JOIN US IN SAN FRANCISCO FOR THE LARGEST CONFERENCE FOR COLLEGE HEALTH PROFESSIONALS!

Preliminary Program

The ACHA 2016 Annual Meeting is being conducted in collaboration with the Pacific Coast College Health Association.
THE TOTAL STUDENT WELLNESS SOLUTION

Empowering Collaboration Across Campus

- Health Services
- Counseling
- Disability Services
- Sports Medicine

Providing integrated solutions to more than 370 campuses in support of

- Well-being
- Quality Care
- Safety
- Privacy

Medicat Hosted Health Management Solution

- Current Federal EHR Certification
- Best Practices for Data Security
- Annual Subscription Contract Renewal
- Satisfaction Guaranteed
- 99.99% Hosted Uptime Guarantee

EMPOWERING CHOICE.
EMPOWERING WELLNESS.
EMPOWERING YOU.

866.633.4053 | www.medicat.com
**TUESDAY, MAY 31**

Registration Opens  
7:00 am–6:00 pm

Pre-Conference Workshops  
9:00 am–12:00 pm  
Tickets required

ACHA Leaders’ Lunch  
12:00 pm–1:15 pm  
Invitation only

Pre-Conference Workshops  
1:30 pm–4:30 pm  
Tickets required

Committee Meetings  
5:30 pm–6:30 pm  
6:45 pm–7:45 pm  
Open to all!

**WEDNESDAY, JUNE 1**

Registration  
7:00 am–6:00 pm

Newcomers’ Orientation to ACHA  
7:30 am–8:45 am

Presidents’/Facilitators’ Orientation  
9:00 am–9:45 am

Opening General Session/Keynote Address  
10:00 am–11:45 am

**THURSDAY, JUNE 2**

Registration  
7:00 am–4:00 pm

Opening Breakfast with Exhibitors  
7:00 am

Exhibit Hall  
7:00 am–4:00 pm

**FRIDAY, JUNE 3**

SCHOOL SPIRIT DAY!

Registration  
7:00 am–5:00 pm

Continental Breakfast with Exhibitors  
7:00 am

Exhibit Hall  
7:00 am–1:30 pm

Posters  
7:00 am–4:00 pm

Educational Programming  
8:00 am–9:30 am  
10:00 am–11:30 am

Affiliate Meetings  
12:00 pm–1:15 pm

Educational Programming  
1:45 pm–3:15 pm  
3:45 pm–5:15 pm

Open Forum and Reports to ACHA Board of Directors  
5:30 pm–6:30 pm

Awards and Fellows Celebration Dinner  
7:00 pm–9:00 pm

Tickets required

**SATURDAY, JUNE 4**

Registration  
7:00 am–10:00 am

Continental Breakfast  
7:00 am

Educational Programming  
8:00 am–9:30 am

Closing Presidential Session  
10:00 am–11:30 am

Schedule subject to change. Check [www.acha.org/AnnualMeeting16](http://www.acha.org/AnnualMeeting16) for updates. Refer to Final Program on-site.
coverage from the college student experts

New world. New ideas.
Innovative offering from an experienced team built for student health insurance in the post-ACA world.

Totally connected
Our technology gives you instant access to the information you need, when you need it.

Coverage locally & nationwide
We offer access to over 1 million providers nationwide through the Cigna and Tufts Health Plan networks.

Advancing well-being
Dedicated thought leadership tackling the health care and education issues that college students face.

All plans are underwritten by Tufts Insurance Company (TIC), and administered by Christie Student Health Plans LLC (CSHP). Christie Student Health is the brand name for the student health products and services provided by TIC and CSHP.
Five days of outstanding educational programming and networking await you in San Francisco at the American College Health Association 2016 Annual Meeting. This national meeting offers you an extraordinary opportunity to earn continuing education credits/contact hours, network with professionals from across the country, and add to your expertise in student health.

As members of the college health community, we strive to provide high quality and effective health services and programs that advance the health and well-being of students and their campus communities. Health insurance, budgeting and funding, cultural competency, disease prevention, crisis management, and mental health matters are just some of the issues that we face daily in our practice and on campus. These topics and many others are being presented in more than 150 educational sessions and discussions at this year’s conference.

This year’s meeting has a special focus on collaborative, comprehensive, and connected approaches to care and prevention amongst college health programs and the campus community. The meeting also features affiliate, committee, and section meetings; an Exhibit Hall; poster displays; various networking events; and a robust offering of pre-conference workshops.

All conference sessions and events will take place at the San Francisco Marriott Marquis.

The following pages in this preliminary program list this year’s schedule. Continuing education credit information is posted on our website at www.acha.org/AnnualMeeting16. Programming and event updates and other meeting news will be posted on our website as well. For further assistance, call the national office at (410) 859-1500.

We invite you to join us for five jam-packed days of educational and networking opportunities in San Francisco!
2016 ANNUAL MEETING GOALS

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

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

Wednesday, June 1  
10:00 am–11:30 am  

The ACHA 2016 Meeting will commence with the Opening General Session and Keynote Address. ACHA President Jake Baggott will provide attendees with important updates from the field of college health and the association, and immediately following the presidential address is the keynote speaker presentation. More details about the keynote speaker will be posted soon.

---

**DOROSIN MEMORIAL LECTURE**

Friday, June 3  
12:00 pm–1:15 pm  

*Room will open at 11:45 am for those who wish to bring in a lunch. The speaker will begin at 12:00 pm.*

This year’s Dorosin Memorial Lecture, “Why College Health Professionals are Well-Suited to Pioneer Innovative, Integrated, Comprehensive Care,” will be presented by Susan McDaniel, PhD. Dr. McDaniel is the director of the Institute for the Family in the Department of Psychiatry at the University of Rochester Medical Center and the 2016 president of the American Psychological Association. In this lecture, Dr. McDaniel will describe the elements of successful integrated care that are already part of many college health centers, discuss the various barriers to integrated physical and mental health care, and describe solutions to these barriers.

---

**CLOSING PRESIDENTIAL SESSION**

Saturday, June 4  
10:00 am–11:30 am  

The speaker for the Closing Presidential Session is Frances Jensen, MD, FACP, professor and chair of the Department of Neurology at Perelman School of Medicine, University of Pennsylvania. Dr. Jensen has researched brain development from the neonatal period through adulthood. She was professor of neurology at Harvard Medical School, director of translational neuroscience and director of epilepsy research at Boston Children's Hospital, and senior neurologist at Boston Children's and Brigham and Women's Hospitals.

In her presentation, “The Neurobiology of the Hidden Strengths and Weaknesses of Adolescence,” Dr. Jensen will explain the basics of brain development and mechanisms of learning, describe the current understanding of the mechanism of learning and how it is different in the teen years, and discuss the basis of enhanced vulnerability of the teen brain to addiction and substance abuse.
Discover the benefits of ACHA membership!

ACHA members strengthen and increase the visibility of college health on campus and in the general community. In addition, numerous resources and professional and personal development opportunities are available to members at a discounted price.

**Individual Members can take advantage of these benefits and more:**

- Free automatic membership in your regional affiliate: connect with colleagues in your area and stay abreast of regional college health issues, activities, and events.
- A free subscription to the *Journal of American College Health*, the only scholarly publication devoted entirely to college students' health—a $162 value!
- Discounted pricing on ACHA’s series of health information brochures and the College Health Salary and Staffing Survey Report.
- Save up to 35% on the registration fee for ACHA annual meetings, the nation's largest conference for college health professionals.
- Save up to 50% on ACHA’s Online CE Programs.
- Apply for funding and monetary prizes/awards from the American College Health Foundation.

**Institutional Members receive the same benefits as Individual Members—plus:**

- Substantial savings on participation in the ACHA-National College Health Assessment, the ACHA-Patient Satisfaction Assessment Service, and the ACHA-Peer Review Assistance Program. These programs and services help you and your institution provide your students with the highest quality health services!
- 50% off the full set of session recordings from ACHA annual meetings.
- Additional discounts on brochure purchases.
- Free online continuing education credits to all Individual Members at Member Institutions.

Visit [www.acha.org/membership](http://www.acha.org/membership) for a full list of member benefits!
Pre-Conference Workshops

Tickets required; space may be limited. Register online.

An expanded selection of pre-conference workshops will be offered at the Annual Meeting. Pre-conference workshops differ from the 60- and 90-minute concurrent sessions in that they are intended to help participants enhance specific skill sets or train to acquire specific competencies appropriate to practice in their discipline. Continuing education/contact hours will be assigned as appropriate.

The fee to attend a pre-conference workshop is $65. Pre-registration is mandatory and tickets will be available for purchase when you register. You must register for at least one day of the meeting in order to attend a pre-conference workshop. Continuing education credit for workshops is listed at www.acha.org/AnnualMeeting16.

TUESDAY, May 31, 9:00 AM–12:00 PM
(with a lunch break from 12:00 pm-1:30 pm)

Fostering an Integrated Eating Disorder Treatment Community: Practical Strategies for Sustainability
Maria Portilla, MD, Deepthi Athalye, PhD, and Melanie Brede, RD (University of Virginia)

While the importance of a multidisciplinary team in eating disorder treatment is widely acknowledged, there can be systemic and logistical challenges in developing and sustaining a team. This workshop provides practical strategies and resources to help a wide range of professionals in navigating common roadblocks and promoting professional development. Data and case studies will demonstrate the growing needs of an increasingly diverse student population, the role of each treatment team provider, and how cross training can improve student care.

You must attend the full-day workshop in order to receive continuing education credit.

TUESDAY, May 31, 9:00 AM–4:30 PM
(with a lunch break from 12:00 pm-1:30 pm)

Holistic Trans Health Care in a University Setting: An Interdisciplinary Collaborative Model at the University of Wisconsin-Madison
Katherine Charek Briggs, MA, MSIS, Bonnie Benson, PhD, and Rebecca Byers, MD (University of Wisconsin-Madison)

Health equity for all students must address transgender/non-binary (trans) gender identities. At the University of Wisconsin-Madison, an interdisciplinary team formalized a process by which competent and inclusive medical services, mental health care, and cross-campus experiences can be facilitated for trans students. In this two-part workshop, presenters will share how they developed preferred name and pronoun processes, electronic templates, letter and prescriptions for hormones, and staff training. Presenters will also guide discussion of practice gaps and capacity-building for trans health services on participants’ campuses.

Part II of the workshop will continue discussing ways to meet the health care needs of trans students. Presenters will focus on identifying strategies that can be implemented at participant campuses to increase capacity for trans inclusive health care and list educational and patient-centered resources that complement an integrated model of trans health on college campuses.

You must attend the full-day workshop in order to receive continuing education credit.

ACHA Leaders’ Lunch

Tuesday, May 31
12:00 pm–1:15 pm

Invitation only

ACHA leaders are invited to the annual ACHA Leaders’ Lunch, a chance for the association to acknowledge the valuable contributions of its volunteer leaders who aid ACHA in advancing the health of college students. Invited leaders include current affiliate presidents and presidents-elect; section chairs and chairs-elect; program planners and planners-elect; coalition, committee, and task force chairs; association liaison representatives; the ACHA Board of Directors; the ACHF Board of Directors; and the executive editors of the Journal of American College Health.

Continuing education credit information is posted at www.acha.org/AnnualMeeting16/Continuing_Education
TUESDAY, MAY 31, 9:00 AM–12:00 PM (cont)

Achieving AAAHC Accreditation
Joy Himmel, PsyD, PMHCNS-BC, LPC, NCC (Ross University School of Medicine), and Margaret Spear, MD (The Pennsylvania State University, retired)

College health professionals are committed to providing the highest quality services possible to the students they serve. Achieving accreditation is one way to demonstrate compliance with broadly accepted industry standards. This presentation will cover the reasons to seek accreditation and will provide practical information on how to be successful and achieve accreditation. Quality and process improvement and essential components of accreditation will be discussed in detail, with examples of exemplary quality improvement efforts included. In addition, patient centered medical home and meaningful use will be reviewed.

Introduction to College Health Nursing
Katrin Wesner, MS, CAPPM, Melissa Ulstad, PA-C, and Wendy Bledsoe, RN (University of North Carolina, Wilmington)

This program will include a history of college health nursing and discuss how these nurses fit into the higher education framework. The workshop will include a comprehensive review of the typical college student, their developmental stage, and the concerns and thoughts common to their age group. There will be an introduction to nurse triage and an interactive discussion of the college-aged student physical exam.

Sexually Transmitted Infections: Clinical Update (Part I)
Presenter(s): Sharon Adler, MD, MPH (California Prevention Training Center, University of California-San Francisco); Claudia Borzutzky, MD (Keck School of Medicine of University of Southern California/ Children's Hospital of Los Angeles); Gail Bolan, MD (Centers for Disease Control and Prevention); Ellen Opie, RN, FNP, MPH (City and County of San Francisco); Lee Marshall Fagen, MSN, ANP-BC (University of California-San Francisco); Ina Park, MD, MS (California Department of Health/University of California-San Francisco)

Note: Attendance in Part II is optional

Sexually transmitted infections disproportionately impact persons ages 15–25. This STI pre-conference workshop will highlight the CDC 2015 STD Treatment Guidelines and address best practices that college health care providers can implement. Content for Part I includes: national STI trends, screening recommendations, sexual history taking, and best practices for gonorrhea and chlamydia management.

Sleep to Succeed: Improving Sleep through Education, Treatment of Sleep Disorders, and Sleep Apps
Shelley Hershner, MD (University of Michigan)

More than half of all college students report feeling “tired, dragged out, or sleepy” during the day. Students indicate that sleep issues are the third biggest barrier to academic performance. This innovative program will address three areas: how to promote healthy sleep on campus, how to diagnosis and treat common sleep disorders, and how commercially available technology, such as activity trackers and sleep apps, can improve sleep issues among college students.

TUESDAY, MAY 31, 1:30 PM–4:30 PM

Musculoskeletal Exam Refresher Course
Jessica Higgs, MD (Bradley University) and Christopher Nasin, MD (University of Rhode Island)

Practitioners who do not routinely do musculoskeletal exams often feel uncomfortable when evaluating a student for an injury. This presentation is designed to give a systematic approach that can be used for all joints. In addition, special focus will be given to the shoulder, knee, ankle, wrist, and spine to review special testing and concerns regarding these joints. The presentation will be both didactic and hands-on.

