

SCHEDULE OF PROGRAMS

TUESDAY, OCTOBER 17

BOARD MEETINGS

Tuesday, 6:00-9:00 p.m.

NYSCHA Executive Board Meeting

ROOM: 9 Fort Orange

The New York State College Health Association (NYSCHA) Executive Board will hold its fall board meeting on Tuesday evening. Dinner is included for Board members.

NECHA Board of Directors

ROOM: 5 Fort Orange

The New England College Health Association (NECHA) will hold its fall Board of Directors meeting on Tuesday evening. Dinner is included for Board members.

WEDNESDAY, OCTOBER 18

REGISTRATION

Wednesday, 8:15-4:00 p.m.

SUNY Health Services Council Meeting

ROOM: Shaker Room

Welcome to our SUNY colleagues. The SUNY Health Services Council is holding its fall meeting at the NYSCHA/NECHA 2023 Combined Annual Meeting. A continental breakfast will be available for meeting attendees. Breakfast and registration will be from 8:30-9:00, with the meeting beginning at 9:00.

Wednesday, 8:30-11:30 a.m.

PRE-CONFERENCE SESSIONS

PRE-1

Nurse Manager Roundtable

Wednesday, 9:00-11:30 a.m.

ROOM: 5 Fort Orange

CE CREDITS: CME: 0.0 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
Contact Hours/Nurses: 2.5 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Explain challenges common to nursing management in College Health.
2. Identify nursing management strategies to address these challenges.
3. Outline human resource responsibilities that are common to nurses in College Health management roles.

Presenters: Lauri Gallimore, BS, RN, Dartmouth College; Melissa Lopez, RN, BSN, MPH, Southern Connecticut State University; and Jennifer Bergmann Jenkins, RN, BS, University at Albany

PRE-2

Pathways to Adoption and Implementation

Wednesday, 8:30-11:30 a.m.

ROOM: 9 Fort Orange

CE CREDITS: CME: 0.0 CHES: 3.0 MCHES: 3.0 PsyCE: 0.0 NBCC: 0.0
Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Describe the steps needed to formally adopt the Okanagan Charter.
2. Outline different pathways to create sustainable structures to lead these efforts.
3. Describe methods to evaluate and monitor well-being outcomes over time.
4. Discuss effective communication strategies in the institution's efforts to support holistic well-being.

Presenters: Julie Edwards, Ed.D., Cornell University; Amy McDonald, MS, CHWP, University of Rochester; Ruben Sanca, MBA, University of Massachusetts-Lowell; Joyce Dewitt-Parker, PhD, University of Albany

<p>WE-1.2</p>	<p>Improving Healthcare for Autistic Patients ROOM: High Street Ballroom CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Describe the social communication and sensory needs of autistic patients. 2. Describe the impact of autism on general health, including co-occurring physical and mental health conditions. 3. Identify strategies to improve communication with autistic patients. 4. Identify environment and practice changes that can be made to better support autistic patients' sensory needs. <i>Presenter:</i> Eileen T. Crehan, PhD, Tufts University</p>
<p>WE-1.3</p>	<p>Nursing Grand Rounds ROOM: 7 Fort Orange CE CREDITS: CME: 0.0 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Identify key history components in working through a complex case. 2. Identify key components of a physical exam by collection of objective data through complex cases. 3. Differentiate among completing differential diagnoses. <i>Presenters:</i> Lauri Gallimore, BS, RN and Daniela Agusti, RN, BSN, MPH, Dartmouth College</p>
<p>WE-1.4</p>	<p>Seeing Conflict as Growth Opportunity ROOM: 8 King Street CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Identify two ways we avoid conflict. 2. Define how avoiding conflict limits professional/personal growth in anti-racism work. 3. Describe two ways to engage in effective conflict. <i>Presenters:</i> Joleen M Nevers, MAEd, CHES, CSE, CSES, University of Connecticut and Claudia Trevor-Wright, MA, JD, MCHES, American College Health Association</p>
<p>WE-1.5</p>	<p>Building a Culture of Care to Address Substance Use Among 2SLGBTQ+ College Students ROOM: Town Hall CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Identify how stigmatizing language (i.e., words and labels) can perpetuate stigma, stereotypes, and microaggressions. 2. Explain the role of substance use in the 2SLGBTQ+ community. 3. Describe how substance use among 2SLGBTQ+ college students is an adaptive attempt to cope with minority stress. 4. Discuss how to engage 2SLGBTQ+ students in interactions focused on substance use and protective behavioral strategies within the context of an inclusive service environment. <i>Presenters:</i> Cara Fresquez, MAC-P; Mikhaela McFarlin, BS; Megan McCarthy, BS; M. Dolores Cimini, PhD, University at Albany</p>

