



Closing the Gap: Strategies to Promote Health Equity and Racial Justice on Campus

Virtual Summit

October 27-28, 2020



CLOSING THE GAP: STRATEGIES TO PROMOTE HEALTH EQUITY AND RACIAL JUSTICE ON CAMPUS VIRTUAL SUMMIT

As our nation continues to struggle with racial inequity and campuses work to ensure the health and mental health needs of students of color are met, this summit seeks to provide practical strategies and guidance on how universities can effectively identify gaps and design programs and policies to achieve justice and health equity. Using a case-study methodology, the summit will also explore real-life examples of innovative programs and policies currently in use on campuses and will explore how campuses measure progress.

NON-DISCRIMINATION POLICY

The American College Health Association (ACHA) supports institutional, as well as legislative or regulatory initiatives to promote a campus climate guided by the values of inclusion, respect, equality and equity. ACHA rejects all forms of intolerance and bias (whether implicit or explicit).

Such a climate is essential to college health.

Consistent with those values, ACHA rejects all forms of discriminatory conduct with respect to: age; race/ethnicity; sex; sexual orientation; gender, including gender identity and expression; marital status; physical size; psychological/physical/learning ability; religious, spiritual or cultural identity; socioeconomic status; or veteran status.

ANTI-BIAS/ANTI-VIOLENCE STATEMENT

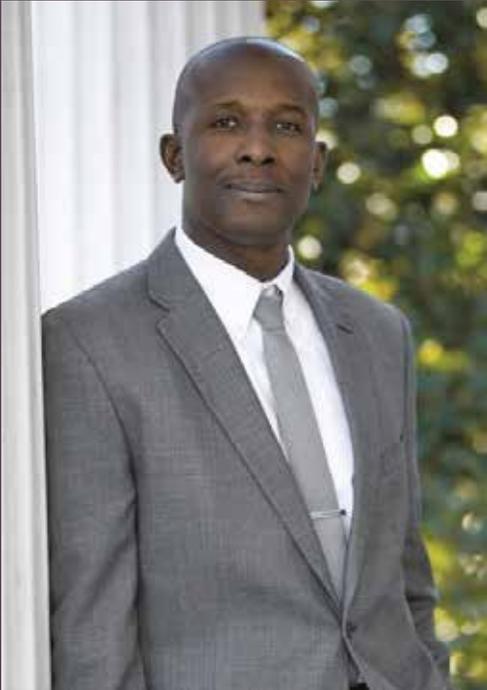
The American College Health Association, on the occasion of the 21st anniversary of the adoption of our Anti-Bias and Anti-Violence Statement, would like to reiterate our commitment to ending bias and violence on college campuses.

We believe that for a campus community to be truly healthy, it must be guided by the values of multicultural inclusion, respect, and equity. Intolerance has no place at an institution of higher learning.

The Association supports all individuals regardless of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information. We encourage all campus health professionals to be actively engaged in the struggle to end oppression, to prevent bias-related violence in our campus communities, and to take action to eradicate injustice. We also encourage governmental officials—federal and state—to adopt policies that reflect these values and ideals.

Originally adopted by the ACHA Executive Committee on behalf of the Board of Directors on July 15, 1999. Updated and reaffirmed by the ACHA Executive Committee on October 21, 2020.

KEYNOTE SPEAKER: DAMON TWEEDY, MD



Reflections on Race and Medicine in the Year of COVID-19 and Nationwide Protests

We're pleased to announce that the keynote speaker for the summit is Damon Tweedy, MD (Duke University School of Medicine). Dr. Tweedy is a New York Times bestselling author and speaker with a focus on the impact of race on the medical profession at all levels.

This presentation will explore how the events of 2020 (COVID-19 and Nationwide Protests) have disproportionately been linked to the experiences of Black people in the United States and discuss the implications of this history on medical education, our health care system, and the experiences of Black student-learners who navigate this complex world.

