PRE-CONFERENCE SESSIONS

WE-PRE.1 Nurse Manager Roundtable
Lauri Gallimore, BS, RN, Dartmouth College; Melissa Lopez, RN, BSN, MPH, Southern Connecticut State University; and Jennifer Bergmann Jenkins, RN, BS, University at Albany

Abstract: Nursing leaders in College Health may have different roles and responsibilities specific to their Health Center. Titles may include charge nurse, nursing supervisor, nurse manager, clinic manager, or director of nursing. Responsibilities may include supervision of staff, hiring/coaching/evaluating staff, clinic operations, budget management, ordering and maintaining supplies and equipment, developing protocols and procedures, responding to patient complaints, billing, and responding to the changing environment on campuses. This panel of nursing management professionals will explore the range of challenges and responsibilities one may encounter, and offer examples and guidance in setting priorities and developing strategies for nurses in management roles.

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.

WE-PRE.2 Pathways to Adoption and Implementation
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

Abstract: As more institutions move to adopt the Okanagan Charter to become health-promoting campuses, questions of how to adopt, structure, manage and evaluate the impact of this work remains key. This session will review pathways to adopting the charter, developing comprehensive structures, communications, and evaluation plans for monitoring, and sustaining the impact of embedding holistic health into all aspects on campus culture. Participants will be invited to explore implementation pathways on their respective campuses.

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.

WE-PRE.3 Concussion 101
Paul Berkner, DO and Katie Stephenson, PhD, University of New England in Maine

Abstract: This workshop will cover the components of the current consensus statement on the diagnosis and treatment of concussions in children. We will begin with defining a concussion, which will include the basic biomechanics (describing the forces that cause injury), and pathophysiology (what is happening at the cellular level during a concussion) that occur in a concussion. We will then take this information and outline 5 broad clinical profiles that will be defined based on the individuals presenting signs and symptoms. These profiles will be used to identify targeted treatments/therapies (e.g., vestibular therapy for vestibular dysfunction following concussion). We will review the peer reviewed literature for excluding certain practices such as; prescribing complete cognitive and/or physical rest (associated with a prolonged recovery) and why concussion grading is not recommended. We will define the risk factors for prolonged recovery, both primary (before the injury), and secondary (after the injury) and then outline current best practices for managing patients with prolonged recovery.

Objectives:
1. Define a concussion, including common symptoms, biomechanics, and basic pathophysiology based on the most recent consensus statement definitions.
2. Define the clinical profiles, their corresponding clinical presentations, and targeted treatments following a concussion.
3. Review the data that does not support complete rest is not recommended for the treatment of concussion.
4. Identify risk factors for prolonged recovery from concussion and treatment strategies to improve recovery for these patients.

KEYNOTE SESSION

WE-KEY Framing the Future of College Health
Ryan Travia, Ed.D., Babson College

Abstract: This keynote presentation will address the shifting identity of college health and frame the future of health and well-being by considering five key issues: (1) The history and evolution of college health; (2) Lessons learned from managing through the COVID-19 pandemic; (3) The mental health epidemic and its intersectionality with diversity, equity, and inclusion; (4) Leveraging data/metrics; and (5) Blurring the lines between student and academic affairs.

Objectives:
1. Identify two lessons learned from managing through the COVID-19 pandemic.
2. Explain how environmental factors, including diversity, equity, and inclusion, influence the mental health and emotional well-being of students, staff, and faculty.
3. Describe three ways in which data/metrics can be used to advance health and well-being in college health.
4. Discuss the importance of creating a more integrated learning experience for students by intentionally blurring the lines between academic and student affairs.

CONCURRENT SESSIONS – WE-1

WE-1.1 Developing an Inclusive Express STI Testing Clinic within the Student Health Center
Nora Basile, DNP, APRN, AGPCNP-BC, WHNP-BC; Kimberly Kerrigan, MSN, APRN, FNP-BC; and Julia Matthews, MSN, MPH, APRN, ANP-BC, WHNP-BC, Bentley University

Abstract: Through an inclusive lens, this model provides a practical and reproducible program to advance clinical practice addressing the urgent needs of today’s college students. According to the ACHA Sexual Health Services Survey (2020), STI rates continue to rise and fluctuate at unacceptable levels among college students. In a recent campus survey, Bentley found that privacy is vital for students when seeking resources. Highlighting efficiency and privacy, this model meets the desires of this tech-savvy generation.