Sharing a Narrative That Matters: Aligning Health Promotion and Health Services with the Academic Mission
Luoluo Hong, PhD, MPH (San Francisco State University)

Senior administrators are focusing on issues of retention and academic success that directly relate to the health and well-being of the students. Our work in the field as health promotion professionals directly impacts the success of students while supporting the mission of higher education, yet many of us tend to frame our work in terms of advancing health solely. Sometimes we are unable to articulate in a compelling manner how we support student learning and persistence to senior administration. This session will assist health promotion staff with identifying language and strategies to have engaging conversations with their administrators on campus with regard to how our work directly impacts the academic missions of our institutions.
Motivational Interviewing and SBIRT for Addressing Alcohol and Substance Misuse Among College Students
Nancy Haug, PhD, and Amie Haas, PhD (Palo Alto University)
This presentation will focus on fundamental Motivational Interviewing (MI) skills and the Screening, Brief Intervention, and Referral to Treatment (SBIRT) model for reducing alcohol and substance misuse and associated negative consequences in college students. An overview of assessment, the stages of change, and MI techniques such as FRAMES will be presented. Brief motivational intervention strategies, including BASICS models, will be described.

The Application of Dialectical Behavior Therapy in a College Counseling Center
Amy Hoch, PsyD (Rowan University)
Dialectical Behavior Therapy (DBT) is an evidence-based treatment for disorders with the core issue of emotion dysregulation. It has been used in various settings with adults and adolescents who experience significant mental health issues and engage in risky behavior. College counseling centers are seeing an influx of young adults with just such mental health issues. These students often require intensive treatment, case management, and academic support and may be at higher risk for dropping out of school. DBT offers college counseling centers a comprehensive treatment approach that enhances the overall functioning of the student, staff, and campus as a whole. This program outlines what a comprehensive DBT program is and how to implement it in a college counseling center.

Data-Driven Management: Using Data to Improve Patient Outcomes, Financial Performance, Provider Productivity, and Resource Use
Martha Dannenbaum, MD, and Judd Moody, BS (Texas A&M University)
Most student health centers are now utilizing electronic health records (EHR) systems or are transitioning toward these systems. EHR systems are collecting vast data resources about patient demographics and medical care, appointment utilization, provider productivity, financial data, etc. However, these data are only useful to the extent that we are tracking them and sharing them with our institutional leaders. This workshop will assist learners in compiling, tracking, and sharing these data in a meaningful way.

Sexually Transmitted Infections: Clinical Update (Part II)
Presenter(s): Sharon Adler, MD, MPH (California Prevention Training Center, University of California-San Francisco); Claudia Borzutzky, MD (Keck School of Medicine of University of Southern California/Children’s Hospital of Los Angeles); Gail Bolan, MD (Centers for Disease Control and Prevention); Ellen Opie, RN, FNP, MPH (City and County of San Francisco); Lee Marshall Fagen, MSN, ANP-BC (University of California-San Francisco); Ina Park, MD, MS (California Department of Health/University of California-San Francisco)
Note: Attendance in Part I is optional
Sexually transmitted infections disproportionately impact persons ages 15–25. This pre-conference workshop will highlight the CDC 2015 STD Treatment Guidelines and address best practices that college health care providers can implement. Content for Part II includes: updates on herpes and human papillomavirus, STI cases, STIs among MSM (including when to consider PrEP), and retesting/expedited partner therapy as strategies to reduce infection and reinfection.
THE AWARDS AND FELLOWS CELEBRATION DINNER
Thursday, June 2
7:00 pm–9:00 pm
Tickets required for dinner. Register online.
Join us in honoring the 2016 ACHA award recipients and fellows for their outstanding dedication to the association and contributions to the field.
The event is open to all registered attendees; those not purchasing dinner tickets may sit in a pre-designated area but may not bring their own food due to hotel restrictions.

IMMERSE YOURSELF IN WELLNESS
The wellness activities that were so popular at previous annual meetings will again be offered! These activities offer attendees an opportunity to learn relaxation and exercise techniques that promote wellness of body and mind and can be passed on to students and colleagues back home. Check the Annual Meeting website at www.acha.org/AnnualMeeting16 for upcoming details.

POSTERS
Thursday, June 2, and Friday, June 3
7:00 am–4:00 pm
Posters are visual presentations of successful programs on a variety of campuses and will be displayed in the foyer and hallway outside of the Exhibit Hall. Poster presenters will be available for discussion and questions during session breaks on Thursday, June 2, and Friday, June 3, from 7:00 am–4:00 pm.

EXHIBIT HALL
Take time to visit our busy Exhibit Hall on Thursday, June 2, and Friday, June 3! More than 85 exhibitors will display their health-related products and services. A detailed map of the hall and a list of exhibitors will be available on-site and in the meeting app.

HOURS FOR EXHIBIT HALL
Thursday, June 2
7:00 am–4:00 pm
Friday, June 3
7:00 am–1:30 pm

OPENING BREAKFAST WITH EXHIBITORS
Thursday, June 2
7:00 am
Join us in the Exhibit Hall for continental breakfast. More than 85 exhibitors will be on hand to share the latest industry information.

SCHOOL SPIRIT DAY!
Friday, June 3
Show pride in your institution by wearing something displaying your school name, colors, or logo!
HIPAA/HIM INFORMATION SESSION
Wednesday, June 1, 6:00 pm–7:00 pm
Bring your questions on HIPAA and health information management, electronic records, ICD-10, etc., as members of the ACHA Health Information Management Coalition will be available in an informal setting to answer questions. Or just stop by to hear what others in college health are talking about.

SPORTS MEDICINE INTEREST GROUP
Wednesday, June 1, 7:15 pm–8:15 pm
Open to all meeting attendees with an interest in sports medicine on campus. Meet other colleagues with the same interest, discuss educational gaps for future meetings, and compare structures for athletic care on campus.

NURSING NETWORKING SESSIONS
Thursday, June 2, 7:00 am–8:00 am
All nurses are welcome to attend one of three networking sessions, which will be facilitated by members of the ACHA Nursing Section. Participants may choose from sessions covering but not limited to the topics below:
- Triage
- Travel health
- Nursing competencies

COLLEGE HEALTH SURVEILLANCE NETWORK (CHSN) USERS GROUP
Thursday, June 2, 7:00 am–9:00 am
This meeting is for CHSN schools only.

OPEN MEETING OF COMMUNITY COLLEGE CAMPUS HEALTH CENTERS
Thursday, June 2, 5:30 pm–6:30 pm
Open to all who work in, are directors of, or supervise community college health centers.

DATA WAREHOUSE TOWN HALL MEETING
Friday, June 3, 7:00 am–8:00 am
How can an ACHA Data Warehouse benefit your health center and the field of college health? Come to this town hall meeting to learn what this initiative entails, discuss challenges and opportunities, and provide your view to ACHA and its leadership.

FAITH-BASED FELLOWSHIP
Friday, June 3, 7:00 am–8:00 am
Connect with fellow attendees from faith-based schools and/or individuals of faith to discuss resources and special interest issues. Feel free to bring your breakfast!

PEER REVIEW ASSESSMENT PROGRAM (PRAP) INFORMATION SESSION
Friday, June 3, 12:00 pm–1:15 pm
Could your health center benefit from an external review from seasoned veterans in college health? Are you looking to improve your methods and practices of delivering health care to your students? If so, join us at this information session.

2016 ASSEMBLY OF REPRESENTATIVES
Provide your input on association governance!
Friday, June 3, 6:15 pm–7:00 pm
If you are an eligible voting member of ACHA, you play a very important role in the governance of the association, and therefore, in the field of college health. Please plan to attend the Assembly of Representatives, which convenes during the 2016 Annual Meeting at the San Francisco Marriott Marquis and help shape the governance of ACHA by voting on recommended bylaws amendments.
You are an eligible voting member if you are a representative of a member institution (RMI), a section chair, a section chair-elect, a section designated representative, a member of the Board of Directors, or a past president of ACHA. All ACHA members are invited to attend the Assembly of Representatives, though only the members listed above are eligible to vote.
A 2016 Assembly of Representatives Information Packet, which contains the recommended bylaws amendments, current ACHA Bylaws, and the Board of Directors approved Assembly of Representative minutes from the previous year will be available for review on ACHA’s website in early April.
Resolution of Potential Conflicts of Interest — Program Planning Committee

Program Planning Committee members have been asked to complete conflict of interest statements regarding relationships with commercial entities. Each of the 2016 Program Planning Committee members have reported no relevant conflicts of interest.

Program Planning Committee Chair
Kathy Saichuk, MA, MCHES, FACHA
Louisiana State University

Program Planning Committee Chair-elect and Poster Chair
Susan Hochman, MPH, CHES
The University of Texas at Austin

ACHA President
M. Jake Baggott, MLS, 1SG (USAR Retired), FACHA
University of Alabama-Birmingham

ACHA President-Elect/Advisor on Student Issues
Jamie Davidson, PhD
University of Nevada-Las Vegas

ACHA Vice President/Leadership Development Advisor
Stephanie Hanenberg, RN, MSN, FNC-P
University of Colorado-Colorado Springs

Section Program Planners
Administration
Angela Allen, MA
University of North Carolina-Charlotte

Advanced Practice Clinicians
Shari Harman, MSN
Winona State University

Clinical Medicine
Gerald Ryan, MD
University of Wisconsin-Madison, retired

Health Promotion
Joleen Nevers, MAEd, CHES, CSE
University of Connecticut

Mental Health
Marta Hopkinson, MD
University of Maryland-College Park

Nurse-Directed Health Services
Shari Shapleigh, BSN, FNP, MS
Tompkins Cortland Community College

Nursing
Mary Madsen, RN-BC
University of Rochester

Pharmacy
Karen Knotts, BS
University of North Texas

Students/Consumers
Molly Kurth
Texas A&M University-College Station

Affiliate Program Planner
Pacific Coast College Health Association
Polly Paulson, MA, MPH
University of California-Davis

Continuing Education Advisors
Chair, Continuing Education Committee Advisor for Continuing Medical Education
Neil Davidson, MD
Case Western Reserve University

Advisor for Continuing Education for Family Physicians
Yvonne Mark, MD, MMS
Johns Hopkins University

Advisor for Continuing Nursing Education
Martha Davis, BSN, MBA
University of Georgia

Advisor for Continuing Education for Certified Health Education Specialists
Kathy Saichuk, MA, MCHES, FACHA
Louisiana State University

Advisor for Continuing Education for Psychologists
Michael Malmon, PhD
Metropolitan State University of Denver

Advisor for Continuing Education for National Certified Counselors
Joy Himmel, PsyD, PMHCNS-BC, LPC, NCC
Ross University School of Medicine

Advisor for Continuing Education for Social Workers
Drayton Vincent, MSW, LCSW, BCD
Louisiana State University, retired

Advisor for Continuing Education for Pharmacists
Deb Hubbell, RPh, FACHA
University of Connecticut

Advisor for Continuing Education for Health Information Management Professionals
Deb Hubbell, RPh, FACHA
University of Connecticut

Advisor for Continuing Education for Registered Dietitians and Nutritionists
Dawn Boyd Null, PhD, RD, LDN
Southern Illinois University

ACHA Staff
Chief Program Officer
Susan Ainsworth

Continuing Education Coordinator
Lois Sarfo-Mensah
REGISTRATION FEES AND INFORMATION

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Register on or before April 4</th>
<th>Register after April 4 or on-site</th>
<th>Daily Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEMBER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Member(^1)</td>
<td>$445</td>
<td>$540</td>
<td>$235</td>
</tr>
<tr>
<td>Student Member(^2,3)</td>
<td>$155</td>
<td>$175</td>
<td>$75</td>
</tr>
<tr>
<td>Emeritus Member</td>
<td>$155</td>
<td>$175</td>
<td>$75</td>
</tr>
<tr>
<td><strong>NONMEMBER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Nonmember</td>
<td>$700</td>
<td>$805</td>
<td>$355</td>
</tr>
<tr>
<td>Student Nonmember(^2,3)</td>
<td>$185</td>
<td>$210</td>
<td>$115</td>
</tr>
<tr>
<td>Spouse/Domestic Partner/Child(^3)</td>
<td>$130</td>
<td>$155</td>
<td>$75</td>
</tr>
</tbody>
</table>

Note: Attendees wishing to attend more than one day will register at the full meeting rate.

REMEMBER:

- Your 2016 membership dues must be paid PRIOR to April 1, 2016, to qualify for the discounted member rates.
- To register as a student\(^2\), proof of full-time student status must accompany your Meeting Registration Form (see footnote below).

1. Regular Member = ACHA Regular or Associate Individual Member.

2. This designation is open to bona fide students at an institution of higher education; such students being those who are truly enrolled in a degree granting curriculum of course work and otherwise not gainfully employed or compensated to any substantial degree that would reasonably negate the expectation of discounted dues or fees. To be considered a full time student, you must be enrolled in a graduate program taking a minimum of 9 semester hours or an undergraduate program taking a minimum of 12 semester hours. Please note: if you are not an ACHA 2016 student member, then proof of student status, either an unofficial transcript or enrollment verification of status, must be sent along with the registration.

3. Students and spouse/domestic partner/child registrants are not eligible for continuing education credits. The spouse/domestic partner/child fee is limited to guest attendees and does not include a certificate of attendance. In order to qualify for this rate, the attendee must be at least 13 years of age and accompanying a regular, student, or emeritus conference registrant in a non-professional, non-college health related, and non-business related role.

Registration questions: (800) 310-7554

IMPORTANT DATES TO REMEMBER

April 1
Last day to join or renew your ACHA membership to receive member discount

April 4
Early Bird Discount Registration Deadline

May 16
Last day to register online or by check (after May 16 you must register on-site with full payment)

Register online at www.acha.org/AnnualMeeting16! It’s fast, easy, and more secure.
IMPORTANT:

All attendees (including presenters, presiders, facilitators, and spouse/domestic partner/child registrants) must complete a registration form. Carefully review the Confirmation/Cancellation Policy included on the form and on page 17.

The full meeting fee includes:
- admission to all educational sessions and non-ticketed functions
- admission to the Exhibit Hall
- three complimentary breakfasts
- complimentary refreshment breaks
- continuing education credits for approved sessions (see page 20)

If you are attending more than one day, you must register at the full meeting rate. If you are only attending one day, register at the daily rate.

The daily fee includes:
- admission to educational sessions and non-ticketed functions — including available complimentary breakfasts and refreshment breaks — on the registered day

IMPORTANT:
- Full payment (in U.S. funds) must accompany registration. All registration fees must be paid in full at the time of check-in at the annual meeting.
- Acceptable forms of payment are:
  - **Mail**: check, money order, or credit card
  - **Fax or Online**: credit card only
  - **On-site**: cash, check, money order, or credit card

  PURCHASE ORDERS WILL NOT BE ACCEPTED.
- ACHA accepts MasterCard, Visa, or American Express.
- To avoid duplicate charges, do not mail your registration if you have faxed it.
- Your confirmation form should be considered your receipt.

