

**NYSCHA/NECHA 2015 Combined Annual Meeting
SCHEDULE OF PROGRAMS**

TUESDAY, OCTOBER 27 -----

NECHA Board Meeting

6:00-9:00 p.m.

WEDNESDAY, OCTOBER 28 -----

SUNY Health Services Council Meeting

8:15-11:15 a.m.

Pre-Conference Sessions – WE-Pre

8:45-11:15 a.m.

| | |
|------------------|---|
| WE-Pre.01 | <p>All You Needed to Know About Concussion Testing- ImPact, VOMS, King-Devick, Balance Testing and Much More Paul D. Berkner, D.O., FAAP, Colby College; P. Davis Smith, MD, Trinity College; Scott Simmons, MD</p> <p>This program will provide participants with information regarding the “latest and greatest” tools on the market for concussion testing. We will review BESS testing, VOMS, and the King-Devick test. In addition, we will review ImPact testing and offer opportunities to discuss specific cases that the participants bring to the conference with them.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Review current Best Practices for concussion management. 2. Describe concussion management tools including Balance Testing, neurocognitive testing and Eye Movement testing. 3. Compare the relative values of these tools and when they can best be utilized. 4. Review case studies of concussed athletes and their ImPact test results. |
| WE-Pre.02 | <p>Nurse Manager Pre-Conference Workshop Lauri Gallimore, RN, BS, Dartmouth College; Lori Soos, RN, Niagara University; and Tina McCarthy, RN, BSN, University of Connecticut</p> <p>Nurse Managers face many challenges in the daily operations of a college health center. Keeping your staff motivated and clinically up to date while being mindful and managing budgets are just some of the challenges we face. You are not alone! Come and share your ideas and approaches with your peers.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify common challenges in health services. 2. Discuss strategies to address the challenges identified. 3. Discuss an individualized action plan to bring back to health centers. |
| WE-Pre.03 | <p>Best Practices in Peer Education Ryan Travia, M.Ed., Babson College; Joleen Nevers, MAEd, CHES, CSE, University of Connecticut; Fran Taylor, M.A., College of the Holy Cross</p> <p>There is no one-size fits all model for peer education. However, there are best practices that can aid in the design, implementation and evaluation of peer education programs. Three experienced advisors share challenges and successes associated with developing peer education efforts. Topics include: recruitment, retention, training, accountability, structure, and evaluation, with lessons learned throughout the process. Whether you are a seasoned advisor or thinking about starting a peer education program, this session is for you!</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe how to structure a comprehensive recruitment process for peer educators. |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

- | | |
|--|---|
| | <ol style="list-style-type: none"> 2. List various retention strategies to maintain high levels of engagement among peer educators. 3. Identify at least three strategies to measure the effectiveness of peer education programs. 4. List at least five common challenges associated with developing peer education programs. |
|--|---|

Exhibit Hall Opens **10:30 a.m.**

Opening Luncheon *(Included with registration)* **11:30-12:30 p.m.**

Wednesday Keynote Session – WE-Key **12:30-1:45 p.m.**

| | |
|---------------|---|
| WE-Key | <p>Impacts of Substance Use and Mental Health on Young Adult Health and Development</p> <p>Amelia Arria, PhD, Department of Behavioral and Community Health and Center on Young Adult Health and Development, University of Maryland School of Public Health</p> <p>This presentation will summarize research findings on the links between substance use among adolescents and young adults and academic achievement. Moreover, information on how mental health problems can compromise student academic performance will be presented. Implications for enhancing prevention and early intervention of these issues will be discussed as a way of promoting student success.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the prevalence and patterns of substance use and mental health problems among college students. 2. Explain how substance use and untreated mental health problems are related to student achievement. 3. Identify strategies to incorporate screening for substance use and mental health problems into academic assistance centers on college campuses. |
|---------------|---|