GROUNDING ASSUMPTIONS FOR THE SUMMIT

- The work of equity and racial justice is about creating community, which involves building trust through careful listening, respectful disagreement, self-reflection, and taking risks.
- We will do our best to be present and minimize distractions.
- We respect each other's privacy, pay attention to what stories are yours to share – and which are not.
- We are all doing the best we can at this moment.
- We acknowledge the different lived experiences of participants and will work to learn from one another.
- Growth and learning can be uncomfortable; remember it's okay to make mistakes – we all do. Taking responsibility, apologizing, and acting differently going forward is essential.

Adapted from Jamie Washington, Washington Consulting Group, with additional adaptations from the University of Minnesota's Office for Equity and Diversity.

**This event is brought to you by by the American College Health Association
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(410) 859-1500 | education@acha.org**

This summit is sponsored by the American College Health Foundation



General Information

All registered attendees will receive access to recordings of the Virtual Summit. Only participants in the live event will be eligible to request CE Credit.

Overall Purpose: In keeping with the ACHA Strategic Plan, the purpose of ACHA's Closing the Gap: Strategies to Promote Health Equity and Racial Justice on Campus summit is to provide high-quality education related to health equity and racial justice 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 this summit includes college health professionals, students, and other stakeholders.

Commercial Support: At the time of this posting, we have not received any commercial support.

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

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

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: All 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.

Bryant Ford, PhD (Dartmouth College)

Micah Griffin, PhD, MS, MHA (The City University of New York, Kingsborough Community College)

Susan Hochman, MPH (The University of Texas at Austin)

Emily Matson, MPH, MCHES, CHWP (University of Minnesota)

Joleen Nevers, MAEd, CHES, CSE, CSE (University of Connecticut)

Sinead Younge, PhD (Morehouse College)

Staff: Susan Ainsworth, BA, Robyn Buchsbaum, MHS, and Devin Jopp, EdD (American College Health Association)

GENERAL INFORMATION AND CONTINUING EDUCATION

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 9 *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 9 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 6 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.

Continuing Education Notes

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 webinar. Depending on your state's criteria for credit, you may be able to request CME for non-physicians.

To Request CE Credit

Go to the [summit page](#)/Contents tab on the ACHA Education Center 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.

DAY ONE: TUESDAY, OCTOBER 27

11:00 AM – 11:15 AM

Opening Remarks

11:15 AM – 12:15 PM

P-1. Keynote Address: Reflections on Race and Medicine in the Year of COVID-19 and Nationwide Protests

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

This presentation will explore how the events of 2020 (COVID-19 and Nationwide Protests) have disproportionately been linked to the experiences of Black people in the United States and discuss the implications of this history on medical education, our health care system, and the experiences of Black student-learners who navigate this complex world.

After this session, participants should be able to:

1. Describe how medical education and the health care system perpetuate health disparities.
2. Discuss how provider bias and patient mistrust exacerbate health disparities.
3. Identify barriers to underrepresented minority recruitment and retention in the healthcare system.

Speaker: Damon Tweedy, MD (Duke University School of Medicine)

12:30 PM – 1:30 PM

A-1. Developing and Implementing White Accountability and Learning Groups on Campus

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

With the resurgence of racial unrest due to the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, and the many others who have died at the hands of white supremacy, there has been an increase in White Learning and Accountability Groups (WLAG) being started on campuses. This panel discussion will focus on how three campuses have launched these groups and the lessons they have learned as white folks who are doing this work.

After this session, participants should be able to:

1. Define the purpose of white accountability groups on campus.
2. Discuss the need for white accountability groups.
3. Identify two benefits of white accountability groups.
4. Name two resources that can be used to develop white accountability groups.