TICKETED FUNCTIONS AND VOUCHERS

Tickets for the pre-conference workshops, the Awards and Fellows Celebration Dinner, and vouchers for lunches may be ordered with online registration. Tickets are not refundable after May 16, 2016.
WELCOME GUESTS

Spouses/domestic partners and children (13 years of age or above) who wish to participate in Annual Meeting events (including the Exhibit Hall, catered events, and business meetings) must be registered. Those who wish to attend ticketed events must purchase a separate ticket for those functions. Spouse/domestic partner/child registrants are not eligible for pre-conference workshops.

Note: The spouse/domestic partner/child registration does not include certificates of attendance or continuing education credits. The spouse/domestic partner/child fee is limited to guest attendees. In order to qualify for this rate, the attendee must be at least 13 years of age and accompanying a regular, student, or emeritus conference Registrant in a non-professional, non-college health related, and non-business related role.

SPECIAL NEEDS

If you require special services to participate, please indicate so on your online registration or Meeting Registration Form. You will be contacted for further information. Wheelchair accessible guest rooms are available. Notify the hotel of your special requirements when making reservations. All meeting rooms and restrooms in the meeting area are accessible.

CONFIRMATION/CANCELLATION POLICY

Confirmation will be emailed to all pre-registered attendees within 24 hours of receipt of your registration. To register prior to the meeting, the following deadline must be met.

Pre-registration closes on May 16, 2016. Confirmation will be emailed to all pre-registered attendees within 24 hours of receipt of your registration. To pre-register for the meeting, you must do one of the following by May 16, 2016:

• Your online registration must be completed: www.acha.org/AnnualMeeting16, or

• Your paper registration form and check (purchase orders not accepted) must be postmarked and mailed to: American College Health Association, P.O. Box 417996, Boston, MA 02241-7996 (note new address), or

• Your fax, including credit card information, must be sent to (301) 694-5124

After May 16, 2016, you must bring the Meeting Registration Form and full payment with you to the on-site registration desk at the meeting.

If you have NOT received email confirmation, please call (800) 310-7554 to verify that your registration has been received. ACHA cannot guarantee that registrations submitted after May 16, 2016, will be processed prior to the meeting. If you have not received confirmation, you may not be registered. In this case, you will need to register and pay on-site. Your original payment will be refunded after the meeting.

All cancellation requests must be received in writing before April 29, 2016, to qualify for a full refund, minus a $40.00 cancellation fee. Cancellation requests received after April 29 but before May 15, 2016, will qualify for a 50 percent refund. No refunds will be issued for cancellations received after May 15, 2016. Cancellation policies apply to all ticketed functions and vouchers. Refund checks will be mailed on or about June 30, 2016. Submit cancellations via fax to (301) 694-5124 or email to acha@experient-inc.com.

ON-SITE REGISTRATION HOURS

<table>
<thead>
<tr>
<th>Tuesday, May 31</th>
<th>7:00 am–6:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, June 1</td>
<td>7:00 am–6:00 pm</td>
</tr>
<tr>
<td>Thursday, June 2</td>
<td>7:00 am–4:00 pm</td>
</tr>
<tr>
<td>Friday, June 3</td>
<td>7:00 am–5:00 pm</td>
</tr>
<tr>
<td>Saturday, June 4</td>
<td>7:00 am–10:00 am</td>
</tr>
</tbody>
</table>

After May 16, 2016, you must bring the Meeting Registration Form and full payment with you to the on-site registration desk at the meeting.
ANNUAL MEETING HOST HOTEL

The 2016 Annual Meeting host hotel is the striking San Francisco Marriott Marquis, a luxury high-rise hotel located in downtown San Francisco just steps away from renowned museums, cultural attractions, and world-class shopping on Union Square. The hotel features an iconic rooftop restaurant, a day spa, spectacular views, and guest rooms equipped with modern technology and downtown comfort.

San Francisco is served by two major airports, San Francisco International Airport (SFO) and Oakland International Airport (OAK), both of which are within 20 miles of the hotel. Taxi, limousine, and subway service is available from both airports.

ROOM RATE

San Francisco Marriott Marquis
Single/Double Occupancy: $227 per night, plus applicable taxes
Extra person charge is $20 per night.

Intercontinental San Francisco
Single/Double Occupancy: $259 per night, plus applicable taxes
Extra person charge is $20 per night.

See www.acha.org/AnnualMeeting16 for hotels' policies.

MAKING RESERVATIONS*

You must register for the meeting before making hotel reservations. We recommend that you register as soon as possible for the meeting so that you can proceed with making a room reservation. Please note that if registration for the meeting exceeds expectations, hotel rooms may sell out. The cut-off date for reserving a room at the discounted conference rate is May 9, based on availability.

*IMPORTANT: ACHA has no official rooms broker and there is only one way to book rooms at the guaranteed group room rate, which is through the link that you will receive after registering for the meeting. ACHA cannot guarantee reservations made through any other means. Individuals transacting with any third party companies do so at their own risk, independent of any guarantee by ACHA. If you are contacted by any company claiming to represent ACHA or its annual meeting regarding lodging or travel, please contact sainsworth@acha.org with as much detail as you can obtain (name of company that contacted you, individual's name, a phone number, or email address, etc.).

SAN FRANCISCO: CITY BY THE BAY

San Francisco is a legendary city full of internationally recognized landmarks and vibrant cultural flair. There are countless places to explore, shop, and dine! In the heart of the city, Union Square is just steps away from the host hotel and offers a wide selection of premier department stores, boutiques, gift shops, art galleries, and theaters. Visitors can easily travel around the city via bus, subway, or a world-famous cable car. You can get nearly anywhere with public transportation, including the iconic Painted Ladies rowhouses and the bustling streets of Chinatown. Some of the city's other must-see attractions include Alcatraz Island, Fisherman's Wharf and its variety of entertainment and dining options, and Pier 39, where the famous San Francisco sea lions hang out.

There are even more places of interest just beyond the lively streets of the city. Across the iconic Golden Gate Bridge lies the artsy village of Sausalito, offering charming boutiques, restaurants, and stunning views of the city. Neighboring the village is Golden Gate National Recreation Area, a historic coastal urban park with plenty of historic sites and activities, including Muir Woods, the majestic home of the giant redwoods.

Whether you explore within the metropolitan area or venture across the bridge into Napa Valley's wine country, you're bound to enjoy yourself in the city by the bay! Plan your visit today at www.sanfrancisco.travel.
Need to fill an open position in your health center?

The best place to recruit online for college health professionals is through ACHA’s Jobline, the only online classified listing specific to your target audience of college health professionals.

ACHA Institutional Members receive a 50% discount on ad placements!

Advertising Rates

ACHA Institutional Members:
$200 per 28-day posting

Non-Institutional Members:
$400 per 28-day posting

To find out more or to place an ad, visit

www.acha.org/Jobline
SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 AM–6:00 PM
Registration

12:00 PM–1:15 PM
ACHA’s Leaders’ Lunch
(invitation only)
See Featured Events on page 9 for more information.

ASSOCIATION MEETINGS

7:30 AM–8:45 AM
BS554. Annual Meeting Program Planning Committee Training
All members of the 2016, 2017, and 2018 Annual Meeting Program Planning Committees are encouraged to attend.

5:30 PM–6:30 PM
BS535. Mid-Atlantic College Health Association Executive Committee
BS542. Southern College Health Association Executive Committee
BS547. Health Promotion Section Executive Committee
BS550. Nursing Section Executive Committee
BS568. Health Information Management Coalition

BS572. Wellness Needs of Military Veteran Students Coalition
BS574. Ethics Committee
BS534. Mid-America College Health Association Executive Committee
BS540. Pacific Coast College Health Association Executive Committee
BS541. Rocky Mountain College Health Association Executive Committee
BS545. Advanced Practice Clinicians Section Executive Committee
BS546. Clinical Medicine Section Executive Committee
BS558. ACHA-NCHA Advisory Committee
BS559. Benchmarking Advisory Committee
BS564. Emerging Public Health Threats and Emergency Response Coalition
BS570. Spirituality, Religion, and Student Health Coalition
BS581. Membership Task Force

6:45 PM–7:45 PM
BS539. Ohio College Health Association Executive Committee
BS544. Administration Section Executive Committee
BS548. Mental Health Section Executive Committee
BS549. Nurse-Directed Health Services Section Executive Committee
BS565. Ethnic Diversity Coalition
ACHA 2016 Annual Meeting Preliminary Program  |  Framing the Future for Comprehensive Care

9:00 AM–4:30 PM
WITH A BREAK BETWEEN 12:30 PM–1:30 PM

TU1-234. Holistic Trans Health Care in a University Setting: An Interdisciplinary Collaborative Model at the University of Wisconsin-Madison

After this session attendees should be able to:
1. Describe gender nonconforming identities as aligned with the Standards of Care v7.
2. Explain the integrated model of trans health care used at the University of Wisconsin-Madison, which includes hormone initiation, continuation, and social transition.
3. Identify materials and templates for recommending and administering transition care.
4. Describe components of training staff, colleagues, and partners to be preferred practitioners for trans and gender non-conforming students.
5. Identify strategies that can be implemented at participant campuses to increase capacity for trans inclusive healthcare.
6. List educational and patient-centered resources that complement an integrated model of trans health on college campuses.

Presenter(s): Katherine Charek Briggs, MA, MSIS, Bonnie Benson, MEd, PhD, and Rebecca Byers, MD (University of Wisconsin-Madison)

9:00 AM–12:00 PM

TU1-140. Fostering an Integrated Eating Disorder Treatment Community: Practical Strategies for Sustainability

After this session attendees should be able to:
1. Identify solutions to potential roadblocks in developing and maintaining an eating disorders treatment team.
2. List internal and community resources that can foster collaboration.
3. Describe strategies to ensure consistent and effective communication among the team and the student.
4. Discuss opportunities for cross disciplinary training and professional development.

Presenter(s): Maria Portilla, MD, Deepti Athalye, PhD, and Melanie Brede, MS, RD (University of Virginia)

TU1-169. Achieving AAAHC Accreditation

After this session attendees should be able to:
1. List the benefits of achieving AAAHC accreditation.
2. Describe the actions necessary to prepare for initial accreditation and for re-accreditation.
3. Describe the accreditation survey process.
4. List the core standards which apply to all organizations seeking accreditation.
5. Describe the adjunct standards that may apply to various organizations.
6. Identify the key “lessons learned” from other college health centers on how to prepare for accreditation, how to involve your staff and how to organize the process.

Presenter(s): Joy Himmel, PsyD, PMHCNS-BC, LPC, NCC (Ross University School of Medicine); Amy Ritchie, PT (University of New Mexico); Margaret Spear, MD (The Pennsylvania State University, retired); Herschel Voorhees, DO (University of North Texas)

TU1-307. Introduction to College Health Nursing

After this session attendees should be able to:
1. Identify characteristics common to the college-aged patient.
2. Describe where college health and the college health nurse fit into the university system.
3. Describe the components of the physical assessment.
4. Identify the steps of efficient triage.

Presenter(s): Katrin Wesner MS, Melissa Ulstad, PA-C, and Wendy Bleasoe, RN (University of North Carolina, Wilmington)

TU1-338. Sexually Transmitted Infections: Clinical Update (Part I)

After this session attendees should be able to:
1. Summarize issues related to gonorrhea drug resistance.
2. Describe ways to ensure appropriate treatment and follow-up testing.
3. Discuss effective strategies to treat partners and test for re-infection.
4. List differential diagnoses of common STD syndromes.
5. Discuss syndromic management of STI (e.g. cervicitis, urethritis, PID, proctitis).
6. Identify key patient information to be obtained in a sexual history.
7. Identify examples of open-ended questions to use to obtain this information.

Presenter(s): Chris Nasin, MD, MPH (Centers for Disease Control and Prevention); Ina Park, MD, MS (California Department of Health/University of California-San Francisco)

TU1-341. Sleep to Succeed: Improving Sleep Through Education, Treatment of Sleep Disorders, and Sleep Apps

After this session attendees should be able to:
1. Identify the most common sleep disorders observed in young adults.
2. Create a differential diagnosis, evaluation, and treatment plan for several sleep-related cases.
3. Explain how educational programs can promote healthy sleep on campus.
4. Discuss the science behind sleep apps and activity trackers and how their use can help address sleep issues.

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

1:30 PM–4:30 PM

TU2-286. Musculoskeletal Exam Refresher Course

After this session attendees should be able to:
1. List the five components of the musculoskeletal exam.
2. Identify the special tests for the knee.
3. Identify the special tests for the shoulder.

Presenter(s): Jessica Higgs, MD (Bradley University); Chris Nasin, MD (University of Rhode Island)

TU2-332. Sharing a Narrative That Matters: Aligning Health Promotion and Health Services with the Academic Mission

After this session attendees should be able to:
1. Discuss five current issues for higher education that impact health promotion professionals.
2. Develop key talking points for administrators.
3. Identify strategies to develop alliances with higher education administrators.

Presenter(s): Luoluo Hong, PhD, MPH (San Francisco State University)
TU2-333. Motivational Interviewing and SBIRT for Addressing Alcohol and Substance Misuse Among College Students
After this session attendees should be able to:
1. Explain the Screening, Brief, Intervention, and Referral to Treatment (SBIRT) model, including BASICS, and how it can be used with college students.
2. Describe the Motivational Interviewing (MI) framework and main concepts.
3. Develop basic MI skills.
4. Identify issues specific to college student drinking and substance use.
**Presenter(s):** Nancy Haug, PhD, and Amie Haas, PhD (Palo Alto University)

TU2-334. The Application of Dialectical Behavior Therapy in a College Counseling Center
After this session attendees should be able to:
1. Describe DBT and its underlying biosocial theory.
2. Identify the five skills modules taught in DBT.
3. Discuss the challenges and successes related to implementation of a DBT program in a college counseling center.