Break with Exhibitors **1:45-2:15 p.m.**

Concurrent Sessions – WE-1 **2:20-3:50 p.m.**

| | |
|----------------|--|
| WE-1.01 | <p>Ankle and Knee Injuries - Richard Kim, MD, CAQSM</p> <p>This program will offer a primary care perspective on knee and ankle injuries. Topics will include an overview of knee and ankle anatomy and an overview of common knee and ankle injuries by history and by examination. Radiology considerations for knee and ankle injuries and initial management and indications for referral will be discussed.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Review anatomy of knee and ankle. 2. Review common injuries in sport and non-sport activities. 3. Review evaluation of knee and ankle injuries. 4. Review treatment and referral timing for ankle and knee injuries. |
| WE-1.02 | <p>Nursing Skills Assessment: Head, Ears, Nose, Throat, Heart, Lungs and Abdomen</p> <p>Sherrie Murray, MS, FNP, ANP-BC, The Sage Colleges, Troy, NY</p> <p>The presenter will review nursing assessment skills of various systems in two sessions. In this session, the presenter will focus on head, ears, nose, throat, heart, lungs and abdomen. Normal and abnormal findings for each system will be discussed. Components of a thorough exam of each system, as well as</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|----------------|---|
| | <p>documentation of findings, will be discussed and demonstrated.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the components of a thorough physical assessment for various systems of the body. 2. Review proper documentation of the physical assessment. 3. Discuss program content. |
| WE-1.03 | <p>Breaking Down Barriers to HIV Testing in the College Health Setting Rebecca DiSaia Minus, MSN, RN, Brown University and Naomi Ninneman, BA, Brown University</p> <p>It is estimated that approximately 20% of individuals infected with Human Immunodeficiency virus (HIV) are unaware of their status allowing the spread of HIV infection and increased morbidity and mortality. Barriers such as stigma, knowledge deficit, staffing, convenience and cost are some of the factors that decrease HIV testing rates in the College Health Setting. This program will examine those barriers and offer sensible process changes for HIV testing and education.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Discuss the importance of HIV testing in the college health population. 2. Describe barriers to HIV testing. 3. Discuss pros and cons of HIV testing methods. 4. Review options to decrease barriers to HIV testing. |
| WE-1.04 | <p>Alleviating Depression and Anxiety Through Large Scale Mental Health Promotion Strategies - Jessica Gifford, LICSW Amherst College</p> <p>This session will discuss the impact of employing evidence-based wellness practices to improve mental health on a large scale. The results from participating in a Wellness Challenge intervention will be described. The PHQ-9 and GAD-7 were used as pre and post assessment tools to measure depression and anxiety. Participants showed significant improvement in both areas compared to a random control group. Implications and applications in other aspects of student life will be discussed.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define mental health promotion. 2. Describe the benefits of the Wellness Challenge as a large scale mental health promotion strategy. 3. Identify at least 3 wellness practices and how they can be integrated into the student experience, (e.g. the classroom, residence life, athletics). |
| WE-1.05 | <p>Panhellenic Sorority Women's Reported Experiences and Perceptions of Hooking Up on Campus - Melissa A. Kelley, MS, CHES, EdD Candidate, University of Rochester</p> <p>Panhellenic sorority women navigate a social scene with easy accessibility to alcohol as well as hooking up. Using the tenets of Social Norms Theory, Sexual Scripting Theory and the Health Belief Model as inspiration, this session will provide data from a study conducted in 2015 seeking Panhellenic sorority women's experiences and perceptions of risk in the context of hooking up and using alcohol on their campus.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify the risks present in a hook up scenario. 2. Describe the predictor variables of hooking up. 3. Define the importance of helping sorority women to identify risk in hooking up situations. |
| WE-1.06 | <p>Best Practices for Treating Transgender and Gender Variant Students on Campus Elliot Ruggles, MSW, PhD, SUNY Oneonta; Acey Mercer, MSW, Choices Counseling and Consulting</p> <p>Using a biopsychosocial approach, the presenters will review the spectrum of diversity around gender and sexual expression. Attendees will then self-assess how well their health center demonstrates that</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|--|---|
| | <p>spectrum through administrative policy and everyday practice. The presenters will share common responses to best practices in offering inclusive care for students, giving participants skills that can immediately be put to practice. This session will be presented by presenters who bring decades of collective knowledge in training healthcare professionals in transgender competency.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Compare the gender and sexuality binary system to a spectrum including gender identity, gender expression, biological sex, and sexuality. 2. Identify ways health centers can improve to meet best practices in treating transgender and gender variant students. 3. Discuss the logistical challenges to implementing best practices at their institutions. 4. Identify at least two ways to affirm gender variant patients using gender-neutral language. |
|--|---|

Break with Exhibitors

3:50-4:15 p.m.

Concurrent Sessions – WE-2

4:15-5:30 p.m.

