

Program Submission Worksheet

GENERAL INFORMATION

PROGRAM TITLE*

16. The Many Uses of CAS to Create, Implement, & Assess Programs and Services

PROGRAM DESIGN

EDUCATIONAL NEEDS*

Briefly describe the overall reason for developing your program. Develop your statement by answering the following questions:

Your response:

Strategic planning, regular review, and updating collegiate health and well-being programs and services are an expectation of most institutions and accrediting bodies. It is a best practice and is highlighted by ACHA initiatives including Healthy Campus, consulting services, and through membership in the Council for Advancement of Standards. After this session, participants will know the health and well-being related functional area standards. These include Alcohol and other Drug Programs, Clinical Health Services, Counseling Services, Health Promotion Services, and Sexual Violence-Related Programs and Services, as well as the Cross-Functional Framework for Advancing Health and Well-being. Participants will also be prepared to use the resources available through CAS to guide strategic planning, design programs and services, devise staff development, develop learning outcomes, and measure effectiveness of programs and services.

LEARNING OBJECTIVES

*1. Describe at least two applications of the CAS Standards.	<ul style="list-style-type: none">Brief overview of CAS History, Functional Area Standards and Cross-Functional Framework most relevant to ACHA members.CAS as a strategic planning toolCAS as a complement to new program and service designCAS as a tool for resource allocationCAS as a staff development toolCAS as learning and development outcomes guideCAS as a measure of program and service effectiveness	50%
*2. Outline the CAS program review steps.	<ul style="list-style-type: none">Plan the processAssemble and educate the self-assessment teamIdentify, collect, and review evidenceConduct and interpret ratings using evaluative evidenceDevelop an action planPrepare a reportImplement improvementsCAS self-assessment guide (SAG) example	20%
3. List at least 2 resources for CAS users.	<ul style="list-style-type: none">Free standards available on the ACHA website"Blue Book" or individually available standardsSelf-Assessment Guides (SAGs)Cross-Functional FrameworksFrameworks for Assessment Learning and Development Outcomes (FALDOs)Resources PapersSelf-Study Manual and Workbook	25%

4. Recognize ACHA CAS representatives and how to get involved with CAS.	<ul style="list-style-type: none"> Understand upcoming opportunities to contribute to functional area and cross-functional framework revision processes that impact health and well-being related functional areas represented in ACHA. Know who and how to contact ACHA CAS representatives. 	5%
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TEACHING METHODS*

Design the program based on how best to accomplish the learning objectives. Other than lecture and slides/visuals, which active learning strategies will be incorporated into your presentation? Select all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Examples/Analogies | <input checked="" type="checkbox"/> Facilitated Discussion | <input type="checkbox"/> Case study exercises |
| <input type="checkbox"/> Matching Question and Answer | <input checked="" type="checkbox"/> Q&A period | <input type="checkbox"/> Develop a plan |
| <input type="checkbox"/> Fill in the blank | <input type="checkbox"/> Small Group Breakouts/Report Back | <input type="checkbox"/> Demonstration |
| <input checked="" type="checkbox"/> Review | <input type="checkbox"/> Large Group Discussion/Report Back | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Pre/post-test | <input type="checkbox"/> Role playing | <input type="checkbox"/> Hands-on (skill-building) |
| <input checked="" type="checkbox"/> Immediate feedback (polls, prompt questions) | <input type="checkbox"/> Reflective writing exercise | <input type="checkbox"/> Other, specify _____ |
| | <input type="checkbox"/> Problem exercise | |

REFERENCES*

Provide references used to develop your program content and that support your learning objectives.

- Council for the Advancement of Standards in Higher Education (2023). CAS professional standards for higher education (11th Version). Author.
- Council for the Advancement of Standards in Higher Education (2023). CAS learning and development outcomes. In J. B. Wells & L. K. Crain (Eds.), CAS professional standards for higher education (Version 11). Author.
- <https://www.cas.edu/>

PROGRAM OVERVIEW

TARGET AUDIENCE*

Who will benefit from attending this program? Select all that apply.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Administrator | <input type="checkbox"/> Nurse |
| <input checked="" type="checkbox"/> Advanced Practice Clinician | <input type="checkbox"/> Pharmacist |
| <input type="checkbox"/> Dietician/Nutritionist | <input checked="" type="checkbox"/> Physician |
| <input checked="" type="checkbox"/> Health Educator/Health Promotion Specialist | <input checked="" type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Health Information Management Professional | <input checked="" type="checkbox"/> Student Affairs Professional |
| <input checked="" type="checkbox"/> Mental Health Professional | <input type="checkbox"/> Other, specify: _____ |

TYPE OF SUBMISSION*

Choose the time length most appropriate for your session's topic, objectives, and content. Select one.

Note that we may not be able to accommodate your preference.