WE-1.6	<p>Growing a Health Promoting Campus: A Comparative Case Study of Leadership in the Implementation of the Okanagan Charter: An International Charter for Health Promoting Universities and Colleges</p> <p>ROOM: 9 Fort Orange</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify two Key Principles for Action as defined by the Okanagan Charter to initiate mobilization of whole campus action when establishing a Health Promoting Campus. 2. Identify at least three leadership actions in regards to policies, goals and supports to foster successful implementation of the Okanagan Charter framework in growing a Health promoting Campus. <p><i>Presenters:</i> Sarah Brockway, EdD, OTR/L and Tawana Davis, MPP, Russell Sage College</p>
CONCURRENT SESSION WE-2	
Wednesday, 4:15-5:30 p.m.	
WE-2.1	<p>The Evolving Science of Food Allergy</p> <p>ROOM: 9 Fort Orange</p> <p>CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe how to accurately diagnose food allergy. 2. Describe emerging therapies for food allergy. 3. Describe appropriate acute management of allergic reactions. <p><i>Presenter:</i> S Shahzad Mustafa, MD, Rochester Regional Health</p>
WE-2.2	<p>Contraceptive Options for Non-binary and Gender Diverse College Students</p> <p>ROOM: 5 Fort Orange</p> <p>CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Differentiate sex assigned at birth and gender identity. 2. Describe affirming practices in taking a comprehensive and inclusive sexual history. 3. Describe tools and resources available to provide individualized, comprehensive contraceptive counseling about medication options. <p><i>Presenter:</i> Erica A. Bostick, MD, University of Rochester Medical Center</p>
WE-2.3	<p>I Saw it on TikTok: Following and Utilizing Social Media Trends for Health Promotion</p> <p>ROOM: High Street Ballroom</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify relevant social media platforms being used by college students and where health behavior trends, norming, and information can be found. 2. Outline strategies to stay attuned to health promotion-related topics that are trending on social media. 3. Discuss ways to utilize social media for health promotion and education efforts. <p><i>Presenters:</i> Pasco Cardillo, MPH and Sydney McCartin, MPH, Harvard University</p>

WE-2.4	<p>High Stakes: The Impact of College Gambling ROOM: 7 Fort Orange</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define problem gambling. 2. Identify why college students are at a higher risk for developing a gambling problem. 3. Identify what college campuses can do to start the conversation about gambling. 4. Discuss resources available in New York State and New England. <p><i>Presenters:</i> Brandy Richards, BS and Colleen Jones, MPA, New York Council on Problem Gambling</p>
WE-2.5	<p>Perceptions on Transition to College Among High School Students in Recovery ROOM: 8 King Street</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain the needs and concerns of students in recovery when applying to an Institution of Higher Education (IHE). 2. Describe how the Collegiate Recovery Program’s (CRP) materials (i.e., websites, written materials, social media etc.) can be modified or developed to reflect the needs and concerns of applying students. 3. Explain the need and the importance of materials for applying students. <p><i>Presenter:</i> Ian Wong, MSPH, Division of Public Health, Worcester, MA</p>
WE-2.6	<p>Stuck in the Middle (Management): Overcoming the Challenges of Being Both a Practitioner and a Manager ROOM: Town Hall</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Outline the challenges faced by staff in middle management roles. 2. Identify opportunities to overcome some of the challenges faced in middle management roles. 3. Identify tangible skills and changes they can bring to their institutions and roles. <p><i>Presenters:</i> Amanda Ayers, MPH, Harvard University and Christine Johnston, MPH, Springfield College</p>
<p>DINNER – ON YOUR OWN TONIGHT Wednesday, 5:30 p.m.</p>	

THURSDAY, OCTOBER 19

REGISTRATION Thursday, 7:15-4:00 p.m.

BREAKFAST BUFFET King Courtyard (Included with registration) Thursday, 7:00-8:00 a.m.

NYSCHA & NECHA MEETINGS Thursday, 8:00-8:45 a.m.

NYSCHA Meeting – 8 King Street

NECHA Meeting – Town Hall

These meetings are for all attendees. Join us at one of these meetings. You will meet others from your affiliate (NYSCHA or NECHA) and members of your Board. These meetings provide an opportunity for you to learn about the activities of your affiliate and to offer your perspective on topics relevant to the work you do. These meetings are open to all attendees.