| | |
|----------------|--|
| WE-2.01 | <p>Assessment and Management of Concussion in the College-Aged Student Richard Kim, MD, CAQSM</p> <p>This presentation will discuss concussion in college students including the history of concussion, definition and biomechanics. The pathophysiology and epidemiology will be described. Physical examination of the concussed student will be discussed with an emphasis on the neurological exam. Treatment modalities and return to play criteria will be explained.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define concussion. 2. Discuss the physical examination of a concussed patient. 3. Discuss the assessment of a patient with a concussion. 4. Discuss treatment modalities in the patient with concussion. |
| WE-2.02 | <p>STOP THE SWAP! Group B Meningitis Response at Providence College Catherine Kelleher R.N. and Suzanne Bornschein M.D., Providence College</p> <p>In Spring of 2015 Providence College experienced an outbreak of Group B meningitis. Within the span of 5 days, two students presented with acute symptoms highly suggestive of meningitis. Subsequent lumbar puncture confirmed group B meningitis- a strain not covered in the usual routine meningitis vaccine. Each student was treated aggressively in the ICU and survived. The Student Health Center was instrumental in notifying the campus, and identifying and offering prophylaxis to all contacts. Intense collaboration with the Dept. of Health allowed for acquisition of vaccine for all students. A “Stop the Swap” campaign to increase awareness was instituted. CDC performed nasal swabs on a small group of students to identify carriage rates.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe how a student would present with signs and symptoms of meningitis. 2. Explain the steps needed to be taken once a confirmed case of meningitis occurs on a campus. 3. Outline the “Stop the Swap Campaign” at Providence College. 4. Discuss how a vaccination program was instituted at Providence College. |
| WE-2.03 | <p>Nursing Skills Assessment: Skin, Neurological, and Musculoskeletal Systems Sherrie Murray, MS, FNP, ANP-BC, The Sage Colleges, Troy, NY</p> <p>The presenter will review nursing assessment skills of various systems in two sessions. This session will include skin, neurological and musculoskeletal systems. Normal and abnormal findings for each system will be discussed. Components of a thorough exam of each system, as well as documentation of findings,</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|----------------|---|
| | <p>will be discussed and demonstrated.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the components of a thorough physical assessment for various systems of the body. 2. Review proper documentation of the physical assessment. 3. Discuss program content. |
| WE-2.04 | <p>Resilience and the Student Experience: Building Grit and Perseverance in our Students Keith Anderson, PhD, Rensselaer Polytechnic Institute and Peter Forkner, PhD, Bentley University</p> <p>Resilience is a characteristic that has the potential to influence our students, not only during their higher education experience, but throughout their lives. This presentation will describe the characteristics of the resilient student and explore the impact of resilience on academic success, athletic performance and work experiences. We will discuss existing programs designed to enhance resilience as well as instruments used to measure resilience.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the impact of resilience on performance across a variety of situations. 2. Discuss current research on resiliency training. 3. Identify instruments that can be used to measure resiliency. 4. Describe a short term resiliency training program begun at RPI. |
| WE-2.05 | <p>Building an Evidence-Based Comprehensive Prevention and Intervention Program to Address Alcohol Use Among Student-Athletes Using a Public Health Framework M. Dolores Cimini, Ph.D; Brian M. Freidenberg, Ph.D.; Joseph M. Monserrat, Psy.D; Estela M. Rivero, Ph.D; and Rachel Burnetter, MSW; University at Albany, SUNY</p> <p>Student athletes have been identified as an at-risk group for alcohol misuse and abuse. To respond to this concern, it is critical to develop and implement prevention and intervention strategies based on the public health approach that can reduce use and related negative consequences, increase use of behaviors that reduce risk, and correct norm misperceptions. This workshop will discuss the implementation of two successful evidence-based public health-informed strategies – a student-athlete focused social norms campaign and an alcohol screening and brief intervention program tailored for student-athletes that has been adapted from the Brief Alcohol Screening and Intervention for College Students (BASICS) model.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify three key components of an alcohol abuse prevention program focused on student-athletes. 2. Describe three key elements of an evidence-based social norms campaign addressing alcohol use among student-athletes. 3. Describe two key elements of an evidence-based screening and brief intervention protocol addressing the unique needs of student-athletes. 4. Identify three correlates of success in the implementation of evidence-based prevention and intervention strategies designed to address alcohol use among student-athletes. |
| WE-2.06 | <p>SHIP in Lieu of Medicaid – A Pilot Program Between Cornell University and New York State Valerie Lyon, MHA, Cornell University, and Ian Mahoney, MPP, Cornell University</p> <p>The presentation will guide participants from through advocacy efforts that resulted in New York State paying for SHIP coverage for Medicaid eligible New York State residents attending Cornell University through a premium payment assistance program. The implementation process will be described as well as results from the first year of the pilot will be shared with audience participants.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe process for advocacy for SHIP in lieu of Medicaid. |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|--|---|
| | <ol style="list-style-type: none"> 2. Explain the implementation process. 3. Explain how the outcomes of the pilot were measured. |
|--|---|

| | |
|--|------------------------|
| Dinner on Your Own | 5:30 p.m. |
| <i>[Dinner at the hotel for attendees who pre-ordered at time of registration]</i> | |
| NYSCHA Executive Board Meeting | 5:30-8:30 p.m. |
| Dessert Reception <i>(Included with registration)</i> | 8:30-10:00 p.m. |

THURSDAY, OCTOBER 29 -----

| | |
|--|------------------------|
| Breakfast <i>(Included with registration)</i> | 7:15-8:00 a.m. |
| NYSCHA and NECHA Business Meetings | 8:00-8:45 a.m. |
| Concurrent Sessions – TH-3 | 9:00-10:30 a.m. |

