other presenters listed in this program have completed conflict of interest statements and have disclosed no relevant financial relationships with any commercial companies pertaining to this activity.

### Program Planning Committee

Committee members have completed conflict of interest statements and have disclosed no relevant financial relationships with any commercial companies pertaining to this activity.

- **Chair:** Scott Henderson, MD (University of Missouri)
- Susan Ainsworth, BA (American College Health Association)
- David Anderson, PhD, MA (George Mason University)
- Robyn Buchsbaum, MHS (American College Health Association)
- Theyv Chai, MD (University of North Carolina, Chapel Hill)
- Eleanor Davidson, MD (Case Western University)
- Martha Davis, RN, BSN, MBA (University of Georgia, retired)
- Julie Edwards, MHA (University of Chicago)
- Joy Himmel, PsyD, LCPC, NCC, RN (Pennsylvania State University-Altoona, retired)
- James Jacobs, MD, PhD (Stanford University)
- John Miner, MD (Williams College, retired)
- Lindsey Mortenson, MD (University of Michigan)
- Debbie Rosenberger, BSN, RN-BC (University of Mary Hardin-Baylor)
- Kathy Saichuk, MA, MCHES (Louisiana State University)
- Jamie Shutter, MEd (University of Missouri)
- LaNika Wright, PhD, WHNP-BC (East Carolina University)

## Continuing Education Statements

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

ACHA designates this live activity for a maximum of 8 *AMA PRA Category 1 Credits™*. Physicians should only claim credit commensurate with the extent of their participation in the activity.

**CHES®/MCHES®:** Sponsored by ACHA, a designated provider of continuing education contact hours (CECH) in health education by the **National Commission for Health Education Credentialing, Inc.** This program is designated for Certified Health Education Specialists (CHES®) and/or Master Certified Health Education Specialists (MCHES®) to receive up to 8 total Category 1 continuing education contact hours. Maximum advanced-level contact hours available are 7. Continuing competency credits available are 0.

**PsyCE:** ACHA is approved by the **American Psychological Association** to sponsor continuing education for psychologists. ACHA maintains responsibility for this program and its content. This program has been awarded 5 hours of continuing education for psychologists.

**NBCC:** The American College Health Association has been approved by **NBCC** as an Approved Continuing Education Provider, ACEP No. 6397. Programs that do not qualify for NBCC credit are clearly identified. ACHA is solely responsible for all aspects of the program.

**Attention Nurses:** *Due to the turnaround time required by the organization that grants our nursing credit, we were not able to offer CNE for this event. Depending on your state's criteria for credit, you may be able to request CME for non-physicians.*

*Credit will only be awarded to **registered participants** for the individual sessions that they **attend live**.*

## Continuing Education Notes

### To Request CE Credit

Go to the [Summit Event Portal](#)/Contents tab by:

- Visiting this [direct link](#) and logging in when prompted, OR
- Visit the [ACHA Education Center](#) home page, login, and visit My Dashboard in the sidebar to locate the summit.

### Additional Instructions

- Credit will only be awarded to **registered participants in the live summit**.
- You must attest that you participated in the live session in its entirety in order to request credit.
- You may only request credit for one session in each time block.
- You will be able to select the certificate you need (CME, CHES/MCHES, PsyCE, or NBCC) for each individual session.
- Not all credit types are approved for every session. If the credit type you need is not available for a session you attended, you may choose a certificate of attendance if desired.

12:00 pm – 12:15 pm

## Welcome

ACHA President Kim Webb, MEd, LPC,  
FACHA (Washington University in St. Louis); Interim CEO  
Michael Huey, MD, FACHA (American College Health  
Association)

12:15 pm – 1:15 pm

## COVID-19 Conversations: Applying Lessons Learned

*CME:1.0 CHES:1.0 MCHES:1.0 PsyCE:1.0*

This panel discussion will allow the participant to learn from a variety of college health professionals regarding the positive and negative experiences these professionals encountered during the first year of the COVID-19 pandemic. Participants will take these lessons learned and utilize them going forward on their own campuses.

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

1. Discuss how to anticipate and prepare for unexpected events on college campuses.
2. Explain that there may be different approaches to similar issues depending on campus situation.
3. Discuss what and how to communicate the situations/events to all campus stakeholders.