Speakers: Marian Trattner, MSW, CHWP, and Marianne Magjuka, EdD, MEd (Wake Forest University); Megan Marks, PhD, MA and Ashley Hinton-Moncer, MPH, MS (University of Kentucky); Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut)

Moderator: Ashley Hinton-Moncer, MPH, MS (University of Kentucky)

A-2. Are You Woke? The Intersection of Race, Pain Management and Treatment

CME:1.0 CHES:1.0

Chronic pain doesn't discriminate, and neither should the need to receive care, but racial disparities exist. Racial bias and discrimination have contributed – and continue to contribute – to inequities in pain experiences and care for Black, Indigenous, and People of Color (BIPOC) compared to white individuals. What roles does race and culture play in prescribing practices, pain reporting and treatment, psychological and academic outcomes? Are clinicians on college campuses meeting the needs of BIPOC students' pain?

After this session, participants should be able to:

1. Describe how race and culture impacts prescribing practices, patient reporting and treatment, academic and psychological outcomes.
2. Identify common barriers, bias and myths that lead to poorer outcomes for BIPOC students.

Speakers: Sherra' Watkins, PhD, LCM-HC-S, LCAS, CRC, CCS, BC-TMH (American University of the Caribbean School of Medicine); Carylin M. Holsey, DNP, MSN, BSN, RN, ARNP-BC, FNP-C (Central Washington University)

Moderator: Padonda Webb, DNP (North Carolina A&T State University)

1:45 PM – 2:45 PM

B-1. Applying Restorative Practices to Advance Health Equity in Higher Education

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

Inequities in the social determinants of health (SDOH) adversely impact marginalized groups. Restorative practices can improve the SDOH by strengthening relationships between individuals as well as social connections within the campus community. The practices promote listening and dialogue between diverse individuals, further understanding about the impacts of structural inequality, and build institutional capacity to systemically tackle inequities. Participants will discuss how restorative practices can help advance health equity by increasing voice, agency, and belonging.

After this session, participants should be able to:

1. Define restorative practices concepts and principles.
2. Explain how restorative practices aligns with anti-oppression frameworks.
3. Discuss how restorative practices can help institutions of higher education advance health equity.

Speakers: Gina Abrams, DrPH, EdM, LSW, MCHES, and Keith Hickman, BA (International Institute for Restorative Practices Graduate School); Ashleigh Hala, MSW, LCSW (Babson College)

Moderator: Andrea Kimura, MEd, CHES, CHWC (University of Missouri)

B-2. How Diversity and Inclusion in Health Research Affects “All of Us”

CME:1.0 CHES:1.0 MCHES:1.0 CHWP:1.0

All of Us is a research program funded by the National Institutes of Health aimed at building one of the world’s largest and most comprehensive biomedical research resources with data from one million people or more that can inform thousands of studies on a variety of health conditions. Researchers will use the data to learn how biology, lifestyle, and environment affect health and use this information to better understand factors that may prevent or treat different diseases. ACHA is working in partnership with Scripps Research Translational Institute and All of Us to pilot an awareness and engagement program on college campuses around the country in order to increase participation by a young, diverse group.

After this session, participants should be able to:

1. Identify examples of racism and exclusion of diverse populations in the history of medicine.
2. Describe what type of data All of Us is collecting from participants and how this data is protected.
3. Describe how campuses are involved.
4. Identify partners involved in All of Us.

Speakers: Gayle Simon, MPH and David Rodriguez, BA (Scripps Research Translational Institute); Vida Talab (Florida International University, Stempel College)

Moderator: Letitia Johnson-Arnold, EdD, MS, CHES (Fayetteville State University)

3:00 PM – 4:00 PM

C-1. Leaning Up and Looking Back: AVPs of Health and Wellness Reflect on their Impact on Health Equity and Racial Justice and their Identities as Black Women

CME:1.0 CHES:1.0 MCHES:1.0 CHWP:1.0

Ever wondered why there are so few women of color represented in senior leadership and how to attain a senior leadership position? The presenters will lead a discussion about pathways to persist towards and sustain in senior leadership. The presenters will provide an opportunity for self-reflection on health equity and racial justice and will discuss current trends, barriers, and best practices as professionals of color. Presenters will also share how their identities have impacted their professional practice.

After this session, participants should be able to:

1. Discuss the impact of micro challenges in higher education on underrepresented students.
2. Discuss the impact of macro challenges in higher education on underrepresented students.
3. Discuss recruitment and retention strategies for BIPOC administrative professionals.