**TU2-335. Data-Driven Management: Using Data to Improve Patient Outcomes, Financial Performance, Provider Productivity, and Resource Use**
After this session attendees should be able to:
1. List data sources and types of data that student health centers have available to them.
2. Describe how these data may be used to understand health center operations.
3. Explain how to present these data clearly, particularly to those who are not in student health.
4. Discuss how data may be used to support the mission of student health.
**Presenter(s):** Martha Dannenbaum, MD and Judd Moody, BS (Texas A&M University)

TU2-339. Sexually Transmitted Infections: Clinical Update (Part II)
Attendance in Part I is optional.
After this session attendees should be able to:
1. Describe the diagnosis and management of Herpes Simplex 1 and 2.
2. Discuss the natural history of HPV infection.
3. Discuss a plan to vaccinate all eligible young persons correctly to prevent genital warts and HPV cancers.
4. Identify culturally competent strategies to assess sexual risk in MSM patients.
5. Describe indicators for increased STI screening in higher risk MSM patients.
6. Discuss risk factors that make a patient a good candidate for PrEP.
7. List key populations impacted by increased incidence of STI.
**Presenter(s):** Sharon Adler, MD, MPH (California Prevention Training Center, University of California-San Francisco); Claudia Borzutzky, MD (Keck School of Medicine of University of Southern California/Children’s Hospital of Los Angeles); Gail Bolan, MD (Centers for Disease Control and Prevention); Ellen Opie, RN, FNP, MPH (City and County of San Francisco); Lee Marshall Fagen, MSN, ANP-BC (University of California-San Francisco); Ina Park, MD, MS (California Department of Health/University of California-San Francisco)
SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 AM–6:00 PM
Registration

7:30 AM–8:45 AM
Newcomers’ Orientation to ACHA
Learn about ACHA’s programs and services and how to get the most from your annual meeting. You’ll also meet ACHA’s officers and other colleagues.

9:00 AM–9:45 AM
Presiders’/Facilitators’ Orientation
All presiders and facilitators are strongly encouraged to attend this orientation meeting. Details regarding your responsibilities will be discussed.

9:00 AM–10:00 AM
Health Promotion Section Member Welcome Session
All Health Promotion Section members are invited to this bring-your-own-breakfast 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.

Nursing Section Welcome Session
Nurses are invited to this bring-your-own-breakfast gathering following the ACHA Newcomers’ Orientation. Participants will meet other nurses from around the country who may be attending for the first time or who are returning to another ACHA meeting. This informal welcome to the Nursing Section will offer a chance to meet other nurses, to learn about opportunities to get involved, and to talk with the Nursing Section Executive Committee in a casual setting.

10:00 AM–11:45 AM
Opening General Session/Keynote Address
Details to come.

12:00 PM–1:15 PM
Students’/Consumers’ Section Orientation
All students are encouraged to attend this orientation customized to meet the unique needs of students.

6:00 PM–7:00 PM
HIPAA/HIM Information Session
Bring your questions on HIPAA and health information management, electronic records, ICD-10, etc., as members of the ACHA Health Information Management Coalition will be available in an informal setting to answer questions. Or just stop by to hear what others in college health are talking about.

6:30 PM–8:00 PM
Diversity Reception
Come network and socialize with your colleagues at this reception co-hosted by the Ethnic Diversity Coalition and the LGBTQ+ Health Coalition. See Featured Events on page 12 for more details.

7:15 PM–8:15 PM
Sports Medicine Interest Group
Open to all meeting attendees with an interest in sports medicine on campus. Meet other colleagues with the same interest. Discuss educational gaps for future meetings. Compare structures for athletic care on campus.

ASSOCIATION MEETINGS

12:00 PM–1:15 PM
BS507. Administration Section
BS508. Advanced Practice Clinicians Section
BS509. Clinical Medicine Section
BS510. Health Promotion Section
BS511. Mental Health Section
BS512. Nursing Section
BS513. Nurse-Directed Health Services Section
BS514. Pharmacy Section

4:00 PM–5:00 PM
BD503. ACHA Leadership Meeting with Board of Directors

6:00 PM–7:00 PM
BS537. New York State College Health Association Executive Committee
BS538. North Central College Health Association Executive Committee
BS543. Southwest College Health Association Executive Committee
BS560. Vaccine-Preventable Diseases Advisory Committee
BS561. Alcohol, Tobacco, and Other Drugs Coalition
BS562. Campus Safety and Violence Coalition
BS566. Faculty and Staff Health and Wellness Coalition
BS569. Sexual Health Education and Clinical Care Coalition
BS571. Student Health Insurance/Benefits Plans Coalition
BS573. Bylaws Committee
BS583. Guidelines for a Comprehensive College Health Program Task Force
BS585. Guidelines for Opioid Prescriptions in College Health Task Force

7:15 PM–8:15 PM
BS582. Creating Guidance for Addressing Sexual Assault Task Force
10:00 AM–11:45 AM

Opening General Session/Keynote Address
The ACHA 2016 Meeting will commence with the Opening General Session and Keynote Address. ACHA President Jake Baggott will provide attendees with important updates from the field of college health and the association, and immediately following the presidential address is the keynote speaker presentation. More details about the keynote speaker will be posted soon.

1:45 PM–2:45 PM

WE1-123. Screening Men for Intimate Partner Violence in College Health Settings

After this session attendees should be able to:
1. Discuss the rates of violence in men on campus.
2. Describe the services Columbia University offers male survivors.
3. Explain their home campus method of screening men.
4. Describe how to develop recommendations for colleges to address screening of men for violence.

Presenter(s): Rick O'Keefe, MD, MA, Lisa Haileselassie, MSW, and Paul Carbi, BS (Columbia University)

WE1-144. Ethical Principles and Practices Applied to College Health

After this session attendees should be able to:
1. Discuss the fundamental ethical principles.
2. Describe the ACHA Ethical Guidelines.
3. Discuss how to apply the ethical principles and guidelines to cases and issues in college health.

Presenter(s): Barbara Tyler, MD, MPH (Texas A&M University); May Beth Katitus, MPA, BSW (Case Western Reserve University); Kayla Page, MSW (Southern New Hampshire University); Tanya Tatum, MHA (Florida A&M University)

WE1-146. Telemedicine in College Health: Pre-Travel Consultations

After this session attendees should be able to:
1. Identify potential uses for telemedicine services within a clinical system focused on college health.
2. Describe how to implement a telemedicine program.
3. Discuss reimbursement for telemedicine services.

Presenter(s): Anne Terry, RN, MSN, ARNP, and Bill Neighbor, MD (University of Washington)

WE1-204. Building an Evidence-Based Comprehensive Prevention and Intervention Program to Address Alcohol Use Among Student-Athletes Using a Public Health Framework

After this session attendees should be able to:
1. Identify the key components of an alcohol abuse prevention and intervention program focused on student-athletes.
2. Describe the key elements of an evidence-based screening and brief intervention protocol addressing the unique needs of student-athletes.
3. Describe the key elements of an evidence-based social norms campaign addressing alcohol use among student-athletes.

Presenter(s): M. Dolores Cimini, PhD, and Estela Rivero, PhD (University at Albany, SUNY)

WE1-221. Student Health Advisory Councils: A Student Leader’s Perspective

After this session attendees should be able to:
1. Define the Student Health Advisory Council (SHAC) mission clearly to eliminate discrepancies between students and staff.
2. Identify strategies to empower students to take action to fulfill the mission.
3. Discuss ways to identify opportunities to implement new strategies.

Presenter(s): Paula Klasek, BS (University of Missouri-Columbia)

WE1-226. Bedsider.org: An Intervention to Reduce Unplanned Pregnancy in College Students

After this session attendees should be able to:
1. Describe a digital intervention that can reduce unplanned pregnancy in college-aged women in the U.S.
2. Describe how to reach college students through an advocacy based peer-to-peer college marketing program.
3. Identify ways providers can increase birth control awareness/compliance in college-aged patients.

Presenter(s): Catherine Sharbaugh, CRNP (Haverford College)
WE2-299. Supporting International Student Academic Success and Mental Health at UC Berkeley
After this session attendees should be able to:
1. Discuss outreach and program ideas to connect international students with mental health resources on campus.
2. Discuss normalizing, accessible and holistic approaches that address common concerns among international students.
3. Identify ways to work with student services and centers in collaborative ventures.

Prenter(s): Jung Yi, PsyD, and Paula Jung, MA (University of California-Berkeley)

WE2-314. Acute Care of the Anxious Patient in the Primary Care Setting
After this session attendees should be able to:
1. Describe how to assess anxiety presentations for causes and contributing factors in order to tailor their intervention.
2. Describe how to assess the acuity and severity of the presenting anxiety and the urgency of intervention needed.
3. Discuss medical and nonmedical interventions that can be provided by primary care for interim or ongoing care.
4. Discuss the risks and benefits of common medications utilized for anxiety.
5. Describe the best uses for these medications.

Prenter(s): Marta Hopkinson, MD (University of Maryland)

WE2-145. Understanding Consensual Non-Monogamy and Implications for College Health Professionals
After this session attendees should be able to:
1. Define basic concepts related to consensual non-monogamy.
2. Describe current research on consensual non-monogamy related to health.
3. Discuss practice implications for clinical and health promotion efforts regarding inclusion of consensual non-monogamy.

Prenter(s): Heath Schechinger, MS, MEd (The University of California-Berkeley)

WE2-158. Engaging Faculty in Creating Conditions for Well-Being in Learning Environments
After this session attendees should be able to:
1. Identify effective approaches for engaging faculty members and educational experts in working collaboratively with student health professionals to create conditions for well-being in learning environments.
2. Describe a framework for faculty members to use in improving conditions for health and well-being in formal learning settings.
3. Describe how learning experiences contribute to student well-being.
4. Explain how this project relates to Healthy Campus 2020 principles.

Prenter(s): Tara Black, MSc, BSc (Simon Fraser University)

WE2-171. What Makes a Good College Health Center: The Students’ Perspective
After this session attendees should be able to:
1. Explain what students think about college health centers.
2. Describe what students expect/want from college health centers.
3. Identify modifications in their own health centers based on student feedback.

Prenter(s): Molly Kurth (Texas A&M University); Paula Klasek, BS (University of Missouri, Columbia); Jazmin Felix, BA (Florida International University); Miranda Gottlieb, BA (University of Tennessee); Sarah Song (University of Texas at Austin); Shari Shapleigh, BSN, MSN, FNP (Tompkins Cortland Community College)

WE2-198. Boots to Backpacks and Vet Camp: Enhancing the Success of Student Veterans
After this session attendees should be able to:
1. Define at least three unique characteristics of veteran students.
2. Identify barriers to success for veteran students.
3. Discuss how to develop a new veteran student orientation program and metrics to assess.

Prenter(s): Col. Geral Smith, (USMC) Ret., Justin Gor, and Robert Rubio, AA (Texas A&M University)

WE2-202. Challenges and Lessons Learned from a Five-Year ECG Study on Incoming Student Athletes
After this session attendees should be able to:
1. Describe steps important in setting up an ECG pre-participation screening protocol.
2. Identify advantages and disadvantages of instituting ECG screenings of student athletes.
3. Discuss ECG changes that can be associated with sudden cardiac death in athletes.
4. Discuss results of five-year ECG pre-participation study at the University of Nevada, Reno.

Prenter(s): Cheryl Hug-English, MD, MPH, and Carol Scott, MD (University of Nevada, Reno)

WE2-224. Breaking Down the Silos of Prevention
After this session attendees should be able to:
1. Explain the need to address health promotion issues on multiple levels of the socio-ecological model.
2. Identify groups and offices in your university and community who could be potential collaborators for health promotion efforts.
3. Explain the need for educational programs that integrate alcohol and other drug misuse, interpersonal violence, mental health, and suicide prevention.

Prenter(s): Crystal Burnette, MS, Chloe Greene, MEd, and Lauren Pollard, BS (Clemson University)
WE2-225. Stellenbosch University Mental Health Service Provisions: Towards Integrated Care for Student Success
After this session attendees should be able to:
1. Identify the gaps between administrative service and the health care services it supports.
2. Explain how new pilot projects helped the merged services.
3. Discuss the emphasis of developmental services in the new integrated service.

Presenter(s): Munita Dunn-Coetzee, MPhil, Craig Thompson, MBChB, and Marissa Groenewald (Stellenbosch University)

WE2-240. Evidence-Based Contraceptive Counseling
After this session attendees should be able to:
1. Describe the intervention.
2. List the ten best practices for contraceptive counseling.
3. Discuss how to implement the ten best practices for contraceptive counseling.

Presenter(s): Gulielma Fager, MPH (Planned Parenthood Federation of America)

WE2-245. Supporting a Community through Grief and Loss: The Experience of Seven Student Deaths in One Academic Year
After this session attendees should be able to:
1. List partnerships and relationships needed to effectively respond to multiple student deaths on campus.
2. Describe considerations for programs and service needs.
3. Identify potential communication needs and resources available to craft/develop a communication plan for a variety of campus partners.

Presenter(s): Scott Tims, PhD, Donna Bender, PhD, and Lindsey Green, MS (Tulane University)

WE2-291. Comprehensive Care of the Sexual Assault Victim
After this session attendees should be able to:
1. Describe ways to facilitate and care for the sexual assault victim that presents to the student health center.
2. Describe the role and the scope of the sexual assault nurse examiner.
3. Discuss the trends on campuses regarding sexual assaults, including date rape drugs, sexual trafficking, and new title IX laws and interpretations.

Presenter(s): Wendy Bledsoe, RN (University of North Carolina-Wilmington)

WE2-343. Depression Management for the Primary Care Clinician
After this session attendees should be able to:
1. Identify students presenting with uncomplicated depression.
2. List initial medication treatment options and discuss risks and benefits.
3. List secondary and tertiary options for medication management of depression.

Presenter(s): Kelsey Carignan, MD (University of Minnesota)

WE3-104. Understanding the “Paleo Lifestyle” – How the Paleo Diet, Exercise, and Sleep Practices Can Benefit Our Students
After this session attendees should be able to:
1. Describe the foundations of the paleo diet, as well as related myths and potential risks.
2. Discuss benefits of the paleo diet.
3. Describe the paleo theory of exercise and lifestyle practices related to sleep and stress reduction.

Presenter(s): Sharon Sperling-Silber, RN, ANP-BC, GNP-BC, and Colby Golder, MS, RDN, CDN (Columbia University)

WE3-122. The Outcomes of Medical Marijuana Policies on College Students
After this session attendees should be able to:
1. Identify negative outcomes experienced by college students in states with medical marijuana laws.
2. Explain how the presence of medical marijuana laws can predict student use of marijuana.
3. Discuss the current impact marijuana has on college students.

Presenter(s): Alexis Blavos, PhD, MEd, MCHES (SUNY Cortland); Tavis Glassman, PhD, MPH, MEd, MCHES, CCPH, Juinn-Jye Sheu, PhD, MSPH, MCHES, and Amy Thompson, PhD, MEd, CHES (University of Toledo); Faith Yingling, PhD, MEd, CHES (Bowling Green State University)

WE3-138. Directly Observed Three-Month Therapy to Treat Latent Tuberculosis Infection
After this session attendees should be able to:
1. Describe the newest LTBI treatment regimen compared to current standard treatment courses.
2. Define the pros and cons of this new regimen compared to older regimens.
3. Identify the elements entailed in instituting this new treatment regimen at your college health center.