I can adjust my General Session for either 60 or 90 minutes

ABSTRACT*

In collaboration with ACHA, The Council for Advancement of Standards in Higher Education (CAS) develops and updates professional standards for a variety of functional areas in higher education including clinical care, counseling, health promotion, substance use, and violence prevention, as well as the Cross-Functional Framework for Advancing Health and Well-being. Session participants will learn to

use CAS to guide strategic planning, design programs and services, devise staff development, develop learning outcomes, and measure effectiveness of programs and services.

DEIJA CONTENT

Does your program address diversity, equity, inclusion, justice and/or accessibility? If it is clear in the session title, abstract, and/or learning objectives how your session addresses DEIJA, you can skip this question. If it is not clear, describe how it explores or addresses systemic barriers that impede marginalized populations from achieving health outcomes. These systems may include, but are not limited to social, economic, demographic, cultural, or geographic policies, processes, and practices that create barriers for specific populations.

As a part of this session we will be discussing the various Sections that make up the CAS General Standards. Part 5 of the functional area standards is entitled "Access, Diversity, Equity, Inclusion, and Justice." We will discuss this part and the fact that CAS has specific standards that address ADEIJ that collegiate health and well-being related departments must have as a part of their practice. The subsections of this Section include 1. Inclusive and Equitable Educational and Work Environments, 2. Organizational Aspects of Access, Diversity, Equity, Inclusion, and Justice, 3. Advocating for Access, Diversity, Equity, Inclusion and Justice, and 4. Implementing Access, Diversity, Equity, Inclusion, and Justice.

PHARMACOLOGY CONTENT

Will your presentation include content related to pharmacology?*

If yes, please ensure that your objectives and content above validate the pharmacology component.

No

If yes, please estimate the percentage of session content related to pharmacology.

PRIMARY PRESENTER BIO AND DISCLOSURE FORM

The Program Planning Committee will not be given presenter or co-presenter names or institution/employer names. Please make sure you provide complete biographic/demographic information below so that they have as much information as possible as they make their selections.

Program Title*: The Many Uses of CAS to Create, Implement, & Assess Programs and Services

List your completed academic degree(s), institution where the degree was earned, and major or specialty area.

Degree	Institution	Major/Specialty Area
BS	Marywood College	Psychology MA
	Marywood University	Clinical Psychology
EdD	Nova Southeastern University	Health Care Education

List any current certifications
(e.g., CHES, APN, LPC):

EdD, MA, BA

BIOGRAPHICAL QUALIFICATION STATEMENT*

I am qualified to give this specific presentation because...

I am qualified to give this presentation because I have served as one of two American College Health Association representatives to the Council for the Advancement of Standards in Higher Education (CAS) Board since 2012. I have served on the following functional area standards revision committees: Health Promotion Services, Clinical Health Services, and Sexual Violence-Related Programs and Services; I also served on a team of experts that created the first Cross-Functional Framework for Advancing Health and Well-Being; and I currently serve on the team of CAS Board representatives creating the brand new Basic Needs functional area standards. I have also represented CAS on the Inter-Association team, spearheaded by NASPA, ACHA and NIRSA, to create a shared definition of well-being across more than 44 associations in higher education. I have also served as an ACHA consultant for health and well-being promotion programs and services in higher education for nearly a decade.

OTHER DEMOGRAPHICS

Check all that apply related to yourself or your institution. If you are not at an institution of higher education, you may skip those sections.

Areas of Practice (past or present)	Institutional Demographics	Student Population
<input type="checkbox"/> Administration <input checked="" type="checkbox"/> Health Promotion/Wellness <input type="checkbox"/> Clinical Services <input type="checkbox"/> Mental Health/Counseling <input type="checkbox"/> Pharmacy <input checked="" type="checkbox"/> Student Affairs <input type="checkbox"/> Other: _____	<input type="checkbox"/> 2-year institution <input checked="" type="checkbox"/> 4-year institution <input type="checkbox"/> Public institution <input checked="" type="checkbox"/> Private institution <input type="checkbox"/> HBCU <input type="checkbox"/> Other minority-serving institution <input type="checkbox"/> Other: _____	5,000-9,999

CONFLICT OF INTEREST (COI) DISCLOSURE

POLICY

☒ Yes ☐ No I have read, fully understand, and agree to adhere to the conflict of interest information above and below.*

DISCLOSURE OF RELATIONSHIP(S)

During the past 24 months have you had a financial, professional, or personal relationship (including self-employment and sole proprietorship) with a company (as defined above)?*

If you have a financial relationship with a company but aren't sure whether it fits the definition above, it's best to check yes and include the information.

No

If yes, list the full company name(s) with the specific relationship(s). Also indicate whether the CE content over which you have control contains information about products or services of the ineligible company.

Name of Ineligible Company	Nature of the Financial Relationship	Has the Relationship Ended?	Does the program contain information about products or services of the company.
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

OFF-LABEL USE

Will your presentation include discussion of off-label, experimental, and/or investigational use of drugs, devices, medical procedures, or interventions?*

No

If yes, list drugs, devices, and/or procedures to be discussed.

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