**Speakers:** Sarah Van Orman, MD, MMM, FACHA (University of Southern California); Jake Baggott, MLS, FACHA, 1SG (Ret.) (University of Wisconsin-Madison); LaNika Wright, PhD, WHNP-BC (East Carolina University); Eileen Hineline, MS, RN-BC (Barry University)

**Facilitator:** Lee Pearson, MS, DrPH (University of South Carolina)

**Moderator:** Scott Henderson, MD (University of Missouri)

1:30 pm – 2:30 pm

## A-1. Leveraging Health Promotion Expertise to Address COVID-19

*CME:1.0 CHES:1.0 MCHES:1.0*

Our current COVID-19 crisis demands that colleges act swiftly to implement strategies that establish common expectations and behavioral norms that enable a campus to stay safer. While no peer-reviewed behavioral health evidence yet exists related to COVID-19, we can adapt evidence-based theories and strategies from health promotion to meet this challenge. This interactive workshop provides the knowledge and skills to bridge this gap.

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

1. Identify current evidence-based health promotion strategies that can be adapted to COVID-19 risk reduction efforts.
2. Describe evidence-informed coordinated strategies created to promote new social and behavioral norms and cultural change among Macalester Community members to support measures related to COVID-19.
3. Discuss participants' strategies on their own campuses and future, ongoing campaigns for the duration of COVID-19 and potential future pandemics.

**Speakers:** Jennifer Jacobsen, MA, MPH, and Lisa Broek, MA, CHES (Macalester College)

**Moderator:** Julie Edwards, MHA (University of Chicago)

## A-2. Quarantine and Isolation: Triage, Management, and Communication

CME:1.0 CHES:1.0 PsyCE:1.0 NBCC:1.0

Isolation of persons with active coronavirus infection is a key public health measure used to prevent spread of infection and disease. Persons having close contact with infected individuals must be quarantined and observed until it is clear that they have not contracted infection or illness. The fall semester of 2020 presented learning opportunities for applying CDC guidelines on quarantine and isolation in diverse settings. Leaders from 3 schools will discuss their experience.

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

1. Discuss how to use common language consistently from CDC to describe requirements for isolation and quarantine procedures on campus.
2. Describe testing strategies for students in quarantine.
3. Describe support systems for students in isolation and quarantine.
4. Describe reporting procedures for isolation and quarantine student.
5. Describe management of special situations (students with emotional support animals).

**Speakers:** *Ilene Hofrenning MS, FNP-BC (Framingham State University); Marcus Hotaling, PhD (Union College)*

**Moderator:** *Geraldine Taylor, MS, APRN-BC, FACHA (Bentley University, retired)*

## A-3. Scalably Bolstering Inclusive Student Mental Health, Well-being and Success During a Pandemic

CHES:1.0 MCHES:1.0 PsyCE:1.0 NBCC:1.0

Many campuses struggle to provide effective student services in light of COVID-19. With widespread uncertainty and increased distress, implementing flexible, scalable upstream well-being and basic needs interventions is essential. This case study provides an overview of YOU@Fullerton (a digital well-being platform implemented as part of a 2-year pilot funded by the California State System), highlighting the

successes, lessons learned, and means for replication and speaks to the importance of developing resources that support diverse students.

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

1. Describe the current national mental and physical wellness trends on college campuses both prior to and following the onset of COVID-19.
2. Discuss the need for a universal approach to promote wellness and success.
3. Discuss the role of digital technologies in the evolution of care to meet college students' needs on their terms to promote help seeking behaviors and connection to campus resources.
4. Describe the importance of utilizing technology to collect student health related behaviors to proactively develop outreach programming and campus initiatives, while maintaining student confidentiality.

**Speakers:** *Kevin Thomas, PsyD, Yessica De La Torre Roman, MEd, and Vincent Virgil, EdD (California State University, Fullerton)*

**Moderator:** *Jamie Shutter, MEd (University of Missouri)*

### Continuing Education Credit Key

**CME:** Identifies the CE credit hours available to physicians and physician assistants. (CME for non-physicians is also available)

**CHES:** identifies the entry level 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.

## **B-1. Rapidly Creating a Student Health Ambassador Program: Lessons Learned**

*CHES:1.0 MCHES:1.0*

In June 2020, we were tasked with creating and staffing a student health ambassador program with a goal of reducing the risk of COVID-19 transmission on campus; the rollout was scheduled for early August 2020. We will share how we recruited, hired, and trained 45 students in six weeks as well as the ongoing training and support we provide. We will share our program structure, successes, and failures, and be candid about what we would have done differently.