Objectives:
1. Discuss the importance of providing a variety of inclusive STI testing options to encourage greater student participation in regular testing.
2. Describe how to implement a new Express STI Testing Clinic option within the standard student health center model.
3. Identify potential pitfalls/barriers when starting a new program.

WE-1.2 Improving Healthcare for Autistic Patients
Eileen T. Crehan, PhD, Tufts University

Abstract: Autistic individuals are aging into the adult healthcare system and attending college in larger numbers than ever before. Adult healthcare providers are rarely trained on autism and report that they feel underprepared to treat autistic patients, which contributes to higher risk of negative mental and physical health outcomes. This training, co-created with a working group of autistic adults, will give providers information on autism in adulthood and strategies for supporting their autistic patients.

Objectives:
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.
WE-1.3 Nursing Grand Rounds
Lauri Gallimore, BS, RN and Daniela Augusti, RN, BSN, MPH, Dartmouth College

Abstract: This session will include guided discussion and analysis of challenging, unusual, and/or timely nursing case presentations. Each case will elicit audience participation regarding history, assessment, physical exam, ongoing care, lab tests, and nursing differential/diagnoses.

Objectives:
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.

WE-1.4 Seeing Conflict as Growth Opportunity
Joleen M Nevers, MAEd, CHES, CSE, CSES, University of Connecticut and Claudia Trevor-Wright, MA, JD, MCHES, American College Health Association

Abstract: Continuing the conversation on justice, equity, diversity, and inclusion, this session will center on conflict. We may avoid conflict because it feels like the “right” thing to do, or because we wish to avoid sitting with our own discomfort. Yet avoiding conflict can cause harm to everyone, especially to our BIPOC colleagues and students. We will explore why we avoid conflict, and how doing so reinforces existing systems of oppression and limits our personal growth. In addition, this session will focus on how we can engage in effective conflict and listening skills to honor the voices and feedback from non-dominant groups.

Objectives:
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.

WE-1.5 Building a Culture of Care to Address Substance Use Among 2SLGBTQ+ College Students
Cara Fresquez, MAC-P; Mikhaela McFarlin, BS; Megan McCarthy, BS; M. Dolores Cimini, PhD, University at Albany

Abstract: Data indicate that Lesbian, gay, bisexual, queer, and transgender (LGBTQ+) individuals consistently use substances at higher rates than the general population. Drawing on research literature addressing substance use within the community and how it impacts 2SLGBTQ+ individuals, particularly college students between the ages of 16 and 25, we will review specific risk factors such as the role of gay bars in promoting substance use and recreational substance use as a coping mechanism within the 2SLGBTQ+ community. We will identify strategies that college health professionals can implement within a comprehensive public health-informed approach to support 2SLGBTQ+ students experiencing substance use concerns.

Objectives:
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.

WE-1.6 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
Sarah Brockway, EdD, OTR/L and Tawana Davis, MPP, Russell Sage College

Abstract: The Okanagan Charter was created in 2015 as a framework for Health Promoting Universities and Colleges to embed health and well-being into all aspects of campus life and operations. This presentation will describe the research design, findings, and conclusions of an original comparative case-study of three early adopting US institutions followed by open discussion of how to apply research findings to practice for future Health Promoting Colleges and
Objectives:
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.

CONCURRENT SESSIONS – WE-2

WE-2.1 The Evolving Science of Food Allergy
S Shahzad Mustafa, MD, Rochester Regional Health

Abstract: Food allergy affects 3-6% of the US population, and management is quickly changing, with newly available tests to make an accurate diagnosis, and emerging therapies. This session will cover important highlights for all providers.

Objectives:
1. Describe how to accurately diagnose food allergy.
2. Describe emerging therapies for food allergy.
3. Describe appropriate acute management of allergic reactions.