Speakers: Shawnte Elbert, EdD, MA, MCHES, CHWC (Central Washington University); Marcelle Hayashida, PhD (University of California, Irvine); Joyce DeWitt-Parker, PhD (University of Albany); Natasha Jeter, PhD, MPH (The University of Mississippi); Sislena Ledbetter, MA, PhD (Western Washington University) and Malika Roman Isler, PhD, MPH (Wake Forest University)

Moderator: Susan Hochman, MPH (The University of Texas at Austin)

DAY 1: TUESDAY, OCTOBER 27

3:00 PM – 4:00 PM (CONT.)

C-2. Intimate Partner Violence Amongst Black College Students: Suggestions for Creating a Culturally Responsive Campus

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

Young Black men and women experience disproportionate rates of intimate partner violence (IPV) when compared to other racial groups. This presentation focuses on original quantitative and qualitative data investigating the experiences, attitudes, motivations, and justifications of IPV among Black college students (BCS). Participants include 188 BCS of diverse gender, sexual orientation, and campus communities providing insight into sociocultural and contextual issues underlying participation in IPV. Implications for culturally responsive programming on college campuses are discussed.

After this session, participants should be able to:

1. Discuss the contribution of socio-cultural and contextual issues on the experiences of IPV on college campuses.
2. Describe how to formulate a plan to address IPV on their campus in a culturally responsive manner.

Speakers: Naomi Hall-Byers, PhD, MPH, Jason Jones, PhD, and Keya Glover, MSW, LCSW (Winston-Salem State University)

Moderator: Micah Griffin, PhD, MS, MH (CUNY-Kingsborough Community College)

4:15 PM – 5:15 PM

P-2. Advocacy on Campus

CHES: 1.0

Please note: You must attend both parts of this session to be eligible for CE Credit

Part I: Using What You Have to Get What You Want: Navigating Institutional Bureaucracy on College Campus While Pursuing Community Change and Equity

During my time as a Spelman College student, I organized for voting rights, reproductive justice and arts activism organizations. The common thread between these causes was the notion that political equity starts with access. Through trial and error, I learned best practices for establishing sustainable change on my campus that I hope to share with other students planning to engage in community activism.

After this session, participants should be able to:

1. Identify a mission for student-lead political organizations.
2. Describe how to use digital tools to share voter-related information to their peers.

Presenter: Skylar Mitchell, BA (Puffin Democracy Fellow, Andrew Goodman Foundation)

Part II: Reproductive Justice Primer: Supporting Organizers on Campus

To bring the reproductive justice (RJ) framework to as many people as possible, SisterSong partners with large mainstream groups interested in infusing RJ into their policies and practices, and engaging their memberships in RJ activism. Any group can help change the world by promoting full reproductive freedom – including contraception and abortion access, comprehensive sex education, adequate prenatal and postpartum healthcare, parenting resources, living wages, physical safety, and more – as essential to every woman's right to lead a completely self-determined life.

After this session, participants should be able to:

1. Discuss the RJ Framework.
2. Describe building coalition.

Presenter: Danielle Rodriguez (Georgia State Coordinator, SisterSong)

Moderator: Emily Matson, MPH, MCHES, CHWP (University of Minnesota)

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DAY TWO: WEDNESDAY, OCTOBER 28

11:00 AM – 12:00 PM

P-3. Wellness in Color: Student Voices in the Midst of COVID-19 and Racial Movements for Justice

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

Student mental health is a top concern for colleges and universities in the midst of COVID-19 and racial movements for justice. In this panel discussion student leaders of color share how they are navigating the current (virtual) campus and national climate and how their mental health has been impacted. Students will also reflect on strategies for how campus professionals can support students of color and advance equity in mental health during this time of crisis.

After this session, participants should be able to:

1. Describe the effects of COVID-19 and racial movements on the mental health and well-being of students.
2. Differentiate the unique mental health concerns of students of color during and beyond COVID-19.
3. Identify strategies to support student mental health during this time of global crisis.