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

1. Describe the process of rapidly building a peer health education program to respond to COVID-19.
2. Identify what went well and what could have gone differently in rapidly building a peer health education program to respond to COVID-19.
3. List ways to obtain a diverse roster for a peer health education program to respond to COVID-19.

**Speakers:** *Jordan Perry, MPH, CHES, CWWS, Kenda Mullert, Miracle Okoro, and Alexis Baker (University of North Carolina-Asheville)*

**Moderator:** *David Anderson, PhD (George Mason University)*

## **B-2. Creating a Campus Satellite Clinic in Response to the COVID-19 Pandemic**

*CME:1.0 CHES:1.0 MCHES:1.0*

The pandemic response to COVID-19 has generated new challenges for delivering a comprehensive college health program to students, faculty, and staff across the nation. The dynamic and extraordinary circumstances surrounding COVID-19 emphasize the necessity of campus-wide collaboration among college health and wellness professionals to dispatch a variety of methods to ensure high quality of care to campus communities. Learn from two universities who set up satellite clinics/alternate care sites.

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

1. Identify optimal campus facilities to establish a COVID-19/pandemic response satellite clinic.
2. Describe campus satellite clinic operational facets to be considered.

3. Describe how to implement appropriate COVID-19 PCR testing.
4. Describe how to implement random surveillance testing of on and off campus students.

**Speakers:** *Amy Guidera, MSN, APRN, FNP-BC, CHWP (Belmont University); Valerie Kiefer, DNP, APRN, ANP-BC (University of Connecticut)*

**Moderator:** *Jamie Shutter, MEd (University of Missouri)*

## **B-3. Piloting a COVID-19 Needs Assessment: What Do College Students Know and Need?**

*CHES:1.0 MCHES:1.0*

Current events around COVID-19 and social justice have uniquely affected higher education environments. With online learning, virtual engagement, and financial stress, it is essential to understand knowledge, attitudes, and the impact of COVID-19 on the health and academic success of students. This research study aimed to understand the specific needs and health behaviors of a small sample of college students. The results will help inform health promotion efforts and prevention programs.

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

1. Describe the impact of COVID-19 on the college education system.
2. Describe the methodology used in assessing the needs of college students in the context of COVID-19.
3. Identify the specific needs of college students related to COVID-19.

**Speakers:** *Spoorthy Vangala, MBBS, CPH, and Victoria Beltran, MPH, CHES (University of South Florida St. Petersburg)*

**Moderator:** *Debbie Rosenberger, BSN, RN-BC (University of Mary Hardin-Baylor)*



4:00 pm – 5:00 pm

### **C-1. Promoting Readiness Online by Maximizing Opportunities in Technology and Education: The PROMOTE Study**

*CHES:1.0 MCHES:1.0*

We will share our development of a technological intervention to promote student success during a pandemic for students at our HBCU. We are conducting a mixed-methods study to determine correlations between psychosocial risk factors and remote learning success in times of crisis. We will discuss how outcomes inform development of a mobile application to engage these students and connect them to resources needed to sustain their learning during these disruptive conditions.

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

1. Discuss how to Identify, prioritize, and categorize student needs during a pandemic.
1. Describe how to pool identified resources in an attempt to decrease psycho-social barriers to online learning.
2. Identify a promising practice to connect students to resources needed to thrive academically during the COVID-19 pandemic.

**Speakers:** *Jeannette Wade, PhD, Stephanie Teixeira-Poit, PhD, Smriti Shrestha, MS, MA, Ana Lee, PhD, Christopher Doss, PhD, and Adrienne Aiken-Morgan, PhD, MS (North Carolina A&T State University)*

**Moderator:** *Kathy Saichuk, MA, MCHES (Louisiana State University)*

### **C-2. A Cross-Sectional Study Examining the Seroprevalence of SARS-CoV-2 Antibodies in a University Student Population**

*CME:1.0*

Reliable estimates of the prevalence of SARS-CoV-2 antibodies in university populations is critical to guide control measures and mitigate spread. We sought to determine seroprevalence with this cross-sectional survey examining blood samples from current students. We found the prevalence to be 3.9%. Despite the inherent behaviors associated with college lifestyle and

known risk of disease transmissibility, prevalence of SARS-CoV-2 antibodies in our population was similar to community prevalence.