| | |
|----------------|--|
| TH-3.01 | <p>The Evaluation and Management of Back Pain in the College Setting Scott Simmons, MD</p> <p>Back pain is one of the most common complaints in primary care, yet few providers can help but groan when they see “back pain” as the presenting complaint on intake. In this session, I will review key elements of the history and examination of back pain with an emphasis on “red flags”. I will then review practical management, including medications and evidence-based interventions.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify key elements of the history for the patient with back pain. 2. Identify key physical exam skills for the patient with back pain. 3. Review various medications that are frequently used in the management of back pain. 4. Review evidence-based interventions for treating back pain. |
| TH-3.02 | <p>Anaphylaxis in the Community S. Shahzad Mustafa, MD, FAACAP, Rochester Regional Health System</p> <p>This talk defines anaphylaxis and discusses common causes of anaphylaxis in the community. The talk discusses the timely recognition and treatment of anaphylaxis. It is emphasized that epinephrine is the treatment of choice for anaphylaxis. The talk touches upon the need for patients at risk for anaphylaxis to carry two epinephrine auto-injectors. Lastly, there are two cases discussed to consolidate the teaching points.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define anaphylaxis. 2. Identify patients at risk for anaphylaxis. 3. Describe how to properly treat anaphylaxis. |
| TH-3.03 | <p>The Physical Therapy Intervention for Technical and Engineering Students Suzanne Callan-Harris, MS; Tom McGary; Ralph Manchester, MD, University of Rochester</p> <p>The physical demands of educational programs put students at risk for neuromuscular skeletal injuries that are similar to the performance-related injuries that are seen in music students. The demands of sustained postures and repetition in constrained environments lead to high levels of physical strain. Using a model of evaluation and ergonomic adaptations that have been effective with music students, the</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|----------------|--|
| | <p>presenter will show how this model can be applied to the physical demands on technical and engineering students. In addition the presenter will provide guidelines for conditioning to improve the student's physical capacity.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the four most common situations that put students at risk for neuromuscular skeletal injuries. 2. Describe how the model of evaluating performance-related injuries used in music students applies to technical and engineering students. 3. Describe three ergonomic adaptations that will lessen the risk associated with the tasks faced by students. 4. Review three ways students can improve their physical conditioning to prepare themselves for their work. |
| TH-3.04 | <p>Holistic Student Success: Collaborative Programming to Address Mental, Physical and Academic Wellbeing Throughout the Student Life Cycle Emily Rosenthal, MPH, MSW, and Katie De Oliveira, MPC, Ed.D, Southern Connecticut State University</p> <p>Southern Connecticut State University (SCSU) has launched a multi-disciplinary Holistic Student Success Collaborative to provide integrated student support programming. Coordinated programming brings offices together to reach students more efficiently, while embedding messages about health and wellness into academic success programming. Coordinated workshops focus on themes throughout the student life cycle. Holistic workshops that address challenges when students are most likely to experience stress can help them achieve balance and success across several areas of their life.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define holistic student success. 2. Describe how to partner with offices across the university to offer integrated holistic programming. 3. Describe examples of holistic programming throughout the student life cycle. |
| TH-3.05 | <p>Ethics in Health Promotion - Joleen M. Nevers, MAEd, CHES, CSE, University of Connecticut and Claudia Trevor-Wright, MA, JD, MCHES, Wellesley College</p> <p>Health promotion professionals rarely receive the opportunity to engage in critical dialogues on ethics in the workplace. This presentation will introduce professional code of ethics while challenging health promotion participants to examine their own ethics. Participants will also have an opportunity to compare and contrast ethical situations. The purpose of this session is to enable the learner to thoughtfully and consciously respond to difficult situations and questions in a manner consistent with their own and professional ethical values.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain briefly at least two codes of ethics for health promotion professionals in the field of college health. 2. Review at least four ethical principles used by college health professionals. 3. Identify institutional and individual conflicts of ethics with in public health issues. |
| TH-3.06 | <p>Campus Emergency Preparedness and Tabletop Exercises Melissa Lopez, RN, BSN, MPH, University of Bridgeport and Terron Jones, MPH, Assistant Director Office of Emergency Management and Homeland Security, City of Bridgeport, Connecticut</p> <p>Ensuring health and safety on a college campus includes emergency preparedness. The purpose of this activity is to enable the learner to: identify possible tabletop exercises that would be relevant to Health Services departments and in a University setting. Additionally, it will give participants the practical steps in order to initiate a tabletop exercise or other preparedness exercise on campus. Examples include a severe weather emergency, active shooter or setting up a POD (Point of Distribution) for medication.</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|--|--|
| | <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define Tabletop Exercise. 2. Describe the steps to set goals and objectives for a tabletop exercise. 3. Explain how to conduct a Tabletop Exercise 4. Identify how to plan an after action report. |
|--|--|

Morning Break with Exhibitors

10:30-11:00 a.m.

Concurrent Sessions – TH-4

11:00-12:15 p.m.