CONCURRENT SESSION TH-3 Thursday, 9:00-10:15 a.m.

TH-3.1 New Therapies for the Management of Asthma

ROOM: High Street Ballroom

CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Explain the meaning of SMART therapy.
2. Discuss the new therapies for asthma.
3. Discuss appropriate referral to asthma specialists.

Presenter: S Shahzad Mustafa, MD, Rochester Regional Health

TH-3.2 Creating a Welcoming and Affirming Health Center Environment for Transgender Students in Your College or University Health Center

ROOM: 7 Fort Orange

CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Explain the current and historical causes for trans patients not receiving equitable health care in comparison to their cisgender counterparts.
2. Discuss useful techniques or “tools” used to support a welcoming and affirming healthcare center environment.
3. Identify education and diversity programs that participants can utilize to further foster a welcoming environment in their respective health centers.
4. Identify skills to facilitate affirming interactions between trans patients and health care providers.

Presenters: Jeffrey Bailey, DNP/FNP-BC; Jennifer Friedel, BSN, RN; Matthew Grace, PhD, Hamilton College; Courtney D’Allaird, MA, University at Albany

TH-3.3 Moving Our Campus from Peer Education to Policy Change Through the SPACE Toolkit

ROOM: 8 King Street

CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Explain how the sexual geography of a campus will influence bystander intervention and sexual assault prevention.

	<p>2. Describe how peer to peer educational programs can change policy on campus. 3. Identify ways to redesign spaces and polices to promote campus equity and reduce sexual violence. <i>Presenters:</i> Alexandra Donovan, M.Ed.; Elizabeth Cucuzzella; Margaret van den Beemt, Tufts University</p>
<p>TH-3.4</p>	<p>Bringing the Next Mental-Health Frontier into Focus: Building Successful Relationships Between Higher-Education and Third-Party Providers ROOM: Town Hall CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify the primary boundaries/tensions that exist within higher education and third-party provider relationships. 2. List the key concepts/principles that drive decision making in relationships with third party providers. 3. Discuss the future of relationships with third party providers, with a focus on meeting specific needs and evaluating potential partners. <p><i>Presenters:</i> David Walden, PhD, Hamilton College; Ben Locke, PhD, Togetherall; Kelly Carleton, MA, Mantra Health; Karen Singleton, PhD</p>
<p>TH-3.5</p>	<p>BORGS, Bongs, and the Evolution of Prevention ROOM: 9 Fort Orange CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Discuss perceptions of the word “prevention,” and barriers we face when we bring up prevention with college students. 2. Outline the history of abstinence-based prevention and where it has fallen short, particularly with marginalized and vulnerable populations. 3. Identify current cannabis and alcohol trends, and the efficacy of harm reduction in the college population. 4. Discuss conversation starters and practical harm reduction strategies to use with college students. <p><i>Presenter:</i> Marissa Whitaker, MS, SUNY Cortland</p>
<p>TH-3.6</p>	<p>It Starts with a Dream – Designing Wellbeing on Campus ROOM: 5 Fort Orange CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 1.25 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the epidemic of loneliness in the U.S. and its cultural antecedents vis a vis the work of Vivek Murthy. 2. Explain basic neurobiology of trauma, its connection to wellbeing, and the connection between this concept and the history or racialized trauma in the US. 3. Identify the concept of Emergent Strategy and the role of collective intention, collaboration, and imagination in addressing wellbeing strategies on college campuses. Locate this along the continuum of public health responses to wellbeing. 4. Discuss dreams and visions for the types of environments and programs on our campuses and in our communities that support the health of people, places, and planet. <p><i>Presenters:</i> Elizabeth Cracco, PhD, UMass Amherst and Kelly Gorman, MSc, University at Albany</p>
<p>BREAK – WITH EXHIBITORS Fort Orange Square Thursday, 10:15-10:45 a.m.</p>	

NYSCHA/NECHA 2023 Combined Annual Meeting*The Changing Identity of College Health*

October 18-20, 2023 – Albany, NY

2023**Schedule of Programs****The Kathy MacLachlan Memorial Lecture****Thursday, 10:45-12:00 p.m.**

This lecture is named in memory of Kathy MacLachlan in recognition of her significant contributions to college health throughout her career as a Nurse Practitioner at Syracuse University. Those of us who had the pleasure of working with Kathy knew her to be a caring and nurturing health care provider and a supportive, warm, and dedicated member and leader on the NYSCHA Executive Board. We are forever grateful for all Kathy did for students and for her college health colleagues throughout her career. We feel her loss but are thankful we had the opportunity to know her and learn from her.