Presenters: Diana Aguilera, MPP Graduate Student (George Washington University); Ryan Houston-Dial, Undergraduate Student (University of Texas at San Antonio); Brittany Nguyen MPH Graduate Student (San Francisco State University); JC Garcia, Undergraduate Student (University of Michigan)

Moderator: Laura Sánchez-Parkinson, MA (The Steve Fund)

12:15 PM – 1:15 PM

D-1. From Prevention to Recovery: Centering Diversity, Equity and Inclusion in ATOD

CHES:1.0

The use of alcohol and other drugs has remained steady and increased among some college campuses in the U.S. The racial makeup of campuses has also increased simultaneously. With a dynamic shift focused on racial diversity, inclusion and equity, race-related stress, and bias, this program will have structured conversations around ATOD prevention, treatment, and recovery as related to BIPOC students. The presentation will also highlight the need for diverse practitioners in ATOD.

After this session, participants should be able to:

1. Describe prevention to recovery strategies in providing inclusive ATOD programs and services for underrepresented students.
2. Discuss how racial injustice impacts overall health risks for those in underrepresented populations.
3. Discuss recruitment and retention strategies for BIPOC professionals in the ATOD field.
4. Discuss current and needed policies for ATOD in higher education, and impacts on underrepresented students.

Speakers: Shawnte Elbert, EdD, MA, MCHES, CHWC (Central Washington University); Sherra' Watkins, PhD, LCMHC-S, LCAS, CRC, CCS, BC-TMH (American University of the Caribbean School of Medicine); Jarmichael Harris, MS (East Carolina University); Allison Smith, PhD (Louisiana Board of Regents)

Moderator: Brad Stewart, MEd, CHWP (Texas Christian University)

D-2. Engagement to Action: The Listening Session as a Tool for Truth Telling, Strategy Development, and Reconciliation for Racial and Health Equity on College Campuses

CME:1.0 CHES:1.0 CHWP:1.0

This presentation focuses on the use of a listening session as an innovative approach to obtain the lived experiences of students on campuses who face racial and health inequities. The goal of this presentation is to provide insight and considerations for understanding how social determinants of health, structural and systemic racism, as well as health disparities can impact the lives of college students and their families.

After this session, participants should be able to:

1. Describe how social determinants of health impact the racial and health equity of communities with marginalized identities.
2. Discuss the importance of providing spaces for members of marginalized communities to share their lived experiences through a listening session in order to identify community centered, best practices for addressing racial and health equity.

Speaker: Yarneccia Dyson, PhD, MSW (University of North Carolina Greensboro)

Moderator: Faith DeNardo, PhD, MEd, BS (Bowling Green State University)

1:30 PM – 2:30 PM

E-1. Building Access to a Public Health Profession: A National Model for Ensuring Diversity and Training Opportunities in Minority Health

CHES:1.0

Since 2011, the Centers for Disease Control and Prevention (CDC) funded five award recipients in support of the CDC Undergraduate Public Health Scholar Program (CUPS): A Public Health Workplace Experience to increase student interest in Public Health. The intent of the award is to support student interest and knowledge of public health and biomedical science careers, and to help prepare a workforce with increased capacity to address global health security and the needs of a diverse U.S. population. This presentation will describe the conceptual tenets of the program model in the context of minority health and health equity.

After this session, participants should be able to:

1. Describe the association of educational attainment among minority students with improvements in minority health.
2. Differentiate the administrative approaches utilized to operationalize the model.
3. List the key practices of similar programs for scalability and replicability in a variety of settings.

Speaker: Julio Taillepierre, MS (Centers for Disease Control and Prevention - Office of Minority Health and Health Equity)

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

E-2. Promoting Mental Health and Wellbeing of Students of Color: Cultivating a Culture of Care, Resiliency and Thriving

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

A foundation of trust must be established first in order for students of color to reach out and/or accept services/resources that are there to support them on college campuses. The Equity in Mental Health Framework lays out specific recommendations to better support mental and emotional health of this population of students. This presentation focuses on a program we have implemented to build connection and trust with students of color, while decreasing stigma around seeking mental health support.