Presenter(s): Mary Manton, MD, MPH, and Judith Dessel, APRN (University of Connecticut)
WE3-165. Interprofessional Approach to Supporting Competitive Recreational Student Athletes: Medical Care and Nutrition
After this session attendees should be able to:
1. Discuss guidelines for appropriate training regimens and injury prevention strategies with students planning a race/competition.
2. Describe necessary dietary changes to support students in their transition to a higher level of exercise.
3. Identify common injury patterns and warning signs of overtraining.
4. Describe the benefits of implementing dietary changes while in recovery from an injury.
Presenter(s): Jennifer Stromberg, MD, and Franca Alphin, MPH (Duke University)

WE3-176. An Evidence-Based Approach to Wound Care that Improves Patient Outcomes and Satisfaction
After this session attendees should be able to:
1. Describe wound types and the wound healing process.
2. Describe medical honey and benefits.
3. Describe nursing care to facilitate wound healing and increase patient satisfaction.
Presenter(s): Camelia Sutorius, RN, MSN, and Cynthia Peschard (Stanford University)

WE3-201. Where Do Religion and Spirituality Fit in a Comprehensive Campus Health and Wellness Program?
After this session attendees should be able to:
1. Describe the relationship between religion, spirituality, and well-being as defined by research.
2. Identify at least one promising practice that they can take back to their campus and implement.
Presenter(s): Gina Firth, MA and Adeline Carothers, MA (University of Tampa)

WE3-205. First Generation College Student Pilot Discussion Group
After this session attendees should be able to:
1. List concerns specific to first-generation college student experience.
2. Describe strategies learned to support first-generation student population needs.
3. Discuss how to create awareness around the need for collaboration between clinical providers and academic support services.
Presenter(s): Jill Kapil, PsyD (California State University, Fullerton); Ana Cabezas, PsyD, and Maria Arvizu-Rodriguez, MS (California Polytechnic State University, San Luis Obispo)

WE3-242. Planned Parenthood Chat/Text Program: A Science-Based Prevention Program for Students in the Digital Age
After this session attendees should be able to:
1. Describe the benefits of promoting Planned Parenthood’s Chat/Text program to college students.
2. List the benefits of the Planned Parenthood Chat/Text program.
Presenter(s): Nicole Levitz, MPH (Planned Parenthood Federation of America)

WE3-267. Identifying and Defining Success: Implementing a Data-Driven Process for Improvement
After this session attendees should be able to:
1. Identify opportunities for improvement.
2. Describe how to create a data collection and analysis plan that results in meaningful insights.

WE3-290. LiveWellNYU: Mobilizing Student Leaders to Engage the Unengageable
After this session attendees should be able to:
1. Discuss the role of grassroots tactics for engaging students and facilitating them in taking action to improve their own well-being.
2. Describe approaches for mobilizing diverse student leaders and organizations in creating a healthier campus.
3. Explain the planning process, evaluation design, and results.
Presenter(s): Allison Smith, MPA, Zach Harrell, MA, and Amanda Ezechi (New York University)

WE3-322. Creating a Community of First Responders: Increasing Resilience and Survivability in a Campus Emergency
After this session attendees should be able to:
1. Identify key components of an effective emergency plan and the need to regularly practice that plan.
2. Describe how to effectively assess an emergency situation and create a plan of action.
3. Discuss key partnerships to work with on emergency preparedness and ongoing active drills.
Presenter(s): Tim Stockekein, MS, and Stephanie Hanenberg, RN, MSN, FNP-C (University of Colorado, Colorado Springs)
SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 AM–4:00 PM
Registration

7:00 AM
Opening Breakfast with Exhibitors

7:00 AM–8:00 AM
Nursing Networking Sessions
All nurses are welcome to attend one of three networking sessions, which will be facilitated by members of the ACHA Nursing Section. Participants may choose from sessions covering but not limited to the topics below:
- Triage
- Travel health
- Nursing competencies

7:00 AM–9:00 AM
College Health Surveillance Network (CHSN) Users Group
This meeting is for CHSN Network Schools only.

7:00 AM–4:00 PM
Exhibits and Posters
Visit more than 85 exhibitors in the Exhibit Hall. Poster sessions will be displayed in the foyer and hallway near the Exhibit Hall.

5:30 PM–6:30 PM
Open Forum and Reports to ACHA’s Board of Directors
This is an opportunity to share with the ACHA Board of Directors an accomplishment, an update, or highlight an important issue related to college students’ health.

Open Meeting of Community College Campus Health Centers
Open to all who work in, are directors of, or supervise community college health centers.

7:00 PM–9:00 PM
The Awards and Fellows Celebration Dinner
See Featured Events on page 12 for more information. Tickets are required for the dinner. Register online.

ASSOCIATION MEETINGS

7:00 AM–9:00 AM
BS579. JACH Consulting Editors’ Breakfast

7:30 AM–10:00 AM
BD506. American College Health Foundation Board of Directors

12:00 PM–1:15 PM
Health Promotion Section Research Committee
The Health Promotion Section Research Committee provides research-related training and resources; technical assistance; recognition and support; and a forum for collaboration among college health promotion researchers and those interested in research and evaluation. Current members and individuals who would like to learn more about the committee are invited to bring their lunch for this meet and greet and discussion of upcoming committee projects.

12:00 PM–1:15 PM
BS516. Central College Health Association
BS517. Mid-America College Health Association
BS518. Mid-Atlantic College Health Association
BS519. New England College Health Association
BS520. New York State College Health Association
BS521. North Central College Health Association
BS522. Ohio College Health Association
BS523. Pacific Coast College Health Association
BS524. Rocky Mountain College Health Association
BS525. Southern College Health Association
BS526. Southwest College Health Association
TH1-105. Holistic Student Success: Collaborative Programming to Address Mental, Physical, and Academic Well-Being Throughout the Student Life Cycle
After this session attendees should be able to:
1. Define holistic student success.
2. Discuss how to partner with offices across the university to offer integrated holistic programming.
3. Discuss examples of holistic collaborative programming throughout the student life cycle.

*Presenter(s):* Emily Rosenthal, MPH, MSW, and Katie DeOliveira, EdD, MPC (Southern Connecticut State University)

After this session attendees should be able to:
1. Identify students who are clinically eligible for HIV PrEP and PEP.
2. Describe the use of antiretroviral medications such as PrEP and PEP.
3. Discuss any challenges (and/or supporting factors) regarding the wider implementation of PrEP and PEP into their personal and/or group practice.

*Presenter(s):* Carolyn Chu, MD, MSc, Erin Lutes, MS, and Ronald Goldschmidt, MD (University of California at San Francisco)

TH1-141. Implementation of a Comprehensive, Public Health Approach to Suicide Prevention: Experiences from Two Universities
After this session attendees should be able to:
1. Describe the benefits and components of a public health approach to campus suicide prevention.
2. Discuss possible strategies to bring back to their own campus.

*Presenter(s):* Harry Rockland-Miller, PhD (University of Massachusetts-Amherst); Greg Eells, PhD (Cornell University)

TH1-177. Working to the Top of Your License: Modernizing Nursing Protocols with Evidence-Based Practice
After this session attendees should be able to:
1. Explain the process for updating nursing protocols.
2. Discuss how to use evidence-based practice (EBP) to guide nursing protocol development.
3. Describe how to create a nursing practice guideline.

*Presenter(s):* Courtney Holzheimer, RN, MSN, FNP-BC, and Sara Lee, MD (Case Western Reserve University)

TH1-212. Enhancing Health Outcomes Through Contemplative Practices—An Integrated Approach
After this session attendees should be able to:
1. Describe the development of the Contemplative Practice Center services.
2. Explain how integration of contemplative services within health care delivery model exemplifies best practices.
3. Identify strategies for successful implementation on your campus.

*Presenter(s):* Terry Wilson, MEd, RN, Margaret Jasinski, MPH, and Andrea Kimura, MEd (University of Missouri)

TH1-218. Intrauterine Devices 101
After this session attendees should be able to:
1. Discuss the IUDs available on the U.S. market and their characteristic differences.
2. Identify appropriate resources to determine if a patient is an appropriate IUD candidate.
3. Describe proper IUD insertion technique.
4. Discuss the management of common IUD problems or concerns.

*Presenter(s):* Noa’a Shimoni, MD, MPH, and Debbie Johnson, MD (Rutgers University)

TH1-241. How Do You Know if Someone Wants to Have Sex With You? Using Consent Videos to Model Respect and Communication
After this session attendees should be able to:
1. Identify determinants of decision-making theory that contribute to behaviors of consent.
2. Describe how to present videos and lesson plans to students.

*Presenter(s):* Guilelma Fager, MPH (Planned Parenthood Federation of America)

TH1-263. 2016 ACHA Advocacy Update
After this session attendees should be able to:
1. Identify resources and strategies to advocate for college student health (e.g., legislative processes).
2. Identify components of the ACA related to the delivery of health care and student health insurance offerings on college campuses.

*Presenter(s):* Jake Baggott, MLS, 1SG (R) USAR (University of Alabama, Birmingham); Karen Kline, MS, RHIA (The Pennsylvania State University); Randy Nuckolls, JD (Dentons); Beverly Kloeppe, MD, MBA (University of New Mexico); Mary Wyandt-Hiebert, PhD, MEd (University of Arkansas)
TH1-275. Student Health Insurance: Self-Funding 101
After this session attendees should be able to:
1. Describe how to develop a governance structure for a self-funded student health plan.
2. Explain regulatory requirements.
3. Identify key factors for operating a self-funded student health plan.

Presenter(s): Valerie Lyon, MHA (Cornell University)

TH1-283. Moving for Well-Being: Unique Evidence-Informed Approaches to Challenging Sedentary Behavior and Promoting Physical Activity for the Whole Campus Community
After this session attendees should be able to:
1. Identify evidence-based ways in which physical activity promotion would fit into their own campus health promotion initiative or strategies.
2. Identify evidence-based ways to challenge sedentary behavior as one aspect of health promotion at their own campus.
3. Discuss equity and inclusion issues in campus recreation programming, policies, practices and communications (print and online).

Presenter(s): Suzanne Jolly, MEd (University of British Columbia)

TH1-340. Not All Germs are Bad: The Microbiome and Health
After this session attendees should be able to:
1. Describe the microbiome and factors that influence its composition.
2. Describe the role of the microbiome in intestinal diseases and current therapeutic approaches that work by manipulating it.
3. Describe research on the role of the microbiome in other conditions, including allergy, obesity, metabolic syndrome, cardiovascular disease, and mental health.

Presenter(s): Alexandra Hall, MD (University of Wisconsin-Stout)

TH2-112. Identifying and Preventing Adverse Drug Events Associated with Psychotropic Medications
After this session attendees should be able to:
1. Identify key adverse drug events associated with psychotropic medications used to treat anxiety, depression, and ADHD.
2. Describe potential strategies to mitigate adverse events associated with psychotropic medication use.

Presenter(s): Jolene Bostwick, PharmD (University of Michigan Health System and College of Pharmacy)

TH2-113. Anaphylaxis in the Community
After this session attendees should be able to:
1. Define anaphylaxis.
2. Identify patients at risk for anaphylaxis.
3. Describe how to properly treat anaphylaxis.
4. Discuss two patient care cases.

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

TH2-128. Promoting a Strengths-Based, Trauma-Informed Perspective on a Campus Student-of-Concern Team: The Role of the Mental Health Clinician
After this session attendees should be able to:
1. Describe the features of a strengths-based, trauma-informed approach in assessing and responding to at-risk students.
2. Describe the purpose and benefits of a multi-departmental campus student-of-concern team in supporting and protecting at-risk students and the campus community.
3. Explain the role of a mental health clinician in promoting a strengths-based, trauma-informed perspective on the student-of-concern team.

Presenter(s): SuEllen Hamkins, MD, and Harry Rockland-Miller, PhD (University of Massachusetts-Amherst)

TH2-164. Deans for Wellness: An Innovative Approach to Campus-Wide Wellness
After this session attendees should be able to:
1. Identify the key components of Deans for Wellness.
2. Identify areas for improvement in the Deans for Wellness program.
3. Discuss similar Deans for Wellness programs to implement at respective institutions of higher education.

Presenter(s): Kim Ruliffson, MPA, Steve Light, PhD, and Laura Parson, Med (University of North Dakota)

TH2-175. Smoke/Tobacco-Free College Campuses: Policy Rationale and Trends
After this session attendees should be able to:
1. Explain why a college campus should adopt a smoke/tobacco-free policy.
2. Describe state and national trends in smoke/tobacco-free campus policy adoption.
3. Identify best practices relating to smoke/tobacco-free campus policy adoption.
4. Discuss strategies for ensuring smoke/tobacco-free policy compliance.

Presenter(s): Kimberlee Homer Vagadori, MPH (California Youth Advocacy Network); Emily Claymore, MPH (U.S. Department of Health and Human Services); Becky Perelli, MS (City College of San Francisco); Jenny Haubenreiser, MA (Oregon State University)

TH2-180. Collaboration is Key: The Successful Collaboration Between Health Administrators and Students
After this session attendees should be able to:
1. Discuss successful student collaboration and how it creates value for students and institutions.
2. Identify key activities for a successful student collaboration plan.
3. Identify the barriers faced by students and administrators and tools to navigate these barriers.

Presenter(s): Martha Dannenbaum, MD, and Molly Kurth (Texas A&M University)

Continuing education credit information is posted at www.acha.org/AnnualMeeting16/Continuing_Education
TH2-196. Implementing a System-Wide Immunization Requirement at the University of California

After this session attendees should be able to:
1. Describe how to create an immunization plan work group with relevant stakeholders represented.
2. Identify options to facilitate integration of immunization records to the EMR.
3. Explain how to develop a communication plan to inform students and other stakeholders of immunization requirements.
4. Describe how to create an immunization exemption policy work group.

Presenter(s): Regina Fleming-Magit, MD, MSPH (University of California); Mary Krudtson, DNSC, MSN, BSN (University of California Santa Cruz); Mary Ferris, MD, MSeD (University of California Santa Barbara)

TH2-303. ADHD: A Focus on Comprehensive Care for Students through Guideline Development

After this session attendees should be able to:
1. Describe best practices for ADHD care in the adult with ADHD.
2. Explain how to organize a comprehensive plan for delivery of ADHD care in a university setting via clinic-specific, evidence-based guideline development.

Presenter(s): Mariann Carle, MD (University of Washington)

TH2-313. Evaluation and Treatment with Hormonal Therapy of Transgender Patients

Details to come.