TH-GEN**Expanding Access to Medication Abortion on College Campuses**

ROOM: 2,4,6 King Street

CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0

Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Discuss the importance of increasing abortion access for young people in college.
2. Describe the new abortion-related legal landscape surrounding public colleges and universities in the Northeast.
3. Differentiate three facts and misconceptions about medication abortion.
4. Explain three ways individuals/groups can be advocates for abortion access on campus.

Presenters: Rory Tito, MPH, Reproductive Health Access Project; Niharika Rao, Advocates for Youth; Elena Galindo, MD, University of Rochester Division of Adolescent Medicine

LUNCH – BY DISCIPLINE King Street Courtyard**Thursday, 12:00-1:00 p.m.**

Today's lunch will give you an opportunity to connect with colleagues from your discipline from colleges and universities throughout New York State and New England. Pick up your lunch in the King Street Courtyard. Your lunch ticket will remind you which lunch choice you made. Bring your lunch with you to the room designated for your discipline.

Not sure which discipline is best for you? You are welcome to join in on the conversation in any meeting of your choosing.

Clinical Medicine 9 Fort Orange
Nursing 7 Fort Orange
Community Colleges 5 Fort Orange

Mental Health 8 King Street
Health Promotion & Students High Street Ballroom
Administration Town Hall

CONCURRENT SESSION TH-4**Thursday, 1:15-2:30 p.m.****TH-4.1****Update on Drug Allergy and Urticaria**

ROOM: 5 Fort Orange

CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0

Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Discuss oral challenges to penicillins and cephalosporins.
2. Discuss strategies for managing common drug allergies and evidence for reintroduction of these drugs.
3. Discuss the identification and management of acute urticaria.
4. Define chronic urticaria and approach to management.

Presenter: Allison Ramsey, MD, Rochester Regional Health

<p>TH-4.2</p>	<p>Beyond Cystitis: Dysuria ROOM: High Street Ballroom CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Describe initial approach in a patient with dysuria. 2. Identify differential diagnoses and appropriate evaluation beyond cystitis. 3. Explain treatment options for noncystitis dysuria. <i>Presenters:</i> Jacqueline Garaufis FNP-BC and Robert Stahl, DNP, AGNP-BC, Hofstra University</p>
<p>TH-4.3</p>	<p>Exploring the Influence of Peer Race-related Stressors on Psychological Distress Among Black College Students ROOM: 7 Fort Orange CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25 <i>Objectives:</i> 1. Identify peer race-related stressors experienced by Black collegians and understand how they impact their psychological health. 2. Explain how an institution’s record and principles around addressing racial issues on campus impact how students interact with each other across races. 3. Describe ways institutional actions can impact peer cross-racial interactions. <i>Presenter:</i> Laura Arias, PhD, Binghamton University</p>
<p>TH-4.4</p>	<p>Models for Peer-Based Mental Health Support: A Multi-Institution Panel Discussion ROOM: 8 King Street CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25 <i>Objectives:</i> 1. Differentiate between different peer-support program models. 2. Identify the model that would best suit their student needs. 3. List the training competencies that peer leaders would need within each peer support model. <i>Presenters:</i> Melissa Paz, MA, Boston University; Madeline Hope-Lyng, MS, CAS, Middlebury College; David Walden, PhD, Hamilton College; Jeannine Kremer, MSW, Boston College; M. Dolores Cimini, PhD, University at Albany</p>
<p>TH-4.5</p>	<p>Raising the Bar on Alcohol Education: Applying Learning Engineering to Mandated Online Courses ROOM: Town Hall CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Describe the process of working with learning engineers at OLI. 2. Review the course content. 3. Describe the learning dashboard and how data was used in real time decision making. 4. Discuss the process of reiterative improvement. <i>Presenter:</i> Rebecca Harrington, MA, SUNY Delhi</p>