After this session, participants should be able to:

1. Describe specific recommendations for colleges and universities in the Equity in Mental Health Framework.
2. Discuss implementation of a program to meet mental health needs of students of color outside of traditional therapy.
3. Describe how to develop an action plan for supporting and promoting the mental health of students of color on campus.

Speakers: Kiera Walker, MA, ALC, NCC, April Coleman, MA, LPC, NCCMS, LPC, JSOCC and Herbert Wilkerson, MS, LPC, JSOCC (University of Alabama at Birmingham)

Moderator: Mari Ross-Alexander, PhD, LPC-MHSP (North Carolina Central University)

2:45 PM – 3:45 PM

F-1. Dismantling the Inherent Privilege of Self-Care

CME:1.0 CHES:1.0 NBCC:1.0

In a society where productivity and capital are top values, self-care is a necessary reminder to put our human needs first. Self-care is often presented as an individualistic approach to supporting one's mental health. Self-care alone fails to acknowledge a) the overlapping systems of oppression that affect well-being and b) the role of community care. Collectively, we will dismantle self-care through exploration of anti-oppression framework(s), Trauma Stewardship, The Peoples Resilience Framework, and Community Cultural Wealth.

After this session, participants should be able to:

1. Identify three ways in which the culture of self-care is inaccessible to oppressed communities.
2. Describe three community care frameworks.
3. Name five resources from long oppressed communities (Black and Indigenous peoples) which would assist in centering the voices of oppressed communities in higher education.

Speakers: Nishelli Ahmed, MPH, CHES (University of Connecticut); Ashleigh Hala, MSW, LCSW (Babson College); Raphael Coleman, PhD, MPH (Columbia University)

Moderator: Emily Matson, MPH, MCHES, CHWP (University of Minnesota)

DAY 2: WEDNESDAY, OCTOBER 28

2:45 PM – 3:45 PM (CONT.)

F-2. Striving for Accomplice-ship: Engaging White-Identified Students in a Working Group to Examine and Deconstruct Whiteness to Mitigate Racial Trauma

CHES:1.0 MCHES:1.0

Individuals who identify as Black, Indigenous, or as People of Color (BIPOC) experience racial trauma in the United States, which is often compounded by the burden of educating privileged others on racism and anti-blackness. Columbia University developed, implemented, and evaluated a working group for white-identified students to examine and deconstruct whiteness to mitigate racial trauma in their peers. This presentation will highlight our rationale, development and implementation process, and also share data and lessons learned.

After this session, participants should be able to:

1. Identify the role of health promotion in anti-oppression work.
2. Describe essential components to utilize an anti-oppression framework within a health-related role for both personal and program development.
3. Describe considerations for program evaluation activities utilizing an anti-oppression framework.

Speaker: Kelly Gorman, MSc (Columbia University)

Moderator: Gina Orlando, MPH, CHES (Columbia University)

4:00 PM – 5:00 PM

P-4. ACHA Member Check in on Diversity, Inclusion, and Representation

CME:1.0 CHES:1.0 MCHES:1.0 CHWP:1.0

During this interactive session, we will discuss and share survey data collected from ACHA members on the topic of diversity, inclusion and representation within ACHA. Participants will have the opportunity to help contextualize the data. Our ultimate goal is to identify and share effective strategies that can be implemented across the organization. By the end of the session, we will develop several strategies and recommendations to share with the ACHA leadership team.

After this session, participants should be able to:

1. Identify two gaps to ACHA Diversity and Inclusion representation.
2. Identify two strategies that ACHA can implement to be more inclusive.

Speakers: Sinead Younge, PhD (Morehouse College); Shawnte Elbert, EdD, MA, MCHES, CHWC (Central Washington University); Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut)

Moderator: Aaron Daugherty, MSW, MBA, LCSW (Washington University)

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