Presenter(s): Madelene Deutsch, MD (The Center of Excellence for Transgender Health)

TH2-317. Hot Topics in Sexually Transmitted Infections

After this session attendees should be able to:
1. Discuss screening, treatment and prevention issues relevant to special populations (i.e., adolescents, young adults, MSM, and WSW)
2. Discuss at least two partner management strategies for patients with chlamydia and gonorrhea.
3. Discuss the national recommendations for HPV vaccination.
4. Describe the changing epidemiology of genital herpes infection.

Presenter(s): Ina Park, MD, MS (California Department of Public Health, STD Control Branch/University of California San Francisco); Melanie Deal, MSN, WHNP-BC, FNP (University of California, Berkeley)

TH2-319. Balancing Fidelity and Adaptation in Applying Evidence-Based Practices for Health Promotion

After this session attendees should be able to:
1. Identify gaps in practice of evidence-based programming.
2. Describe adaptation/fidelity strategies.
3. Explain how the Precede-Proceed model can be used as a way to reconcile these evidence-to-practice issues.

Presenter(s): Lawrence Green, DrPH (University of California at San Francisco School of Medicine)

TH3-133. Food Allergies: Updates in Trends, Treatment, and Accommodations on Campus

After this session attendees should be able to:
1. Differentiate between immune and non-immune mediated food allergies.
2. Discuss food allergy diagnosis and treatment options.
3. Explain appropriate food allergy management for the on-campus student.
4. Explain what accommodations are reasonable and appropriate for the food allergic student.

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

TH3-135. Emergency Contraception: Updates and Dispelling Myths

After this session attendees should be able to:
1. Describe the mechanisms of action (MOA) of each form of emergency contraception.
2. Discuss counseling points for each method.
3. Discuss the application of this knowledge to relevant patient cases.

Presenter(s): Rachel Selinger, PharmD (University of North Carolina-Chapel Hill)

TH3-178. An Interdisciplinary Team Approach to Opt-Out, Rapid HIV Testing in a Student Health Center

After this session attendees should be able to:
1. Describe the opt-out, rapid HIV testing implementation process.
2. Discuss the importance of an interdisciplinary team approach in caring for identified positive patients.

Presenter(s): Seirra Fowler, MPH, Michaleen DeLapp, BSW, MSW, John Nelson Perret, MD, and Steve Pecquet, BSN (Louisiana State University)

TH3-195. Refresh Sleep Program: A Cognitive Behavior Therapy Online Sleep Program’s Impact on University Students

After this session attendees should be able to:
1. Describe cognitive behavioral theory (CBT) specifically for sleep programs.
2. Define steps at implementing an online CBT program on their own campus.
3. Discuss the evaluation results from the Refresh Sleep Program being implemented at the University of Chicago.

Presenter(s): Katie O’Connell, MPH, CHES (University of Chicago)

TH3-210. Tobacco-Free College Campuses: Lessons Learned from Japan and the United States

After this session attendees should be able to:
1. Compare the current state of tobacco control on university campuses in the United States and Japan.
2. Identify best practices in tobacco control which can be shared internationally.
3. Discuss approaches to tobacco use in international students.

Presenter(s): Sarah Van Orman, MD, MMM (University of Wisconsin-Madison); Mayumi Yamamoto, MD, PhD, MBA (Gifu University); Katsumi Nakagawa, MD, PhD, JD (Ritsumeikan University); Takio Hayashi, MD, PhD (Japan Advanced Institute of Science and Technology); Yuka Takahashi, MD, PhD (Nara Women University)

TH3-248. Engaging and Supporting Veteran Students Through Peer Mentoring

After this session attendees should be able to:
1. Describe some of the unique challenges faced by veteran students and the evolution of select student-centered programs that are successful in meeting these challenges.
2. Describe the impact of a student veteran association (SVA) as an avenue to engage and mentor peer veteran students.

3. Describe the impact of “Patriot Paws” on both the veteran and non-veteran student as it relates to the overall well-being of both groups.

4. Describe the impact of “Courtney Cares” equine therapy on the mental and physical health of veteran student participants and organizers.

**Presenter(s):** Martha Dannenbaum, MD, Robert Rubio, Brianna Snider, and Stephanie Minor (Texas A&M University)

**TH3-255. Aiming for Success with NIAAA CollegeAIM**

After this session attendees should be able to:

1. Discuss the history of NIAAA’s efforts on higher education alcohol and substance misuse prevention.

2. Describe the NIAAA CollegeAIM (College Alcohol Intervention Matrix) resource.

3. Identify tools from CollegeAIM that can advance the use of evidence- and theory-informed practice on campus.

4. Describe tools from the CollegeAIM website that can be used to advance prevention on campus.

**Presenter(s):** Michael McNeil, EdD, CHES, and Alicia Czachowski, EdD, MPH (Columbia University); Ryan Travio, MED (Babson College); Eric Davidson, PhD (Eastern Illinois University); Jason Kilmer, PhD (University of Washington)

**TH3-274. The Importance of Oral and Dental Health in College Students**

After this session attendees should be able to:

1. Describe the impact oral and dental health has on the overall health and well-being of college students.

2. Identify oral and dental structures, and risk factors in college students for dental and oral health problems.


4. Identify ways to develop dental health education interventions for college students.

5. Describe the dental health seeking habits of college students.

**Presenter(s):** Lori Dewald, EdD, ATC, MCHES, F-AAHE (American Public University System); Jamillee Krob, DHEd, MPH, RDH (Malone University)

**TH3-302. Expanding Campus Health Services: A Mental Health Resiliency Program for College Students on a Leave of Absence**

After this session attendees should be able to:

1. Describe the impact of mental health illness on college students and the current state of mental health services on college campuses.

2. Describe a college coaching intervention for young adults with mental health illness and the implications of its outcomes.

3. Describe a mental health and resiliency intervention for college students on a medical leave of absence and the implications of its outcomes.

**Presenter(s):** Dori Hutchinson, ScD, CPPR, and Courtney Joly-Lawder milk, MSED (Center for Psychiatric Rehabilitation at Boston University)

**TH3-315. The Implementation of LEAN Process Improvement at UCLA and University of Toronto, Scarborough**

After this session attendees should be able to:

1. Define LEAN methodology.

2. Explain how to implement LEAN tools to improve processes in a primary care setting.

3. Compare examples of LEAN implementation at the University of California-Los Angeles and the University of Toronto, Scarborough.

4. Discuss the benefits that management and front line staff saw in care delivery due to LEAN implementation.

**Presenter(s):** Laura Boyko, MSW, RSW, Tracey Beech-Gauthier, MScN, and Erin Harrigan, MD (University of Toronto, Scarborough); Nancy Holt, MD, John Ballard, MA and Ashley Phelps, MPH (University of California-Los Angeles)

**TH3-318. A Multidisciplinary Team Approach to the Mental Health and Medical Evaluation of Transgender Patients for Hormone Initiation**

After this session attendees should be able to:

1. Describe the WPATH guidelines for the medical evaluation for gender transition hormone initiation.

2. Describe how students are educated on the risks and benefits of hormone therapy.

3. Discuss the medical workup, evaluation, treatment, and followup for hormone initiation and therapy.

4. Discuss the value of utilizing the multidisciplinary team approach to hormone therapy.

**Presenter(s):** Marta Jean Hopkinson, MD, Jenna Beckwith Messman, MEd, NCC, CWC, and Penny Jacobs, CRNP (University of Maryland)

**TH3-320. Hot Topics for Advanced Practice Clinicians: Quality Improvement and Social Media**

After this session attendees should be able to:

1. Discuss the importance of QI in college health.

2. Identify how to establish measurable aims/goals.

3. Describe the Model for Improvement using PDSA cycles.

4. Define social media in the context of college health.

5. Discuss current social media platforms.

6. Identify effective QI initiatives in college health.

7. Discuss experiences with social media platforms.

**Presenter(s):** Kimberly Daly, DNP, APRN, FNP-C (Salem State University); Joanne Brown, DNP, APRN (University of Kentucky); Tammy Ostroski, DNP, FNP-BC (Arizona State University)

**TH4-126. Naloxone for Opioid Overdose**

After this session attendees should be able to:

1. Describe how to recognize when someone is experiencing an opiate/prescription overdose.

2. Explain how to conduct a sternum rub and other measures to determine an individual’s state.

3. Explain how to administer Naloxone.

4. Discuss call to action opportunities for opiate/prescription overdose prevention in college health.

**Presenter(s):** Miranda Gottlieb, BA (University of Tennessee)

**TH4-127. Electrocardiographic Interpretation for the College Health Practitioner**

After this session attendees should be able to:

1. Explain basic ECG interpretation.

2. Identify high risk findings on ECGs.

3. Discuss conditions that predispose to sudden cardiac death and arrhythmias that are most commonly seen in a college population that can be detected by ECG.

**Presenter(s):** Donald Kreuz, MD, FACC (Columbia University)
TH4-131. “Below the Belt”: Issues in Male Reproductive Health
After this session attendees should be able to:
1. Describe how to perform a comprehensive, diagnostic and developmentally appropriate examination of the adolescent/young adult male genitourinary system.
2. Explain normal and abnormal pathology of scrotal masses, including varicoceles, spermatoceles and testicular cancer.
3. Discuss how to counsel patients on normal developmental issues experienced by adolescent and young adult males, including erectile dysfunction, premature ejaculation, “penile overuse syndrome,” etc.

Presenter(s): David Reitman, MD, MBA (American University)

TH4-148. College Counseling Group Programming: A Multi-Disciplinary Wellness Center Approach
After this session attendees should be able to:
1. Describe barriers to buy-in for group programming from students and staff.
2. Identify key elements of group programming to meet diverse community needs.
3. Discuss ideas to modify current programming strategies and structures.

Presenter(s): Colette McLean, MSW, and Stephanie Szegedy, MA (Rowan University)

TH4-184. Addressing Microaggressions Within a University Community
After this session attendees should be able to:
1. Define microaggressions, including the different types of microaggressions that are common in a university setting.
2. Explain how microaggressions impact emotional and physical health.
3. Identify how to respond to microaggressions personally and within your university community.

Presenter(s): Rachel Knopf, MPH, RDN, Tracy Robin, MSW, and Tamara Oyola-Santiago, MPH, MA (The New School)

TH4-197. Preparing for the Next Generation of College Health RNs
After this session attendees should be able to:
1. Identify the importance of re-evaluating the RN orientation needs of the next generation of college health nurses.
2. Define the concept of adult learning principles and competency-based orientation and its interface with orientation needs.
3. Describe important examples of a structured orientation program that prepares new staff for college health practice.

Presenter(s): Paula Jessen, RN, BC, BSN, MPA, Donna Vose, RN-BC, and Mary Bey, RN, BSN (University of Connecticut)

TH4-199. Integrating the ACHA-National College Health Assessment with Academic Records: A Successful Research Design, and the Data Driven Strategies that Result
After this session attendees should be able to:
1. Describe a stratified random sampling method that can be used on their own campus when administering the ACHA-NCHA or other college health questionnaire.
2. Describe a data collection process that can result in a high response rate and appropriate/approved access to academic records of student respondents.
3. List health variables with the strongest relationships to student success and retention.
4. Describe how to use data to develop/justify/evaluate a health promotion program on their campus.

Presenter(s): Todd Misener, PhD, MPH, CHES, and Kathryn Steward, MPH (Western Kentucky University)

TH4-258. Comprehensive Initiatives: Applying SAMHSA’s 8 Dimensions to Faculty and Staff Health and Well-being
After this session attendees should be able to:
1. Describe 8 Dimension Model of Health and Well-being as applied to both faculty/staff and student well-being settings.
2. Describe stress reduction strategies in the context of wellness programs and coaching.
3. Describe strategies that address financial well-being into faculty and staff wellness programming.
4. Describe current application within the built environment (both interior and exterior environment) as related to health and wellness.

Presenter(s): Robert A. Winfield, MD (University of Michigan); Nikki Brauer, MS, CWPM, COEE (Illinois State University); Faith Yingling, PhD, and Karyn Smith, MPH (Bowling Green State University); Marguerite Obrien, MSW (University of South Carolina); Lori Dewald, EdD, ATC, MCHES, FAAHE (American Public University System); Holly Levin, CHES (Boise State University)

TH4-269. Leveraging Student-Athletes to Increase Student Engagement in Health Promotion and Clinical Services
After this session attendees should be able to:
1. Describe how to engage student-athletes in prevention programming addressing high-risk alcohol and other drug use.
2. Describe how to engage student-athletes in conversations and outreach about wellness.
3. Discuss how to build effective collaboration between athletic trainers and health and counseling services.

Presenter(s): Jennifer Jacobsen, MA (Grinnell College); Stephanie Walters, MD, MPH (Macalester College)

TH4-271. De-Escalating Challenging Interactions with Students: A Review of the Literature
After this session attendees should be able to:
1. Describe the consequences of disruptive behavior.
2. List possible causes of disruptive behavior.
3. Describe a continuum of disruptive behavior.
4. Explain how to respond to disruptive behavior.

Presenter(s): Dorje Jennette, PsyD, Melody Fo, PsyD, Gary Dunn, PhD, and Mary Knudson, DNSc, NP, FAAN (University of California, Santa Cruz)
SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 AM–5:00 PM
Registration

7:00 AM
Continental Breakfast with Exhibitors

8:00 AM–8:00 AM
Data Warehouse Task Force Town Hall Meeting
How can an ACHA Data Warehouse benefit your health center and the field of college health? Come to this town hall meeting to learn what this initiative entails, discuss challenges and opportunities, and provide your view to ACHA and its leadership.

7:00 AM–8:00 AM
Faith-Based Fellowship
Connect with fellow attendees from faith-based schools and/or individuals of faith to discuss resources and special interest issues.

7:00 AM–1:30 PM
Exhibits
Visit more than 85 exhibitors in the Exhibit Hall.

7:00 AM–4:00 PM
Posters
Poster sessions will be displayed in the foyer and hallway near the Exhibit Hall.

12:00 PM–1:15 PM
Dorosin Memorial Lecture
See Featured Events on page 7 and FR-304 on page 38 for more information. (Note that you may bring a lunch with you.)

12:00 PM–1:15 PM
Peer Review Assistance Program Information Session
Could your health center benefit from an external review from seasoned veterans in college health? Are you looking to improve your methods and practices of delivering health care to your students? If so, join us at this information session.

6:15 PM–7:00 PM
Assembly of Representatives
If you are a qualified voting member of ACHA, plan to attend the 2016 Assembly of Representatives and help shape the governance of ACHA by voting on recommended bylaws amendments. See page 13 for details.