TH-4.6	<p>Workshopping the Challenges of Becoming a Health Promoting Campus</p> <p>ROOM: 9 Fort Orange</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify curiosities related to the Okanagan Charter and becoming a health promoting campus. 2. Identify specific challenges within participants’ context related to becoming a health promoting campus. 3. Discuss potential solutions and ideas for making progress in participants’ specific context in becoming a health promoting campus. <p><i>Presenters:</i> Kelly Gorman, MSc, University at Albany and Julie Edwards, Ed.D., Cornell University</p>
BREAK – WITH EXHIBITORS Fort Orange Square Thursday, 2:30-3:00 p.m.	
CONCURRENT SESSION TH-5 Thursday, 3:00-4:15 p.m.	
TH-5.1	<p>Real Dermatological / Body Image Issues in Young Adults: No, It’s NOT all Cosmetic!!</p> <p>ROOM: 7 Fort Orange</p> <p>CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify important dermatological concerns often felt to be ‘just cosmetic’ in college aged student. 2. Define how to evaluate important dermatological concerns of the college age student. 3. Describe the management options of important dermatological concerns of college aged students. <p><i>Presenter:</i> Judith Ann Mysliborski, MD, Dermatologist</p>
TH-5.2	<p>From Dirty Urine and Unprotected Sex: Clinical Management and Stigma Reduction in the STI Testing Appointment</p> <p>ROOM: 8 King Street</p> <p>CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe how to utilize precise and neutral language for sexual health history taking. 2. Identify best practices for asymptomatic STI screening. 3. Differentiate between asymptomatic screening and symptomatic STI testing. 4. Explain management post-exposure or after condomless sex. <p><i>Presenter:</i> Emily D. DeMartino, DNP, APRN, NP-C (they/them), Mount Holyoke College Health Services</p>
TH-5.3	<p>TIG (Trauma, Illness & Grief) Higher Education: Broadening the Bench to Meet the Wellness Needs of a Campus Community</p> <p>ROOM: Town Hall</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain the essential elements of TIG. 2. Describe the benefits of TIG to higher education. 3. Outline the best practice model for building, sustaining, and responding to significant events. 4. Discuss next steps for creating a collaborative TIG process in their region. <p><i>Presenter:</i> Rebecca Kieffer, LCSW-R, St. John Fisher University</p>

<p>TH-5.4</p>	<p>Building Mental Health Capacity on Campus using Peer-to-Peer Mental Health Training ROOM: 9 Fort Orange CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25 <i>Objectives:</i> 1. Explain how peer support can enhance the capacity of campus mental health services. 2. Identify crucial curriculum components of peer-to-peer mental health training. 3. Identify barriers to implementation and brainstorm how they might overcome them on their campus. <i>Presenters:</i> Christine T. Johnston, MPH, and Lauren Gray, MSW, Springfield College</p>
<p>TH-5.5</p>	<p>Vaping Cessation in a College Health Care Setting ROOM: 5 Fort Orange CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Describe vaping cessation trends in youth. 2. Compare nicotine levels in e-cigarette devices. 3. Discuss implications for using nicotine replacement therapy to assist with vaping cessation. 4. Describe how to create and implement a vaping cessation program on a college campus. <i>Presenters:</i> Jessica Greene, MPH, CHES and Christopher Nasin, MD, University of Rhode Island</p>
<p>TH-5.6</p>	<p>Equipping Faculty with Mindful Leadership Practices to Create Well-Being in Learning Environments ROOM: High Street Ballroom CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25 <i>Objectives:</i> 1. Explain the connection between faculty mental health and mindfulness on student well-being. 2. Describe three mindful presence-based leadership practices. 3. List two presence-based practices that faculty and student support staff can use in discussions with students regarding mental health and well-being. <i>Presenters:</i> Rebecca Block, MS, CHES, RYT 200, University of Rochester and Lisa Critchley, Ed.D., PHR, SHRM-SCP, Kirk Partners Consulting</p>
<p>CONCURRENT SESSION TH-6 Thursday, 4:30-5:45 p.m.</p>	
<p>TH-6.1</p>	<p>More Than a Tan: Dermatologic Considerations for Students Returning from the Tropics ROOM: 28 High Street CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Identify key skin findings associated with the specific condition in the case presentation (botfly myiasis). 2. Describe the appropriate treatment for the identified condition in the case presentation (botfly myiasis). 3. Discuss the differential for skin findings in travelers returning from the tropical region of the Americas. <i>Presenters:</i> Yakira Teitel, MD, MPH and Andrea Provan, MSN, FNP-BC, Bard College</p>