WE-2.2 Contraceptive Options for Non-binary and Gender Diverse College Students
Erica A. Bostick, MD, University of Rochester Medical Center

Abstract: Non-binary and gender diverse individuals face unique barriers when accessing reproductive healthcare, including: fear of being misgendered, discrimination, and/or feeling unwelcome/excluded from the healthcare space. From the clinician’s perspective, there may be knowledge and comfort gaps related to meeting the contraceptive needs of gender diverse individuals. This presentation will aim to fill those gaps for college health clinicians, allowing them to more confidently deliver inclusive and affirming contraceptive services at their student health center.

Objectives:
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.

WE-2.3 I Saw it on TikTok: Following and Utilizing Social Media Trends for Health Promotion
Pasco Cardillo, MPH and Sydney McCartin, MPH, Harvard University

Abstract: From sleep and sexual health information to BORGs, college students often receive much of their social and health-related information through social media. Platforms and methods of sharing quickly evolve and change, making it difficult for health promotion professionals to stay attuned and often leading to quickly created programming after a trend has hit campus. Together we will discuss how to monitor health-related social media trends so that we may better anticipate and address student wellbeing.

Objectives:
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.

WE-2.4 High Stakes: The Impact of College Gambling
Brandy Richards, BS and Colleen Jones, MPA, New York Council on Problem Gambling

Abstract: The most recent research estimates that 6 percent of college students in the US have a serious gambling problem. With the increase in access and availability of gambling activities, it is important that college campuses have the education and tools to reach students who may be struggling with their gambling. This presentation will review what problem gambling is, why college students are at risk, and discuss resources for college staff and students.
Objectives:
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.

WE-2.5 Perceptions on Transition to College Among High School Students in Recovery
Ian Wong, MSPH, Division of Public Health, Worcester, MA

Abstract: High school students in recovery from substance use disorder who wish to pursue a college education can face unique challenges. Tufts studied the transition of recovery high schools’ decision to attend college. Four main themes emerged: 1) financial concerns; 2) stigma related to addiction; 3) the fragility of sobriety, and 4) the importance of social support. This program examines who college can assist in the decision and transition of students in recovery to college.

Objectives:
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.

WE-2.6 Stuck in the Middle (Management): Overcoming the Challenges of Being Both a Practitioner and a Manager
Amanda Ayers, MPH, Harvard University and Christine Johnston, MPH, Springfield College

Abstract: There is no guidebook for how to move into a middle management position or run a solo office. What often gets missed is knowing when and how to step away from direct service and/or programming responsibilities due to increased demand, staffing shortages, etc. It can feel chaotic and overwhelming. We will facilitate conversation to aid those in both middle management roles and also those in one-person offices think through the struggles of having to “do it all.” This session is suitable for any college health professional.

Objectives:
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.

Thursday, October 19

CONCURRENT SESSIONS – TH-3

TH-3.1 New Therapies for the Management of Asthma
S Shahzad Mustafa, MD, Rochester Regional Health

Abstract: Asthma affects 8-12% of the US population, and is associated with significant morbidity. There have been significant changes to asthma guidelines, and there are now several new therapeutic options.

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

TH-3.2 Creating a Welcoming and Affirming Health Center Environment for Transgender Students in Your College or University Health Center
Jeffrey Bailey, DNP/FNP-BC; Jennifer Friedel, BSN, RN; and Matthew Grace, PhD, Hamilton College; and Courtney D’Allaird, MA, University at Albany
Abstract: This panel of academic and healthcare professionals with various levels of experience with transgender patients, provides context to the paramount importance of trans health accessibility today on campuses, and the barriers to healthcare that transgender people face. Panelists will share impartible “tools” in creating a welcoming and affirming environment for trans students, moderated by a professional who specializes in supporting the trans community. The (optional) breakout session allows role-playing, care scenarios, in a non-judgmental environment.

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.