9:00 PM–10:00 PM
AA/Al Anon Open Meeting

ASSOCIATION MEETINGS

7:00 AM–8:00 AM
BS527. Continuing Education Committee

7:15 AM–8:00 AM
BS553. LGBTQ+ Health Coalition

12:00 PM–1:15 PM
BS552. Students/Consumers Section

Your students are looking for health information.

Put it directly in their hands with ACHA’s easy to understand brochures. Because ACHA brochures are written by college health professionals, you can feel confident that your students will have reliable information.

View a full list of titles and place your order at www.acha.org/publications.
After this session attendees should be able to:  
1. Describe the diagnosis and management of elevated blood pressure.  
2. Discuss the importance of identifying and modifying elevated blood pressure risk factors.  
3. Describe an integrated team approach to students with elevated blood pressure.  
Presenters: Timothy Dowling, DO (University of Delaware)  

FR1-132. Making the Case for Health Promotion to Senior Leadership  
After this session attendees should be able to:  
1. Explain how to leverage standards of practice in the field of health promotion to advance communication with senior leadership.  
2. Identify tools available to advance communication with senior leadership.  
3. Discuss strategies for strategic communication with senior leadership that reorient the work of health promotion to prevention.  
Presenters: Stacy Andes, EdD (Villanova University); Kelly Hogan-Stewart, MPH (The University of Notre Dame); Delyrne Wilcox, PhD, MPH (University of Alabama)  

FR1-168. Framework for a Comprehensive College Health Program  
After this session attendees should be able to:  
1. Describe the value of college health.  
2. Describe the role of college health.  
3. Identify the essential components of a comprehensive college health program.  
4. Discuss the leading practices of a comprehensive college health program.  
Presenters: Jean Chin, MD, MBA, FACP (University of Georgia); Richard Chapman, MBA, MPH (Middle Tennessee State University); Gregg Eells, PhD (Cornell University); Susan Hochman, BSE, MPH (The University of Texas at Austin); Michael Huey, MD (Emory University); Elizabeth Ritzman, MDiv, MS (Dominican University); Drayton Vincent, MSW (Louisiana State University); Cassie Soucy, MPH (Boston University)  

FR1-188. Post-Travel Fever: Protecting Your Patients, Your Institution, and Yourself  
After this session attendees should be able to:  
1. List four “Do Not Miss Conditions.”  
2. Describe a systematic approach to getting a travel history.  
3. Identify major geographic regions and illnesses associated with them.  
4. Discuss three steps you can take to assess returning travelers.  
Presenters: Julie Richards, MS, MSN, FNP-BC, WHNP-BC, CTH™ (Stanford University)  

FR1-220. Comprehensive Collaborative Training at Point of Care: Joint Medical/Mental Health Appointments  
After this session attendees should be able to:  
1. Describe our method of training psychology interns in collaborative care with joint medical/mental health visits.  
2. Describe several reflections on the value of joint medical/mental health visits.  
3. Discuss how this method could be employed within both clinical and administrative settings.  
Presenters: Alan Lorenz, MD, and Brigid Cahill, PhD (University of Rochester)  

FR1-223. Grand Rounds: Intoxications and Poisonings  
After this session attendees should be able to:  
1. Explain the differences between spice (synthetic marijuana) and marijuana.  
2. Identify the consequences of stimulant use in students without ADHD.  
3. Describe the role of poison control centers in the management of students with poisoning and ingestions.  
Presenters: Sara Lee, MD, and Eleanor Davidson, MD (Case Western Reserve University); Thomas Ferguson, MD, PhD (University of California-Davis)  

FR1-230. Financial Tools Used to Support Service Line Expansion to Generate Revenue in College Health Services  
After this session attendees should be able to:  
1. Identify potential sources for service expansion opportunities.  
2. Review service expansion scenarios.  
3. Explain financial projection tools.  
4. Discuss lessons learned from recent service line expansions.  
Presenters: LeAnn Gutierrez, PhD, MBA (University of Oregon)  

FR1-273. Translating ACHA-National College Health Assessment II Data into Clinical Practice, Outreach, and Collaboration  
After this session attendees should be able to:  
1. Discuss the scope of data provided by the ACHA-NCHA II.  
2. Identify campus partners they can collaborate with regarding sharing and interpretation of data and setting related goals.  
3. List actions steps for return to campus.  
4. Identify strategies for achieving high participation rates for the ACHA-NCHA II survey.  
Presenters: Steph Walters, MD, MPH (Macalester College); Jennifer Jacobsen, MA (Grinnell College)  

FR1-284. Concussion Management: From Return to Learn to Return to Play  
After this session attendees should be able to:  
1. Identify risk factors associated with prolonged concussive symptoms.  
2. Describe current return to learn guidelines.  
3. Define current return to play guidelines.  
4. Discuss four components that may require medical intervention in prolonged concussions.  
Presenters: Jessica Higgs, MD (Bradley University); Christopher Nasin, MD (University of Rhode Island); Douglas Meuser, MD (University of Central Florida)
4. Describe a short-term resiliency training program begun at RPI.

**Presenter(s):** Keith Anderson, PhD (Rensselaer Polytechnic Institute)

**FR2-155. Medical Grand Rounds: Case Presentation and Discussion**

After this session attendees should be able to:
1. Identify how to approach difficult unknown case presentations.
2. List differential diagnosis for unknown case presentations.
3. Explain the decision-making process throughout the investigation of the case.

**Presenter(s):** Saara Schwartz, MD (Florida International University); Joseph Puccio, MD (University of South Florida)

**FR2-200. Creating a Comprehensive Culture of Care: Promoting Mental Health through Wellness Coaching**

After this session attendees should be able to:
1. Differentiate between promoting mental health and providing treatment for mental illness as two distinct approaches that support student success.
2. Describe the emerging trend of wellness coaching as an additive and innovative approach to student mental health promotion.
3. Describe how components of the coaching approach to mental health promotion facilitate student flourishing and thriving through transitions.
4. Discuss ideas for services, resources, and partners that can aid in the support of students on their respective campuses.

**Presenter(s):** Todd Gibbs, MA, and James Larcus, MA (The Ohio State University)

**FR2-262. 2016 ACHA-National College Health Assessment Update: Moving Towards the NCHA III**

After this session attendees should be able to:
1. Describe survey changes for Fall 2015 and preliminary results from these items.
2. Explain the process for developing the ACHA-NCHA III.
3. Discuss challenges and successes in administering the ACHA-NCHA.

**Presenter(s):** Mary Hoban, PhD (American College Health Association); Patricia Ketcham, PhD (Western Oregon University)

**FR2-292. Recommendations for Responsible Prescribing of Opioids**

After this session attendees should be able to:
1. Discuss some of the current statistics related to prescription opioid abuse.
2. List the recommendations for appropriate prescribing policies for opiates.

**Presenter(s):** Jessica Higgs, MD (Bradley University); Marta Hopkinson, MD (University of Maryland); Michael Huey, BA, MD (Emory University)

**FR2-300. Community-Based, Comprehensive and Collaborative Approaches to Suicide Prevention**

After this session attendees should be able to:
1. Identify at least three elements of a comprehensive approach to suicide prevention.
2. Describe how peer influence and social connectedness positively impact mental health.
3. List at least two methods to ensure the sustainability of a comprehensive suicide prevention program.

**Presenter(s):** Melissa Halter, PhD, and Stephanie Lynch, MA (University of San Diego); Allison Pierce, MA (Rowen University)

**FR2-305. Using the Socio-Ecological Framework to Create an Alcohol Awareness Campaign**

After this session attendees should be able to:
1. Discuss key factors to consider when designing an alcohol awareness campaign.
2. List ways to ensure messaging is inclusive.

**Presenter(s):** Niranjani Radhakrishnan, BSPH, and Natalie Rich, MPH (University of North Carolina-Chapel Hill)
FR2-308. CDC Immunization Update 2016
After this session attendees should be able to:
1. Identify at least one new CDC immunization recommendation published within the past year.
2. Describe at least two preventive measures health care personnel should be taking in light of recent measles outbreaks in the U.S.
3. Describe how to locate current resources on CDC’s immunization recommendations.
Presenter(s): Donna Weaver, RN, MN (Centers for Disease Control and Prevention)

FR2-325. Health Promotion Hot Topic: Creating Health Equity on College Campuses
After this session attendees should be able to:
1. Define food insecurity and how to assess food insecurity among college students.
2. Describe the prevalence of food insecurity on college campuses.
3. Describe methodology used to assess food insecurity among college students.
4. Describe intervention recommendations to address food insecurity on college campuses.
Presenter(s): Susan McDaniel, PhD (University of Rochester Medical Center)

FR3-109. What Do They Really Know? Assessing and Measuring Student Learning Outcomes
After this session attendees should be able to:
1. Explain why measuring student learning outcomes is important for college health professionals.
2. Describe effective approaches to measuring student outcomes in student affairs and academic settings.
3. Discuss how to apply student learning assessment approaches to their individual institutional settings.
Presenter(s): Kimberly Chestnut, MEd, PhD (Temple University); Alyssa Lederer, MPH, CHES (Indiana University School of Public Health-Bloomington)

FR3-124. Assessing Food Insecurity Among Students in a State-Wide University System
After this session attendees should be able to:
1. Define food insecurity and how to assess food insecurity among college students.
2. Describe the prevalence of food insecurity among college students.
3. Describe methodology used to assess food insecurity among UC students.
4. Describe intervention recommendations to address food insecurity on college campuses.
Presenter(s): Suzanna Martinez, PhD, MS, and Lorrene Ritchie, PhD, MS, RD (University of California Nutrition Policy Institute)

FR3-209. Creating Guidance for Addressing Sexual Assault: Task Force Year in Review
After this session attendees should be able to:
1. Discuss the ACHA position statement on addressing sexual and relationship violence.
2. Discuss components of the ACHA guidelines addressing sexual and relationship violence.
3. Discuss the task force work on a new comprehensive toolkit for addressing sexual violence and relationship violence on campuses.
Presenter(s): Mary Wyandt-Hibbert, PhD, MCHES, CWHC (University of Arkansas); Kim Webb, MEd (Washington University in St. Louis); Deborah Stewart, MD (California State University-Chico); Jennifer Jacobson, MA (Grinnell College)

FR3-236. An Update in the Clinical Care of Women: Beyond Paps, Periods, and Pills
After this session attendees should be able to:
1. Discuss sex-based trends in clinical research.
2. Explain the impact that sex-based research can have on patient care.
3. Identify several common diagnoses that present differently in women compared to men.
4. List ways in which the clinical management of several common diagnoses should be approached differently for women.
Presenter(s): Vanessa Britto, MD, MSc (Wellesley College)

FR3-261. Counseling and Health Services Survey Collaborative: A Review of Initial Approach and Findings
After this session attendees should be able to:
1. Describe the initial survey method to assess both counseling and health service directors.
2. Describe the initial findings from the counseling and health service survey collaboration.
3. Identify next steps in counseling and health service survey tool.
Presenter(s): David Reetz, PhD (Rochester Institute of Technology); Micky Sharma, PsyD (The Ohio State University)

FR3-268. Collaboration and Creativity as a Framework for Delivery of Health and Safety Advice to Students Traveling Abroad
After this session attendees should be able to:
1. Describe challenges facing college health centers in reaching students for pre-travel consultations.
1:45 PM–2:45 PM CONT

2. List alternatives to individual travel consultations for delivery of health and safety information.

**Presenter(s):** Kathlene Waller, MD, MPH (Colorado State University)

**FR3-278.** An HIV and Substance Abuse Prevention Program on an HBCU Campus
After this session attendees should be able to:
1. Identify risks and protective factors related to HIV for African American young adults.
2. Describe program outreach activities and three ways to reach the target group.
3. Describe VOICES, an evidenced-based intervention designed to increase condom use and strategies for increasing participation.
4. Discuss national strategy for HIV/AIDS.

**Presenter(s):** Desi Hacker, PhD, and Cynthia Burwell, EdD, MCHES (Norfolk State University)

**FR3-281.** Nano-Interventions for Insomnia: Brief Primary Care Introductions to CBT-i for Cascading Benefits
After this session attendees should be able to:
1. Discuss the complications of hypnotics.
2. Describe cognitive behavioral therapy for insomnia (CBT-i).
3. List the research-established benefits of CBT-i.
4. Explain how to engage students in CBT-i through a brief introduction to relevant resources.

**Presenter(s):** Dorje Jennette, PsyD, and Melody Fo, PsyD (University of California, Santa Cruz); Thomas Ferguson, MD, PhD, Ray Grabow, PhD, and Michelle Famula, MD (University of California, Davis)

**FR3-294.** Healthy Campus 2020: The Midcourse Review
After this session attendees should be able to:
1. Describe the timing and purpose of the Healthy Campus 2020 Midcourse Review.
2. Describe data trends for Healthy Campus 2020 objectives.

**Presenter(s):** Allison Smith, MPA (New York University)

**FR3-306.** Psychiatry Availability at College Counseling Centers: A National Study and a Discussion of Potential Solutions
After this session attendees should be able to:
1. Discuss psychiatry availability across college campuses.
2. Discuss study results.
3. Describe how we have been able to attract and retain psychiatrists at our agency.

**Presenter(s):** Rahul Patel, DO, FAPA (The Ohio State University)

**FR3-310.** Prescription Drug Abuse and the Role of “Dirty” Practitioners
After this session attendees should be able to:
1. Define diversion.
2. Identify the mission of Tactical Diversion Squads (TDS).
3. Differentiate between “opiate” versus “opioid.”
4. Discuss the scope of prescription drug abuse in the U.S.

**Presenter(s):** Steve Smith, BS (Drug Enforcement Administration)

**FR3-326.** CDC Immunization Best Practices
After this session attendees should be able to:
1. State the most common error related to the storage and handling of vaccines and the best practice to prevent this error.
2. State at least two common errors related to the administration of vaccines and best practices to prevent these errors.
3. Identify current resources on best practices for vaccine storage and handling and vaccine administration.

**Presenter(s):** Donna Weaver, RN, MN (Center for Disease Control and Prevention)

3:15 PM–4:15 PM

**FR4-117.** Using Social Media to Meet Them Where They Are: Tar Heel Wellness Challenge
After this session attendees should be able to:
1. Identify popular social media channels among college students.
2. Describe how to use latest social media to engage students around health and wellness.
3. Identify one tip or trick to managing social media.
4. Explain components to create a wellness challenge on social media for their college campus.

**Presenter(s):** Niranjan Radhakrishnan, BSPH, and Caress Roach, Med (University of North Carolina-Chapel Hill)

**FR4-118.** An Innovative Model to Address Campus Sexual Assault: The CORE Blueprint Program
After this session attendees should be able to:
1. Describe their increased understanding of the incidence and repercussions of sexual assault on students.
2. Explain a research-informed innovative program model for addressing campus sexual assault.