| | |
|----------------|--|
| TH-4.01 | <p>Hot Topics: What Are You Doing About ...? A Group Discussion P. Davis Smith, MD, Trinity College; Scott Simmons, MD, Ralph Manchester, MD, University of Rochester; Rachel Bergeson, MD, SUNY StonyBrook</p> <p>Many of us find that the best part of conferences is the networking and opportunity to learn informally from colleagues. This session is intended for clinicians and provides an opportunity to discuss and exchange ideas about new, active topics. The conversation will be facilitated by the presenters. When new topics emerge and generate emails containing language such as “What do you plan to do about...”, as has been the case in recent memory with Ebola and Measles, many of us turn to our colleagues, hoping someone has done some work on the subject and can help us find a starting point (or better yet, volunteer a protocol to share.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Review key features of several emerging health issues relevant to the practice of college health. 2. Describe strategies to address several emerging health issues relevant to the practice of college health. 3. Describe the benefits of gathering with experienced peers to discuss relevant topics. |
| TH-4.02 | <p>Wound Care in the College Setting Lisa Wallin, NP, University of Rochester Medical Center</p> <p>This presentation will discuss common wound presentations encountered in campus health centers among college students and staff. Wounds may present as simple injuries to complex post-operative wounds that require trained nursing staff to dress and evaluate for complications and healing. At the end of this presentation the nurse will be able to define and identify simple and complex wounds, list simple and advanced evidence-based wound management and how to identify common complications. R Resources and referral sources will be discussed. Professional standards of care will be discussed.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify common wound presentations. 2. Discuss basic and complex wound care. 3. Identify wound complications needing a higher level of care. 4. List resources for advanced wound supplies and advanced care. |
| TH-4.03 | <p>“Ready to Quit!” Developing a Comprehensive Smoking and Tobacco Cessation Intervention Program for Students John J. Wong, DNP, ACNP-BC and Elizabeth Riccio, RN, BSN, Northeastern University</p> <p>Although smoking rates have decreased over the years, as much as 25% of college students aged 18–22 continue to smoke. There is evidence smoke-free policies on college campuses remain critical in decreasing smoking rates. Equally important are availability of smoking cessation programs for students to reduce smoking rates further. Participants will learn key steps to establish a comprehensive evidence-based intervention program to support students with cessation. The purpose of this activity is to enable the learner to explain the steps needed to develop a comprehensive smoking and tobacco cessation</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|-----------------------|--|
| | <p>intervention program for students in a university/college health setting.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain reasons comprehensive smoking and tobacco cessation intervention programs are beneficial on university/college campuses. 2. Describe components of a comprehensive smoking and tobacco cessation intervention program. 3. Identify ways to evaluate success. |
| <p>TH-4.04</p> | <p>Building a Comprehensive, Sustainable Campus Suicide Prevention Program Using a Public Health Approach: A Framework for Success M. Dolores Cimini, Ph.D. and Estela M. Rivero, Ph.D, University at Albany, SUNY</p> <p>To address the critical issue of suicide among college students, it is important to consider expanding our traditional scope of mental health services and implement a comprehensive approach that reaches the broader campus culture as well as students who are at risk. This workshop will explore strategies and best practices associated with building comprehensive, sustainable suicide prevention programs. We will explore prevention and intervention strategies informed by the public health approach and will examine the ways in which campus suicide prevention programs can establish a solid framework that will help them operate with a clear mission and focus, a safe, integrated, and effective service model, and a strong and sustainable core.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe seven key elements of the Suicide Prevention Resource Center and Jed Foundation Comprehensive Suicide Prevention Model. 2. Identify 4 successful comprehensive suicide prevention strategies implemented within college and university campuses representing diverse demographic characteristics. 3. Identify 5 steps that can be taken to sustain a comprehensive suicide prevention program on a college campus. |
| <p>TH-4.05</p> | <p>Emerging Drugs of Abuse: An Epidemic in Our Communities T. Michele Caliva BS RN CSPI, Upstate New York Poison Control Centers at Upstate Medical University</p> <p>Drug abuse, both illicit and prescription drugs, continues to be a growing problem across New York State. The Upstate New York Poison Center (UNYPC) has seen an increase in the number of drug abuse cases in hospitals involving prescription drugs, alcohol, heroin, synthetic agents, hallucinogenics, and marijuana. This presentation will provide information on current trends, clinical effects, common approaches to treatment and initiatives to help reduce the number and severity of drug abuse.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. List common drugs of abuse. 2. Discuss clinical effects of abusing these drugs. 3. Describe treatment options for acute effects and long term effects. 4. Describe what is being done in the community to prevent drug abuse and mitigate the effects. |
| <p>TH-4.06</p> | <p>Yourself. Others. Community. Select Respect: Relationship Violence, Sexual Assault and Stalking Prevention at The College at Brockport, SUNY Sara Gleisle, MS, CHES, SUNY Brockport</p> <p>Intimate partner violence, sexual violence, and stalking are serious public health and social justice concerns that impact all members of society, independent of age, race, socio-economic class, sexual orientation, and other characteristics. These concerns are particularly important to institutions of Higher Education, as the majority of individuals who first experience intimate partner violence, sexual violence, and stalking before the age of 25. The College at Brockport prevention initiatives are appropriately timed, evidence and theory-based, and address risk and protective factors utilizing the social-ecological model. These individual, interpersonal, institutional, and community level interventions work synergistically to create a “culture of respect” at The College at Brockport that contributes to a safe learning and living</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|--|---|
| | <p>environment that promotes personal development, healthy interpersonal relationships, accountability, and community engagement.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Discuss relationship violence, sexual assault, and stalking prevention on campus. 2. Explain capacity building for a sexual violence prevention center on campus. 3. Describe the programming goals of the Select Respect intervention related to sexual violence prevention on a college campus. 4. Discuss new opportunities for violence prevention, gender equity, and male engagement. |
|--|---|

LUNCH *(Included with registration)*

12:15-1:00 p.m.

Thursday Keynote Session – TH-Key

1:00-2:15 p.m. *(Note: New time.)*

| | |
|---------------|---|
| TH-Key | <p>Overview of Light, Sleep and Circadian Rhythms as it Relates to College Students Mariana G. Figueiro, PhD, Professor, Lighting Research Center, Rensselaer Polytechnic Institute</p> <p>Daily light-dark patterns are the major synchronizer of our circadian rhythms to the 24-h solar day. Disruption of circadian rhythms by irregular light-dark patterns has been associated with poor sleep, poor performance, and diseases such as diabetes, obesity, cardiovascular disease and cancer. This presentation will provide insights as to how to use light as a non-pharmacological intervention to promote sleep health and improve mood in college students suffering from circadian sleep disorders.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Discuss the basics of circadian rhythms and sleep as it relates to young adults. 2. Explain lighting characteristics affecting the circadian system. 3. Discuss existing research that uses light to improve sleep and mood in young adults. 4. Identify practical ways to deliver light to college students. |
|---------------|---|

“Fired Up in 15”

[Two sets of 15 minute program options.]

2:20-2:35 and 2:45-3:00 p.m.

(Note: New time.)

Afternoon Break with Exhibitors

3:00-3:30 p.m.