<p>TH-6.2</p>	<p>Creation of the InterProfessional Animal-assisted Wellness (IPAW) Collaborative, a Campus-integrated Therapy Dog Program: Student Feedback and Recommendations for Implementation</p> <p>ROOM: Town Hall</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define animal-assisted intervention (AAI). 2. Discuss the benefits of AAI for the college/university student population. 3. Compare campus-integrated therapy dogs to animal visitation programs. <p><i>Presenters:</i> Laura Poleshuck, PhD, OTD, MS; John Rigney, MSW; Missy Reed, MEd, BMUS, Nazareth College</p>
<p>TH-6.3</p>	<p>Building a Comprehensive Community of Care to Support Student-Athlete Mental Health Using a Public Health-Informed Approach</p> <p>ROOM: 9 Fort Orange</p> <p>CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 1.25</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe how stressors specific to student-athletes may affect their mental health and risk for suicide. 2. Identify attitudes and concerns about mental health that are held by athletics staff, coaches, and athletes. 3. Describe how athletics conferences have played a key role in advancing our understanding of student-athlete mental health issues and promoting collaborative and innovative communities of care within and across member institutions. 4. List five actionable strategies based on a comprehensive public health framework that may be implemented by mental health professionals, sport managers, and university administrators to promote a community of care. <p><i>Presenters:</i> M. Dolores Cimini, PhD, University at Albany; Valerie Moyer, PhD, America East Athletic Conference; Marsha Florio, MS, America East Athletic Conference</p>
<p>TH-6.4</p>	<p>Creating Praxis: Engaged Sexual Violence Prevention on College Campuses</p> <p>ROOM: 5 Fort Orange</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Define key constructs of power-based control. 2. Identify action steps to address sexual assault that can be brought to campus. 3. List others on your campus that you can collaborate with to address sexual violence. <p><i>Presenters:</i> MacKenzie Bachar, MPS and Natalie Sumski, MPH, University at Albany</p>
<p>TH-6.5</p>	<p>Naloxone Training Saves Lives: Account of Successful Administration from College Campus Public Safety Officers</p> <p>ROOM: High Street Ballroom</p> <p>CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Explain the importance of establishing an Opioid Overdose Prevention Program on a college campus. 2. Describe the processes, successes, and challenges of implementing an opioid education and naloxone training program.

	<p>3. Identify the benefits of equipping campus public safety officers with opioid education and naloxone kits. <i>Presenters:</i> Michael McNeil, EdD, MS; Matthew Childress, BA; and Jonathan Santiago, Columbia University</p>
<p>TH-6.6</p>	<p>Letting Go and Breaking Through: Aligning Parallel Movements in College Counseling and Health Promotion ROOM: 7 Fort Orange CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.00 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify the parallel movements that are driving college counseling and health promotion. 2. List at least two parallels between these movements. 3. Discuss implications for future directions in higher education. <p><i>Presenters:</i> Katelyn Cowen, MPH, CHES and David Walden, PhD, Hamilton College</p>
<p>DINNER ON YOUR OWN TONIGHT Thursday, 5:45 p.m.</p>	
<p>EVENING EDUCATIONAL SESSION Thursday, 6:30 – 8:30 p.m.</p>	
<p>TH-EVE</p>	<p>Medication Abortion in the Primary Care Setting <i>(Dinner available 6:00-6:30)</i> NOTE: Pre-registration is required. To pre-register, email Lpdudman26@gmail.com by Oct. 12. Dinner is included. ROOM: Town Hall / Dinner will be available beginning at 6:00 p.m. in the foyer outside the Town Hall. CE CREDITS: CME: 2.0 * CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 2.0 * NYS Psych, SW, LMHC: 0.00 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the steps to provide medication abortion care with mifepristone and misoprostol. 2. Apply knowledge on medication abortion regimens to answer questions or provide follow-up care. 3. Access resources to solve administrative and logistical barriers to providing medication abortion in primary care. <p><i>Presenter:</i> Elena Galindo, MD, University of Rochester Division of Adolescent Medicine</p> <p>* Please Note: This workshop is in partnership with the Reproductive Health Access Project (RHAP). The CME credit and CNE contact hours offered for this workshop are offered through RHAP and are separate from the CME credit and CNE contact hours offered for the rest of the programs. Please follow instructions given during the workshop to claim your CME credit or CNE contact hours.</p> <p>AAFP Credits for CME: The AAFP has reviewed Medication Abortion in the Primary Care Setting, and deemed it acceptable for AAFP credit. Term of approval is from 01/26/2022 to 01/26/2023. Physicians should claim only the credit commensurate with the extent of their participation in the activity.</p> <p>Session Level Credit Statement: This session “Medication Abortion in the Primary Care Setting” is approved for 2.00 live AAFP Prescribed credits.</p> <p>AMA/AAFP Equivalency: AAFP Prescribed credit is accepted by the American Medical Association as equivalent to AMA PRA Category 1 credit(s)[™] toward the AMA Physician’s Recognition Award. When applying for the AMA PRA, Prescribed credit earned must be reported as Prescribed, not as Category 1.</p> <p>Contact Hours for Nurses: This nursing continuing professional development activity was approved by Connecticut Nurses’ Association an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.</p>

FRIDAY, OCTOBER 20

REGISTRATION

Friday, 7:30-9:15 a.m.