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

1. Define SARS-CoV-1 antibody prevalence.
2. Identify risk factors.
3. Explain contact tracing.

**Speakers:** *Vladimir Ayvazyan, MD (University of Southern California)*

**Moderator:** *Jim Jacobs, MD, PhD (Stanford University)*

### **C-3. Trauma Informed Practices During the COVID-19 Pandemic**

*CME:1.0 PsyCE:1.0 NBCC:1.0*

COVID-19 has impacted and changed current practice and will likely shape future healthcare practices. Reviewing and utilizing the knowledge from Adverse Childhood Experiences (ACEs) science and trauma-informed principles can provide guidance for future practices moving forward. Providing trauma-informed practices within health care is recommended in order to mitigate the impact of COVID-19 adversity and stresses by developing emotionally safe practices that avoid compounding or inadvertently amplifying traumatic stresses.

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

1. Review the impact of COVID-19 as a trauma potentially influencing college student health.
2. Explore the implications of ACEs and trauma within programming.
3. Learn practical strategies to implement trauma and resiliency informed programming.

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

**Moderators:** *Nell Davidson, MD (Case Western Reserve University); John Miner, MD, MA*



12:00 pm – 1:00 pm

## P-2. Development and Planning for the SARS CoV2 Vaccine

CME:1.0 CHES:1.0 MCHES:1.0

The development of a vaccine for COVID-19 has become a global priority to help control the pandemic. Planning for the administration and the actual administering of the vaccine will soon become the next global priority. Immunization against SARS CoV2 is of importance to college health professions from multiple levels.

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

1. Discuss the various clinical trials for the SARS CoV-2 vaccine.
2. Define the necessary steps for the roll out of SARS CoV-2 vaccines.
3. Discuss how priority groups for vaccine administration will be determined.
4. Describe the potential roles of college health services in the roll-out of the SARS CoV-2 vaccine.

**Speaker:** Colleen Kelley, MD, MPH (Emory University School of Medicine)

**Moderator:** Michael Huey, MD (Interim CEO, American College Health Association)

1:15 pm – 2:15 pm

## D-1. Clinical Hot Topics in the COVID-19 Era

CME:1.0 CHES:1.0

### Public Health Interpretation and Use of Wastewater Surveillance Data on University Campuses: Lessons from CDC's National Wastewater Surveillance System

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

1. Describe the current state of the science around wastewater-based disease surveillance.
2. Explain how wastewater surveillance data can be interpreted and used for public health action at the community level.

3. Identify considerations, limitations and lessons learned from several approaches to wastewater surveillance at the campus level.

**Speakers:** Lindsay Phillips, MD, MSc, (Rochester Institute of Technology); Katrina Smith Korfmacher, PhD (University of Rochester); Amy E. Kirby, PhD, MPH (Centers for Disease Control and Prevention)

### Using Wearable Devices to Improve Early Detection of COVID-19 and Other Viral Illness

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

1. Explain how wearables can better characterize individual baselines (resting heart rate, sleep, activity).
2. Describe limitations of current COVID-19 screening and surveillance.
3. Identify how wearables can supplement traditional viral illness screening.

**Speaker:** Jennifer Radin, MPH, PhD (Scripps Research)

### Return to Intercollegiate Athletics after a COVID-19 Illness

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

1. Discuss the cardiac considerations for intercollegiate student-athletes after a confirmed new or past COVID-19 infection.
2. List the graduated return to play protocol after a confirmed new COVID-19 infection.

**Speaker:** Joseph Armen, DO, CAQ (east Carolina University)

**Moderator:** Scott Henderson, MD (University of Missouri)

1:15 pm – 2:15 pm (cont.)

## D-2. Mental Health Hot Topics in the COVID-19 Era

CME:1.0 CHES:1.0 PsyCE:1.0 NBCC:1.0

In this panel presentation, the presenters will identify and review some of the emerging and challenging aspects of providing college mental health services amidst the COVID-19 pandemic. Following the panel presentations, there will be a moderated discussion of the topics presented as well as soliciting additional 'hot topics' from the participant audience. Actionable next steps for the Mental Health Section will be formulated following the discussions.

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

1. Describe how to utilize elements of cognitive behavioral therapy for insomnia that are most helpful in the university mental health setting.
2. Identify healthy ways to use technology and media for mental health, based on American Psychological Association best practice recommendations.
3. Describe how to employ key culturally-attuned, resilience-promoting practices to support mental health in college students during the pandemic and beyond.

**Speakers:** Beverly Fang, MD (George Washington University); Ryan Patel, DO, FAPA (The Ohio State University); SuEllen Hamkins, MD (University of Massachusetts-Amherst)

**Facilitator:** Alan Lorenz, MD (Rochester Institute of Technology)

**Moderator:** John Miner, MD, MA

## D-3. Vaccination in the Time of COVID-19

CME:1.0 CHES:1.0

Routine and annual vaccination have suffered during the pandemic. This session will discuss the innovative policies and procedures being put in place on campuses nationwide to increase vaccination rates and to help campuses stay safe from all outbreaks.