Concurrent Sessions – TH-5

3:30-4:45 p.m.

| | |
|----------------|---|
| TH-5.01 | <p>Medical Grand Rounds Peter Davis Smith, MD, Trinity College</p> <p>Guided discussion and analysis of challenging or otherwise meaty medical cases. This session entails heavy audience participation. The cases presented challenge clinical thinking skills and encourage us to be excellent history-takers, expand our differential diagnoses, make cost-effective and incisive testing decisions and pursue treatment strategies that might not be first- or second-line.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify key history components in working through a complex case as well as strategies for eliciting said history. 2. Identify key physical exam and other objective data collection (lab work, imaging, etc.) components in working through a complex case. 3. Contrast among competing differential diagnoses. |
|----------------|---|

**NYSCHA/NECHA 2015 Combined Annual Meeting
SCHEDULE OF PROGRAMS**

| | |
|----------------|---|
| TH-5.02 | <p>Grand Rounds – Nursing Lauri Gallimore, RN, BS, Dartmouth College; Deb Penoyer, MS, BSN, AAS, RN, SUNY Geneseo</p> <p>Three cases will be presented by three different presenters for nursing colleagues to discuss interesting cases. Each will elicit audience participation regarding history, assessment, physical exam, ongoing care, lab tests, and nursing differential/diagnosis.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify key history components in working through a complex case as well as strategies for eliciting said history. 2. Identify key physical exam and other objective data collection (lab work, imaging, etc.) components in working through a complex case. 3. Contrast among competing differential diagnoses. |
| TH-5.03 | <p>TB on a College Campus: A Case Study Patricia Bosen MSN, FNP-C, Skidmore College; Jamie Berardi, AAS, RN, Saratoga County Public Health Department</p> <p>This presentation will discuss a case of active TB in a college student in the Fall of 2014. We will discuss the role of Public Health and Health Services in treating the student. The presentation will include guidelines for reading a PPD, screening of high and low risk individuals using ACHA guidelines, signs and symptoms of active TB, treatment of latent and active TB, and differentiation of infectious and non-infectious TB.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain how to read a PPD. 2. Discuss guidelines for results. 3. Discuss the difference between infectious and non-infectious TB. 4. Identify protocols of care in a case of TB on a local college campus. |
| TH-5.04 | <p>Mental Health Grand Rounds John Miner, MD, Williams College and M. Gerard Fromm, PhD, Austen Riggs Center</p> <p>Through the use of detailed case material, the presentation will review and formulate a clinical presentation of a college student and compare various treatment approaches to such a presentation. Additionally, the discussion will include a model utilizing the perspective of an outside consultation to such a case, including the benefits and challenges of such a model.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Review the presentation and the formulation of the cause of the symptoms & behavior of a distressed student. 2. Discuss potential treatment interventions for the identified symptoms and formulation. 3. Identify additional aspects of the formulation from the outside consultant perspective. |
| TH-5.05 | <p>Health Promotion Trends and Hot Topics: A Round Table Discussion Jessica Greher Traue, EdM, Bentley University; Melissa Kelley, MS, CHES, University of Rochester; Shelly Sloan MS, CHES SUNY Oswego; <i>Matthew W Kiechle, MS, MCHES</i> Tompkins Cortland Community College; Ryan Travia, M.Ed Babson College</p> <p>This session will present an overview of three to five hot topics in health promotion. Employing a round table format, participants will have the ability to discuss the impacts of these topics on individual students, our campus communities, professional competencies and practices. Using the framework of the socio-ecological model, participants will work together to identify strong health promotion strategies and provide collective expertise for responding to these issues at various levels on our campuses.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. List 3-5 current hot topics in health promotion. |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|----------------|---|
| | <ol style="list-style-type: none"> 2. Describe ways in which these hot topics impact our students, professional competencies, and/or professional practice. 3. Discuss one professional response or application based on a current hot topic. |
| TH-5.06 | <p>A Trauma-Informed Approach to Working with Survivors of Sexual Assault Kathleen Watson, M.A., Ed.M, Dr.PH (Candidate), Peirce College</p> <p>The purpose of this presentation is to share the results of qualitative interviews with Title IX Coordinators in the United States. The interview questions aim to learn about the ways in which Title IX Coordinators are (and in some cases, are not) prepared to respond to campus sexual assaults, and how training in trauma-informed practice may increase the confidence and the skill sets of those on the front lines of sexual assault response.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain the effect of traumatic events (including sexual assault) on the brain. 2. Describe the research findings from a qualitative study of Title IX Coordinators. 3. List four skills associated with trauma-informed practice. |

Reception *(Included with registration)*

5:00-6:00 p.m.

Annual Banquet *(Included with registration)*

6:00-8:30 p.m.

FRIDAY, OCTOBER 30 -----

Breakfast *(Included with registration)*

7:15-8:15 a.m.

Friday Keynote Session – FR-Key

8:15-9:30 a.m.

| | |
|---------------|---|
| FR-Key | <p>Preventing Sexual Violence through Positive Culture Change Melanie Boyd, PhD, Assistant Dean of Student Affairs, Yale College</p> <p>Sexual violence does not take shape in a vacuum. It grows out of, and is enabled by, a series of violence-supporting cultural patterns. To effectively protect our students from sexual violence, we must do more than raise awareness of these patterns – we must actively remake campus culture. This presentation offers a conceptual framework for reorienting our efforts, along with specific strategies and concrete examples from an undergraduate program focused on positive culture change.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Contrast traditional sexual violence prevention strategies with culture change methodology. 2. Explain the connection between sexual violence and normative sexual culture. 3. Discuss goals and strategies for building a positive campus culture. 4. Describe one successful peer program for fostering culture change. |
|---------------|---|

Concurrent Sessions – FR-6

9:40-10:55 a.m.