BREAKFAST BUFFET King Courtyard

Friday, 7:00-8:00 a.m.

CONCURRENT SESSION FR-7

Friday, 8:15-9:30 a.m.

FR-7.1

Clinical Pearls: Applying the Year’s Top Medical Evidence in College Health

ROOM: Town Hall

CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0

Objectives:

1. List the characteristics that make medical research study relevant to college health clinicians.
2. Outline study methods that impact the validity of the research findings.
3. Discuss the results of at least 10 research studies and how they could/should be applied in the practice of college health.

Presenters: Cheryl Flynn, MD, MPH, MA, and Emily D. DeMartino, DNP, APRN, NP-C (they/them), Mount Holyoke College

FR-7.2

Beyond the Basics of Birth Control Pills

ROOM: 5 Fort Orange

CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0

Objectives:

1. List the different types of progestin found in oral contraceptive pills.
2. Discuss the pros and cons of each type of progestin listed.

Presenter: Carolyn D Howard, MD, MPH, FACOG, University of Rhode Island

FR-7.3

Diabetes Prevention for College Students

ROOM: High Street Ballroom

CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Explain the need to address Type 2 Diabetes Prevention in college students.
2. Discuss how to translate the CDC’s National Diabetes Prevention Program to be appropriate for college students.
3. Describe the “5 Steps to Prevent Diabetes” Wellness Education Course curriculum.

Presenter: Kelly Read, MS, RD, CDN, Rochester Institute of Technology

FR-7.4

Dispensing More than Protection: 24 Hour Access to Sexual Health Products

ROOM: 7 Fort Orange

CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0
 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0

Objectives:

1. Identify 3 campus partners for this initiative.
2. Outline the steps to re-create this service on your campus.
3. Discuss ways to fund this program.
4. List methods of evaluation.

Presenter: Shelly Sloan, MS, CHES, SUNY Oswego

<p>FR-7.5</p>	<p>Gambling, Cannabis, and Alcohol-related Behaviors among Diverse Groups of Students in 2023: Implications for Practice ROOM: 28 High Street CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify recent changes in legislation that impact college students’ engagement in health-risk behaviors. In New York State. 2. Discuss the prevalence of health-risk behaviors (gambling, cannabis, and alcohol use) and associated negative consequences among diverse groups of college students at a large public institution of higher education in NYS. 3. Explain the implications of current health-risk behaviors and identify strategies for preventing and addressing health-risk behaviors and associated consequences among diverse college students. <p><i>Presenters:</i> Jessica Martin, PhD, Research Foundation for SUNY; Megan McCarthy, BS, University at Albany; Laura Longo, PhD, Research Foundation for SUNY; M. Dolores Cimini, PhD, University at Albany</p>
<p>FR-7.6</p>	<p>Can I Make it Through This? The Heart of Taking Care of Ourselves in a Workplace ROOM: 9 Fort Orange CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify at least 2 of the primary values that make their work life meaningful. 2. Identify at least 2 boundaries that make work more sustainable. 3. Describe the difference between traditional definitions of self-care and care as loving the self. <p><i>Presenters:</i> David Walden, PhD, and Barbara Fluty, PA-C, Hamilton College</p>
<p>CONCURRENT SESSION FR-8 Friday, 9:45-11:00 a.m.</p>	
<p>FR-8.1</p>	<p>Common Dermatological Problems of College Students: A (Acne) to Z (Zoster) ROOM: Town Hall CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Identify common skin problems of the college-aged student. 2. Explain how to manage common skin problems in the college-aged student. 3. Describe the success of management and the awareness of the need for referral. <p><i>Presenter:</i> Judith Mysliborski, MD, Dermatologist</p>
<p>FR-8.2</p>	<p>Embedding Counselors in Student Health Centers: Implementing and Evaluating the Primary Care Behavioral Health Service Delivery Model ROOM: 7 Fort Orange CE CREDITS: CME: 1.25 CHES: 0.0 MCHES: 0.0 PsyCE: 1.25 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i></p> <ol style="list-style-type: none"> 1. Describe the Primary Care Behavioral Health model of care. 2. Explain various ways to evaluate PCBH outcomes. 3. Identify the barriers and facilitators associated with implementation of the PCBH model in college health settings. 4. Outline the steps toward implementing/evaluating a PCBH model on their campus. <p><i>Presenter:</i> Kevin Readdean, MEd, PhD, Rensselaer Polytechnic Institute</p>