TH-3.3 Moving Our Campus from Peer Education to Policy Change Through the SPACE Toolkit
Alexandra Donovan, M.Ed.; Elizabeth Cucuzzella; Margaret van den Beemt, Tufts University

Abstract: Tufts University is one of 12 institutions of higher education that form the inaugural cohort of schools using the Sexual Assault Prevention and Campus Equity (SPACE) toolkit. Two student coordinators of Tufts Green Dot are building on their peer education trainings, awareness programming and social media presence to map our campus through a sexual and social lens and create new, innovative, policy-level sexual assault prevention.

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

TH-3.4 Bringing the Next Mental-Health Frontier into Focus: Building Successful Relationships Between Higher-Education and Third-Party Providers
David Walden, PhD, Hamilton College; Ben Locke, PhD, Togetherall; Kelly Carleton, MA, Mantra Health; Karen Singleton, PhD, Massachusetts Institute of Technology

Abstract: College and university counseling centers are increasingly working with third-party mental-health providers to meet a range of needs. Fueled by the pandemic, rising/changing demands, and record amounts of investment in telehealth, the growing role of third-party industry providers presents a wide range of opportunities and new challenges for colleges and universities, including complex boundaries. As with any new relationship there are questions about what is appropriate (or not) to share, questions of control and responsibility, finances, feedback/change, and institutional and industry dynamics. At the same time, there are increasing connections between these “worlds”: clinicians and administrators are now moving between them for employment, information sharing and collaboration is critical to success, and both groups are facing broadly similar challenges unique to mental health in higher education. This panel, composed of representatives from third party providers and counseling centers, will explore the boundaries we are navigating and share our early reports on what has worked, what has not, and thoughts for future success. In doing so, our hope is to give more definition to this evolving service/business interdependence, and outline some of the key areas of dialogue and future directions.

Objectives:
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.
TH-3.5  **BORGS, Bongs, and the Evolution of Prevention**  
*Marissa Whitaker, MS, SUNY Cortland*

**Abstract:** The way college students are using alcohol and cannabis is ever-evolving, but traditional prevention strategies have remained the same for decades. This presentation will explore the historically binary nature of prevention, and how this has led to individuals falling through the cracks, because they may not want to prevent all use. New cannabis and alcohol trends will be discussed, as well as harm reduction strategies to combat substance misuse.

**Objectives:**
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.

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TH-3.6  **It Starts with a Dream – Designing Wellbeing on Campus**  
*Elizabeth Cracco, PhD, UMass Amherst and Kelly Gorman, MSc, University at Albany*

**Abstract:** “I think it is healing behavior, to look at something so broken and see the possibility and wholeness in it.” — Adrienne Maree Brown, Emergent Strategy: Shaping Change, Changing Worlds. Drawing from the work of Adrienne Maree Brown, Resmaa Menakem, Surgeon General Vivek Murthy, Isabelle Wilkerson, and Daniel Siegel, we will explore the ways in which our understanding of history, and interpersonal neurobiology can inform design (programs and spaces) for wellbeing on campus, that is especially aligned with the OKANAGAN CHARTER. This experiential workshop incorporates journaling and story to begin the design process of crafting wellbeing environments we dream about.

**Objectives:**
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.

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**GENERAL SESSION – TH-GEN**

TH-GEN  **Expanding Access to Medication Abortion on College Campuses**  
*Rory Tito, MPH, Reproductive Health Access Project; Niharika Rao, Advocates for Youth; Elena Galindo, MD, University of Rochester Division of Adolescent Medicine*

**Abstract:** This presentation is meant to inform and educate college health stakeholders about providing medication abortion (MAB) on campus. We will discuss the importance of and barriers to abortion access for young people. We will give an overview of recent legislation in MA and NY requiring public universities to provide MAB access on campus. We will also give a high-level, non-clinical overview of what MAB is (and is not) and address current myths/misconceptions about MAB. We will conclude with suggestions on ways to advocate for access to MAB for students.

**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.
CONCURRENT SESSIONS – TH-4

TH-4.1  Update on Drug Allergy and Urticaria

Allison Ramsey, MD, Rochester Regional Health

Abstract: This discussion will focus on updates surrounding commonly encountering drug allergies, including penicillins, cephalosporins, sulfa, local anesthetics, NSAIDs, and opioids. The discussion will also pivot to discuss causes and management of acute urticaria (hives) and diagnosis and management of chronic urticaria.