| | |
|----------------|---|
| FR-6.01 | <p>Locker Room Dermatoses or What's Running Around the Gym? Judith Mysliborski, MD, Dermatologist</p> <p>Dermatological problems are not uncommon in the college athlete. Skin disorders may be directly related to a sport or may be transmissible from athlete to athlete. The problem may impact performance or</p> |
|----------------|---|

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|---------|--|
| | <p>could pose a contagion that prevents competition or practice. A health care provider needs to recognize and treat these problems and manage outbreaks quickly. Establishing an educational program for the athlete, coaches, trainers and staff may be warranted for early recognition, prompt treatment and possible prevention.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify skin disorders directly related to a sport activity. 2. Identify skin diseases transmissible from athlete to athlete (i.e. contagion) 3. Describe the management of transmissible outbreaks. 4. Discuss the components of an educational program to identify and treat problems and assure early recognition. |
| FR-6.02 | <p>Improving the Management of Patients with Sore Throat in Walk-In Visits at Cornell Anne Jones, DO, MPH; Ginny Graydon, RN; Lisa Stankus, NP; Martha Williams, RN, Cornell University</p> <p>Acute pharyngitis is the 4th most common presenting concern to Gannett Health Services at Cornell and one of the most common reasons for ambulatory visits in the U.S. While group A streptococcal infection is important to identify and treat, it accounts for a minority of cases. Overuse of testing and antibiotics can be avoided using a systemic approach and teamwork. We will discuss a Q.I. study that analyzed the adherence to the Centor Criteria and proposed improvements to decrease unnecessary ordering of strep cultures.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Discuss Group A streptococcal infection in the United States. 2. Describe Cornell's team approach to testing and treatment for Group A streptococcal infection. 3. Discuss the quality improvement project done to reduce unnecessary ordering of strep cultures in the Minor Acute Care Team at Cornell. 4. Discuss questions from colleagues from other institutions. |
| FR-6.03 | <p>Spread Love Not Warts: Implementation of a Successful HPV Vaccine Quality Improvement Program at Salem State University Kimberly Daly, MSN, FNP, DNPc, Salem State University</p> <p>Human Papillomavirus (HPV) is the most common sexually transmitted infection and affects nearly every person at some point in their lifetime. HPV infection can cause serious health problems including cancers of the cervix and oropharynx. Despite the proven safety and efficacy of an available vaccine, rates of vaccination in the U.S are poor. Racial and ethnic disparities exist. This program highlights an effective Q.I. project at Salem State University to increase local HPV vaccine rates.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify 3 effective strategies to increase HPV vaccination rates. 2. Define common barriers to HPV vaccination. 3. Discuss the role of social marketing to increase HPV vaccination efforts on a college campus. |
| FR-6.04 | <p>Changing the Way We Serve Students on College Campuses: A Mental Health Resiliency Program Transitioning College Students on a Leave of Absence Back to Campus Dori Hutchinson, ScD, Sargent College of Health and Rehabilitation Sciences, Boston University; Courtney Joly-Lowdermilk, M.S.Ed.; and Sarah Satgunam, LCSW, Center for Psychiatric Rehabilitation at Boston University</p> <p>In this session, we will provide an overview of a new model of a campus-based mental health resiliency program, Niteo, for college students on leave for psychiatric reasons. Niteo provides students with opportunities to develop the supports, health and academic skills they need to successfully transition back to college. We will discuss how the intervention can be adapted to meet the needs of various environments.</p> |

NYSCHA/NECHA 2015 Combined Annual Meeting SCHEDULE OF PROGRAMS

| | |
|----------------|---|
| | <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the impact of mental health illness on college students. 2. Discuss the general state of mental health services on college campuses. 3. Review the preliminary data from a college coaching intervention for college students with mental health illness. 4. Identify outcome criteria for a mental health and resiliency intervention for college students on a medical leave of absence. |
| FR-6.05 | <p>Health Promotion: Peer Review Michelle Mandino, MSW, Harvard University, Claudia Trevor-Wright, MA, JD, MCHES, Wellesley College, and Colby Zongol, MA, MEd, University of Connecticut</p> <p>Assessment is important in guiding our work and is critical for our institutions. Many student health professionals use peer review in their work to validate that they are providing evidenced-informed strategies in their professions while also learning from each other in the process. During this working session there will be an opportunity for health educators to practice peer review strategies with each other on such topics as program initiatives, BASICS, assessment tools, policies, concepts on various topics.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify three peer review strategies used by health promotion specialists. 2. Explain three factors that foster or hinder the learning process or skill building during the peer review process. 3. Apply the knowledge of peer review by conducting a review of work submitted by participants. |
| FR-6.06 | <p>Cultural Interventions: Working with Students to Change Campus Norms Melanie Boyd, PhD, Assistant Dean of Student Affairs, Yale College</p> <p>A follow-up to Friday's Keynote Session, "Preventing Sexual Violence through Positive Culture Change," this breakout session offers a chance for extended discussion. We will focus on the pragmatics of taking on a positive culture change approach, and participants will practice planning an intervention.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Review core concepts from the keynote presentation. 2. Describe how to build support for a culture change project with colleagues, bosses, and students. 3. Explain how to practice culture intervention methodology. 4. Describe one successful peer program for fostering culture change. |

Concurrent Sessions – FR-7

11:15-12:30 p.m.