<p>FR-8.3</p>	<p>Health Promotion Trends and Hot Topics: A Round Table Discussion ROOM: 28 High Street CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. List 3-5 current hot topics in health promotion. 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. <i>Presenters:</i> Rebecca Harrington, MA, SUNY Delhi; Shelly Sloan, MS, CHES, SUNY Oswego; Leah Berkenwald, MA, Brandeis University; Madeline Hope-Lyng, MS, CAS, Middlebury College</p>
<p>FR-8.4</p>	<p>Neighborhood-based Wellness Coaching: Embedding Wellbeing Resources in Residential Life ROOM: High Street Ballroom CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Identify gaps in wellness & health promotion resources through the lens of residential/community-based health promotion. 2. Describe the importance of a contextualizing college student wellness interventions within a holistic wellbeing framework that directly supports referrals/connecting students with central resources. 3. Discuss the “upstream” approach to student wellbeing interventions <i>Presenter:</i> Nina Bryce, Master of Divinity, Harvard University</p>
<p>FR-8.5</p>	<p>Project ACCESS: Mitigating Risk for HIV and Substance Use Among College Students Experiencing Health Disparities Using an Embedded Prevention Navigator Model ROOM: 9 Fort Orange CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 1.25 Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Identify how embedded prevention navigators can provide access to timely and culturally responsive HIV and substance use services on a college campus. 2. List five on-campus and community partners that can support the health and well-being of college students experiencing health disparities. 3. Identify two evidence-based and culturally responsive population or individual-level strategies that may be implemented to address HIV and substance use risk among minoritized student populations. 4. Identify two strategies to recruit prevention navigators with lived experience with HIV and recovery from substance use to provide timely and responsive interventions to students experiencing health disparities. <i>Presenters:</i> M. Dolores Cimini, PhD; Corey Monley, BGS; Evan Ozmat, MS; Jessica Martin, PhD, and Cara Fresquez, MAC-P, University at Albany</p>
<p>FR-8.6</p>	<p>Utilizing Student Employees and Volunteers to Create Systems Level Changes to Health and Well-being on Campus ROOM: 5 Fort Orange CE CREDITS: CME: 0.0 CHES: 1.25 MCHES: 1.25 PsyCE: 0.0 NBCC: 0.0 Contact Hours/Nurses: 0.0 NYS Psych, SW, LMHC: 0.0 <i>Objectives:</i> 1. Differentiate between health education and health promotion.</p>

NYSCHA/NECHA 2023 Combined Annual Meeting

The Changing Identity of College Health

October 18-20, 2023 – Albany, NY

2023

Schedule of Programs

2. Discuss the importance and impact of systems level health promotion work within college health.
3. Outline at least three ways students can be utilized to implement systems-level health and well-being change on their campus.
4. Outline how attendees can partner with students on systems-level health and well-being change on their campus.

Presenters: Amy McDonald, MS, University of Rochester; Zoe Black, BA, BA, University of Rochester; Alicia Czachowski, EdD, MPH, Columbia University

CAPSTONE SESSION

Friday, 11:15-12:30 p.m.

FR-CAP

Where Do We Go from Here? Navigating the Current Landscape in Collegiate Mental Health

ROOM: Fort Orange Ballroom

CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 1.25 PsyCE: 1.25 NBCC: 1.25
Contact Hours/Nurses: 1.25 NYS Psych, SW, LMHC: 0.0

Objectives:

1. List three of the current trends impacting college counseling centers.
2. Identify changes in the counseling center setting and how those changes have impacted both students and counseling center staff.
3. Describe workable solutions for staff retention and job engagement for counseling center staff.

Presenters: Marcus Hotaling, PhD, Union College and David Walden, PhD, Hamilton College

CONFERENCE ENDS.

Friday, 12:30 p.m.

Thank you for joining us for the NYSCHA/NECHA 2023 Combined Annual Meeting. We hope you enjoyed your time with us.

Thank you to our presenters!!

We recognize the time and effort that goes into preparing a presentation and appreciate your willingness and enthusiasm to share your knowledge and expertise with us.

Thank you.