1. Describe the importance of influenza vaccination relative to the COVID-19 pandemic and disparities in flu vaccination.
2. Identify campus policies and programs that help address the reduced vaccination rates among adolescents.

3. Discuss the experience of influenza mandates vs. increased outreach for influenza vaccination on college campuses.

**Speakers:** Litjen (L.J) Tan, MS, PhD (Immunization Action Coalition); Sharon McMullen, RN, MPH, FACHA (Cornell University); Angela Long, MS, MPH (University of Oregon); Nathan Furukawa, MD, MPH (Centers for Disease Control and Prevention)

**Moderator:** Susan Even, MD (University of Missouri, retired)

2:30 pm – 3:30 pm

## E-1. Surviving the Surge: One University's Journey through a Superspreader Event

CME:1.0 CHES:1.0 MCHES:1.0

NC State returned on August 10 with extensive protections, preparations and controls. By August 21, classes were online, over 300 cases were identified, and seven residence halls were identified as clusters. Contact tracing related most cases to a single event. By September 7, residence halls were de-densified, over 11,000 tests were performed, and 1,250 students had completed campus isolation and quarantine. How do you collect and utilize data real time? What skill sets are needed in college health and how do we build sustainable programs?

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

1. Describe usable data collection methods that can inform timely decisions.
2. Identify gaps in their campus health centers in structural, organizational and planning components that can be corrected.

**Speaker:** Julie Casani, MD, MPH (North Carolina State University)

**Moderator:** LaNika Wright, PhD, WHNP-BC (East Carolina University)

2:30 pm – 3:30 pm (cont.)

## E-2. Surviving the Surge: SARS-CoV2

### Testing

CME: 1.0 CHES: 1.0

SARS-CoV-2 testing on campus has been a critical component for schools attempting to stay open during the fall term. This session will cover the basics of each type of SARS-CoV-2 test currently available, how and why two schools made the decisions they did and the lessons learned from those experiences.

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

1. Develop the team needed to allow a safe return to school during a pandemic.
2. Describe the medical aspects of COVID-19 detection and prevention.
3. Discuss the detailed coordination and communication necessary to successfully allow a return to campus/stay on campus of a student population during a pandemic.

**Speakers:** James Jacobs, MD, PhD (Stanford University); James Anthony, MD, FAAFP (Harness Health Partners); Robert Parker, MD (University of Illinois)

**Moderator:** Geraldine Taylor, MS, APRN-BC, FACHA (Bentley University, retired)

## E-3. Surviving the Surge: Strategies to Support the Physical, Mental and Emotional Health of Students in Quarantine and Isolation due to COVID-19

CME: 1.0 CHES: 1.0 MCHES:1.0

Supporting students who are in quarantine or isolation has presented new challenges and opportunities for campus well-being. University of South Carolina has already housed over 800 students in quarantine and isolation. Join us in this collaborative session to explore the mental health challenges students face, discuss strategies, processes and programs for well-being employed and campus partnerships developed. The session will include a focus on strategies to “care for the caregiver,” to assist those doing this important work.

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

1. Describe the steps to develop and implement systems to support students through a quarantine or isolation process and returning to campus life.

2. Review how campus partnerships support students and identify campus partners.
3. Identify ways to support and sustain those doing this work.

**Speakers:** Marguerite O'Brien, MSW, and Rebecca Caldwell, PhD (University of South Carolina)

**Moderator:** Debbie Rosenberger, BSN, RN, BC (University of Mary Hardin-Baylor)

3:45 pm – 4:45 pm

## P-3. Mental Health, Burnout, and Wellness During COVID-19

CME:1.0 CHES:1.0 MCHES:1.0 PsyCE: 1.0 NBCC: 1.0

This presentation will focus on the mental health of campus health providers and staff with particular focus on the impact of burnout and trauma associated with the COVID-19 pandemic. Wellness promotion at the individual and institutional level will also be discussed.

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

1. Define burnout.
2. Identify the impact of COVID-19 on provider wellness.
3. Identify techniques for promoting wellness.

**Presenter:** Bill Scheidler, MD (University of North Carolina School of Medicine)

**Moderator:** Nell Davidson, MD (Case Western Reserve University)