| | |
|----------------|--|
| FR-7.01 | <p>Diabetes Goes to College: Update on Diabetes Mellitus in the College Student James Desemone, MD, Albany Medical College; Graciela Desemone, MD, University at Albany Health Center; and a student from the University of Rochester CDN (College Diabetes Network) Chapter</p> <p>Diabetes Mellitus (DM) management can be challenging for college health providers and students, especially those transitioning from home to campus living. This interactive, case based session will present attendees some common issues encountered by college students with DM. Topics will include a review of the pathophysiology of DM, assessment of clinical problems commonly encountered by the students both in and out of the college health center, and updates on current treatment regimen for both Type 1 and Type 2 DM.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify best practices in achieving the healthy transition of a Diabetic student from home to college health service care. 2. Review three components of individual care plans for students with Diabetes Mellitus. |
|----------------|--|

**NYSCHA/NECHA 2015 Combined Annual Meeting
SCHEDULE OF PROGRAMS**

| | |
|----------------|---|
| | <ol style="list-style-type: none"> 3. Outline the elements essential to Diabetes management. 4. Discuss the challenges faced by students with diabetes as they adjust to life on campus. |
| FR-7.02 | <p>What is Causing This Big Red Rash? - Judith Mysliborski, MD, Dermatologist (retired)</p> <p>So often a patient presents with a generalized erythematous eruption and the practitioner needs to identify the cause(s). The practitioner also needs to realize that many eruptions evolve over time, making diagnosis especially difficult early in the timeline of a disease. Defining the cause of the eruption leads to a clearer understanding of therapy and prognosis.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the types of generalized rashes / skin eruptions. 2. Identify causes of generalized erythematous eruptions. 3. Differentiate between drug eruptions and viral exanthems. 4. Define importance of non-cutaneous symptoms and laboratory work in generalized eruptions. |
| FR-7.03 | <p>Is “Get Tested” Enough? New Qualitative Research on Communication Strategies to Increase STI Testing</p> <p>Katharine Mooney, MPH, CHES, Boston University, and Amanda Mastrangelo, MA, Emerson College</p> <p>Many campuses utilize mass communication materials in an effort to increase STI testing among students. This session will describe qualitative research conducted at Boston University that explored strengths and limitations of “get tested” mass messaging. Strategies for effective communication identified in the research will be reviewed (including content, tone, style, and channel). An evidence-informed communications strategy to increase testing at BU will also be presented, with methods for tailoring this approach to other campuses.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify strengths and limitations of “get tested” mass communication strategies. 2. Identify limitations of “get tested” mass communication strategies. 3. Describe a new approach to communications designed to increase STI testing |
| FR-7.04 | <p>Trends and Correlates of Alcohol and Marijuana Use Among Black and White Females at One New England College Campus 2004-2014</p> <p>Sandra Bulmer, PhD; Aujke Lamonica, PhD; Emily Rosenthal, MPH, MSW; Leann Misencik, BA, Southern Connecticut State; Barbara Barton, PhD, RN, CHES, SUNY Cortland</p> <p>Rates of alcohol and marijuana use are high among college students and it is unclear whether prevention programming has been effective. Additionally, the glorification of heavy use among females has increased over the past decade. Trends from 2004-2014 in moderate and heavy alcohol and marijuana use among females from one college campus will be presented with comparisons between black and white females in use, trends and correlates. Implications for college health promotion will be discussed.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain the decade-long trends in alcohol and marijuana use among white and black female college students. 2. Explain correlates of alcohol and marijuana use among white and black female college students 3. Describe the relevance and implications of these findings for health promotion efforts designed for white versus black college females. |
| FR-7.05 | <p>An Ecological Exploration of the Impact of Residence Hall Living on Fitness and Nutrition Behaviors - Sarah May, Honors Student, and Joshua Fegley, Ed.D., SUNY Brockport</p> <p>Significant research explores the role of peer influence and peer support on individual fitness and nutrition behaviors. This presentation presents original qualitative research exploring these themes within the context of a significantly peer-intensive environment – the college residence hall. Themes regarding intrapersonal, interpersonal, and environmental facilitators and barriers to fitness and nutrition</p> |

**NYSCHA/NECHA 2015 Combined Annual Meeting
SCHEDULE OF PROGRAMS**

| | |
|----------------|--|
| | <p>behaviors will be presented in addition to implications for college health practice and future research.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe five barriers of health-promoting fitness and nutrition behaviors among undergraduate residential college students. 2. Describe five facilitators of health-promoting fitness and nutrition behaviors among undergraduate residential college students. 3. Describe three interventions and health promotion strategies that address the identified barriers of health-promoting fitness and nutrition behaviors. 4. Describe interventions and health promotion strategies that address the identified facilitators of health-promoting fitness and nutrition behaviors. |
| FR-7.06 | <p>Engaging the Campus Community in Sexual Violence Prevention</p> <p>Rebecca Harrington, MS, SUNY Oneonta; Lisa Evaneski, M.Ed., SUNY Oswego; Robyn King, LMHC, Schenectady County Community College</p> <p>Recent legislation requires an increase in prevention and response education to sexual violence on college campuses. All members of the college community need to be engaged in this topic for campuses to be compliant with Federal and State laws. The goal of this session is to provide new ways to engage members of the campus community in sexual violence prevention and response education. The presenters will discuss their successes, as well as their challenges, as they things they worked with their campus colleagues to implement changes on their campuses.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the responsibilities of campuses to educate all faculty, staff, and students. 2. Identify opportunities for engaging faculty and staff. 3. Describe opportunities for engaging students. 4. Describe the unique issues of engaging students on a community college campus. |