**Presenter(s):** Allison Tombros Korman, MHS (Culture of Respect)

**FR4-130.** Skin and Soft Tissue Infections: CDC Guidelines
After this session attendees should be able to:
2. Discuss the implementation of the CDC Guidelines for SSTI in the university health service setting, research study outcome at Arizona State University and Quality Improvement Studies/Report.
3. Compare research findings to other studies with questions.

**Presenter(s):** Dorothy Trimmer, FNP-BC, MSN, RN (Arizona State University)

**FR4-139.** New Faces on the College Campus: Stress and Nontraditional Student Mothers
After this session attendees should be able to:
1. Identify stressors and coping mechanisms of student mothers.
2. Discuss factors that increase stress for and coping mechanisms used by student mothers.
3. Describe methods to improve the mental health of student mothers.
4. Discuss how to help student mothers develop their identities as college students and assist them with identifying ways to meld it with other elements of their identities.

**Presenter(s):** Denise Demers, PhD (University of Central Arkansas); Kim Miller, PhD, MS, and Saran Donahoo, PhD, AM (Southern Illinois University)
FR4-193. Piloting a Screening Tool for Disordered Eating with Students Seeking Nutrition Counseling in a College Health Center
After this session attendees should be able to:
1. Describe eating disorders and the current trends in disordered eating in the college population.
2. Explain implementation of screening questions for disordered eating prior to nutrition counseling appointment in a college health center.
3. Describe the outcomes of pilot evaluation data for screening all students seeking nutrition counseling for disordered eating in a college health center.
4. Discuss the potential value and challenges of registered dietitians screening all clients for disordered eating prior to nutrition appointments.

Presenter(s): Maureen Molini, MPH, RDN, CSSD (University of Nevada-Reno)

FR4-232. A Vitamin Sea of Supplements: Evidence-Based Recommendations for Vitamin and Supplement Use in College Students
After this session attendees should be able to:
1. Identify supplements commonly used by college students.
2. Explain how to make evidence-based supplement recommendations to cohorts and individuals.

Presenter(s): Jenna Heller, MS, RD, and Tammy Ostroski, DNP, FNP-BC (Arizona State University)

FR4-256. The Impact of Stalking on College Campuses
After this session attendees should be able to:
1. Define stalking under the Violence Against Women Act (VAWA) and understand reporting obligations.
2. Identify stalking behavior.
3. Identify current technology used in stalking behavior.
4. Identify prevention measures.

Presenter(s): Mark Kurkowski (St. Louis Metropolitan Police Department)

FR4-259. Screening and Treating TB Infection
After this session attendees should be able to:
1. Define TB prevention opportunities in colleges.
2. Define risk factors in young adults that would prompt TB testing.
3. Describe how to interpret TB infection testing, as well as diagnostics and workup for TB disease.

Presenter(s): Jennifer Flood, MD, MPH (California Department of Public Health)

FR4-260. Sleep Disturbances in Mental Illness and Sleep Practices for Mental Wellness
After this session attendees should be able to:
1. Describe how sleep plays a protective role in brain health.
2. List the sleep disturbances common in mental illnesses.
3. Explain how insufficient sleep can manifest as mood and cognitive disturbance.
4. Discuss the connection between sleep and mental health with students and colleagues.

Presenter(s): J. Roxanne Prichard, PhD, Birdie Cunningham, MA, and Madonna McDermott, MS, MPA, APN (University of St. Thomas)

FR4-312. Travel Medicine: Emerging Threats and Advice for Travelers
After this session attendees should be able to:
1. List the advice required for pre-travel visits.
2. Explain current guidelines for malaria prophylaxis.
3. Describe the management of the ill recently-traveled student.

Presenter(s): Angelle Desirée LaBeaud, MD, MS (Stanford University)

FR4-316. A Legal Perspective on the Interplay of FERPA and HIPAA in University and College Health Centers
After this session attendees should be able to:
1. Compare FERPA to HIPAA.
2. Differentiate between HIPAA records and FERPA records at a student health center.
3. Explain how differences in FERPA and HIPAA impact the release of records.
4. Identify how disclosure rules change in a health or safety emergency or when a threat is made.

Presenter(s): Nancy Tribbensee, JD, PhD (Board of Regents, Arizona Public Universities)

FR4-329. HEMHA’s Guide on Distance Counseling
After this session attendees should be able to:
1. Define distance counseling and many variations.
2. Identify logistical and ethical dilemmas in providing distance counseling.
3. Explain the legal implications of practicing across state and international boundaries.

Presenter(s): Leigh Anne White, MD (Michigan State University); Kathryn Alessandria, PhD (West Chester University); Shari Robinson, PhD (Western Washington University); Monica Osburn, PhD (North Carolina State University)
FR5-191. Evaluating the Impact of the STD Self-Test by University Students

After this session attendees should be able to:
1. Identify strategies that improve STI testing.
2. Describe development of an assessment tool to identify student reasons for STI self-testing and degree of acceptance of the initiative.

Presenter(s): Robin Oliver, MD, and Shelley Hoffner, RNC, BSN (Pennsylvania State University); Melissa Habel, MPH (Centers for Disease Control and Prevention)

FR5-219. Utilizing Campus Partners to Decrease Race-Based Barriers and Increase Access to Health Care

After this session attendees should be able to:
1. Explain how structural racism impacts access to health care.
2. Identify strategies to reduce both real and perceived barriers to health care.
3. Describe how to create an action plan for participants to utilize within their own organizations.

Presenter(s): Jado Hamilton, MD, and Kirsten Post Eynav, MALS, BS (Cornell University)

FR5-227. Sexual Aggression and Participation in Greek Organizations

After this session attendees should be able to:
1. Describe the extent of sexual aggression victimization among female college students.
2. Describe the extent of sexual aggression perpetration among male college students.
3. Identify risk factors for sexual aggression victimization among sorority members.
4. Identify risk factors for sexual aggression perpetration among fraternity members.

Presenter(s): Jeffrey Kingree, PhD, and Martie Thompson, PhD (Clemson University)

FR5-231. Effectiveness of Acupuncture Therapy on Stress in a Large Urban College Population

After this session attendees should be able to:
1. Differentiate between stress and perception of stress.
2. Explain the effects of acupuncture on stress.

Presenter(s): Stefanie Schroeder, MD (Arizona State University)

FR5-239. Effective Health Promotion Strategies for Working with the Transgender Student Population

After this session attendees should be able to:
1. Discuss transgender and gender non-conforming student health disparities.
2. Describe transgender affirming strategies for health promotion practitioners.
3. Explain transgender-specific sexual health needs.
4. Identify approaches for locating transgender health resources.

Presenter(s): Michelle Segall, MPH (Georgia Institute of Technology); Laura Kissack, MPH (The National LGBT Health Education Center)

FR5-249. Implementation and Results of a Multi-Modal Contact Center in a College Health Facility

After this session attendees should be able to:
1. List the objectives and logistics of implementing a contact center.
2. Identify the benefits of having a contact center.
3. Define improved patient and staff experiences from having a contact center.

Presenter(s): Ronald Anderson, BA (University of Southern California)

FR5-272. To Send or Not to Send? The Role of Urine Cultures in Uncomplicated UTIs

After this session attendees should be able to:
1. List indications for a urine culture.
2. Define an uncomplicated UTI.
3. Define a complicated UTI.
4. List three first-line antibiotic regimens for the treatment of lower UTI.

Presenter(s): Patricia Moriarty, MSN, FNP-BC, APRN (University of Connecticut)

FR5-287. Today’s Work Today: Implementing Open Access Scheduling in a University Primary Care Clinic

After this session attendees should be able to:
1. Explain the open access scheduling model.
2. Explain how open access can apply in student health.
3. Explain the planning required to implement open access.

Presenter(s): Charis Baz Takaro, BS, and Tina Hadaway, BSN, RN (University of California-Berkeley)

FR5-327. Pharmacy Hot Topics

After this session attendees should be able to:
1. Describe awareness and availability of naloxone rescue kits.
2. Describe strategies applied to the implementation of a pharmacy computer system and its interface with an EMR.
3. List some of the issues to be considered when starting up a post-graduate residency in a college health pharmacy.

Presenter(s): F. Heidi Gierie, PharmD (University of North Carolina-Wilmington); Gregg Wendland, BPharm (University of Oregon); Robert Boyce, BS (Oregon State University)


After this session attendees should be able to:
1. Identify incidence of food insecurity among students enrolled at a large public university.
2. Identify partners and describe their prospective roles in developing and implementing a food access program on campus.
3. Describe three components of collateral nutrition education embedded in a food access program.

Presenter(s): Ryann Miller, RD, CSSD, and Aria Wexler (University of California, Davis); Molly Kurth (Texas A&M University)
SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 AM–10:00 AM
Registration

7:00 AM
Continental Breakfast

10:00 AM–11:30 AM
Closing Presidential Session
See Featured Events on page 7 and SA2-342 on page 43 for more information.

ASSOCIATION MEETINGS

7:00 AM–8:00 AM
BS555. 2016 Program Planning Committee Debriefing
All members of the 2016, 2017, and 2018 Annual Meeting Program Planning Committees are encouraged to attend.

8:15 AM–9:45 AM
BD504. ACHA Board of Directors

12:00 PM–2:00 PM
BD505. ACHA Executive Committee

SATURDAY EVENTS AND MEETINGS

Having current, relevant data about your students’ health can help you enhance campus-wide health promotion and prevention services.

The American College Health Association’s National College Health Assessment (ACHA-NCHA)—a nationally recognized research survey conducted twice a year since 2000—can assist you in collecting precise data about your students’ habits, behaviors, and perceptions on the widest range of health issues including: alcohol, tobacco, and other drug use; sexual health; weight, nutrition, and exercise; mental health; personal safety and violence; and impediments to academic performance.

SA1-120. Tools to Develop a Comprehensive Travel Clinic in a Student Health Center

After this session attendees should be able to:
1. Identify the needs of student travelers.
2. Discuss the logistics of a student health travel clinic.
3. Identify collaborative opportunities within college travel medicine.

**Presenter(s):** Anjali Silva, MD, CHT, and Neil Silva, MD (University of Virginia); Catherine Ebelke, PA (Montana State University)

SA1-134. Creating a More Comprehensive Gender Inclusive Environment

After this session attendees should be able to:
1. Discuss the importance of having trans inclusive resources and medical services on university campuses nationwide.
2. Identify at least three stakeholders within their community to collaborate with in creating gender inclusive resources and policies.

**Presenter(s):** Andrea Prum, DO, FAAFP, and Anna Benbrook, MS (Florida State University)

SA1-142. LGB Health -- An Evidence-Based Review

After this session attendees should be able to:
1. Explain psychosocial development of LGBT individuals and how it pertains to stresses that these students may face.
2. Describe new conceptualizations of sexual orientation as understood by LGB adolescents and young adults.
3. Discuss best practices for screening LGB individuals for sexually transmitted infections.

**Presenter(s):** David Reitman, MD, MBA (American University)

SA1-156. Mind the Gap: The Disparate Impact of ACA on International Students

After this session attendees should be able to:
1. List the main areas in which the Affordable Care Act (ACA) has impacted student health insurance since it passed.
2. Discuss the impact of the ACA rules on the student health insurance market, both for institutional policies and private individual policies.
3. List three ways in which they can advocate for students to continue to have access to strong health insurance plans, with a focus on international students.

**Presenter(s):** Karen Kline, MS, RHIA (The Pennsylvania State University); Brooke Stokdyk, MSEd, and Kathleen Braunlich, MBA (Michigan State University)

SA1-194. College Pet Program's Impact on Students' Stress Levels and Feelings of Connection

After this session attendees should be able to:
1. Describe the link between animal programs and student mental health.
2. Describe a model for implementing an Animal Assisted Activity Program effectively on their campus.
3. Identify the evaluation results from the study of the Pet Love program being implemented at The University of Chicago.

**Presenter(s):** Katie O’Connell, MPH, CHES (University of Chicago)

SA1-207. Transforming Data into Action: Using Your ACHA-National College Health Assessment II Datasets to Propose, Pass, and Implement Policy

After this session attendees should be able to:
1. List partnerships and relationships needed to effectively propose, pass, and implement tobacco/alcohol policy.
2. Identify the various ways in which ACHA-NCHA II data can be used to frame your health issues with appropriate context.
3. Identify potential communication needs and resources available to craft/develop a communication plan for a variety of campus partners.

**Presenter(s):** Scott Tims, PhD, and Chad Oliver, BSPH (Tulane University)

SA1-238. Learned Leadership: Developing and Implementing Quality Standards and Values to Improve Quality Service and Employee Satisfaction

After this session attendees should be able to:
1. Define culture.
2. Discuss how to develop a purpose.
3. Discuss the definition and development of values.
4. Describe how to improve employee satisfaction.

**Presenter(s):** Saara Schwartz, MD, and Oscar Loyzau, MD (Florida International University)

SA1-250. Success and Challenges of a Bloodborne Pathogen Exposure Care Program at a Research University

After this session attendees should be able to:
1. Define the components of a successful bloodborne pathogen exposure care program.
2. Discuss problems with existing bloodborne pathogen protocol scenarios.

**Presenter(s):** Jennifer Kidd, MD, Lorrie Calabrese, BSN, and Anita Williams, BSN (Case Western Reserve University)

SA1-252. Developing and Implementing a Fully Integrated Health and Counseling Center

After this session attendees should be able to:
1. Identify the components of a fully integrated health care model.
2. Discuss strategies for implementing such a model and barriers to success.
3. Describe research methods and data to evaluate the effectiveness of an integrated health care program.

**Presenter(s):** Alan Kent, PhD, Jacaranda Palmateer, PsyD, David Odell, MD, and Chris Wera, PhD, MACC (University of Denver)

SA1-288. Evidence Supporting Exercise-as-Medicine for Young Adults

After this session attendees should be able to:
1. Differentiate types of exercise.
2. Discuss clinical literature supporting benefits of exercise or movement for specific physical health objectives.
3. Discuss clinical literature supporting benefits of exercise or movement for specific mental health objectives.
4. Describe practical aspects of prescribing exercise.

**Presenter(s):** James Jacobs, MD, PhD (University of Southern California)

SA2-342. Presidential Session: The Neurobiology of the Hidden Strengths and Weaknesses of Adolescence

After this session attendees should be able to:
1. Explain the basics of brain development and mechanisms of learning.
2. Describe the current understanding of the mechanism of learning, and how it is different in teen years.
3. List secondary and tertiary options for medication management of depression.

**Presenter(s):** Frances Jensen, MD, FACP (University of Pennsylvania)