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.

TH-4.2  Beyond Cystitis: Dysuria

Jacqueline Garaufis FNP-BC and Robert Stahl, DNP, AGNP-BC, Hofstra University

Abstract: One of the most common chief complaints in college health is dysuria. Often, this is an easy visit with a straightforward work up, diagnosis, and treatment plan for an infectious etiology. But what happens when the patient rules out of an infection and continues to have these symptoms? In this presentation, we will review how to approach dysuria and highlight two cases of non-infectious dysuria and the importance of thinking beyond infection.

Objectives:
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.

TH-4.3  Exploring the Influence of Peer Race-related Stressors on Psychological Distress Among Black College Students

Laura Arias, PhD, Binghamton University

Abstract: Utilizing UCLA’s Higher Education Research Institute’s Cooperative Institutional Research Program (CIRP) survey data, the influence of peer race-related stressors on psychological distress among senior Black collegians (N = 646) was explored. Preliminary results suggest that peer race-related stressors are significantly positively associated with psychological distress when accounting for pre-college psychological distress. The presentation discusses study implications rooted in addressing institutional racism and antiblackness to create positive campus racial climates that prevent peer race-related stressors.

Objectives:
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.

TH-4.4  Models for Peer-Based Mental Health Support: A Multi-Institution Pan Discussion

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

Abstract: Strategies that leverage peer support have been shown to play a unique role in supporting students’ mental health, helping to protect against symptoms of depression and anxiety, providing an avenue to receive social support, and serving to connect students to essential mental health programs and services. Peer-support models vary significantly across campus, targeting different populations, amplifying different resources, and having different access points. In this panel, we will explore 3-4 different models and discuss the benefits and challenges of each.

Objectives:
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.
TH-4.5 Raising the Bar on Alcohol Education: Applying Learning Engineering to Mandated Online Courses  
Rebecca Harrington, MA, SUNY Delhi

Abstract: The presenter will provide insights into her experience of developing and implementing an online alcohol and substance program using the Carnegie Mellon Open Learning Initiative Platform (OLI). This platform is capable of tracking student learning in real time. This allows for in person programming to be tailored to student needs.

Objectives:
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.

TH-4.6 Workshopping the Challenges of Becoming a Health Promoting Campus  
Kelly Gorman, MSc, University at Albany and Julie Edwards, Ed.D., Cornell University

Abstract: The Okanagan Charter and notion of becoming a Health Promoting Campus has taken off within higher education recently. With this, there is no one right path to becoming a health promoting campus. Each institution must cultivate buy-in and engage in capacity-building that is right for them. In this interactive and conversation-based session, participants will share their experiences to garner support and ideas from others engaging in the pursuit of becoming a health promoting campus.

Objectives:
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.

CONCURRENT SESSIONS – TH-5

TH-5.1 Real Dermatological / Body Image Issues in Young Adults: No, It’s NOT all Cosmetic!!  
Judith Ann Mysliborski, MD, Dermatologist (Retired)

Abstract: Some dermatological issues may be perceived as cosmetic but often can have profound medical, psychological, and emotional importance to a college-aged student. These need to be addressed and appropriately managed.

Objectives:
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.

TH-5.2 From Dirty Urine and Unprotected Sex: Clinical Management and Stigma Reduction in the STI Testing Appointment  
Emily D. DeMartino, DNP, APRN, NP-C (they/them), Mount Holyoke College Health Services

Abstract: This information-packed, case-based session focuses on strengthening clinical management of STI testing requests. Update your language around sexual health history taking, navigate nuances between symptomatic and asymptomatic testing, offer evidence-based testing at appropriate body sites, manage post-exposure prophylaxis (PEP), and learn tips and tricks for efficient, patient-centered, and inclusive sexual health care. We can reduce barriers to care - let’s start with precise and neutral language to deliver high-quality, evidence-based sexual health testing.

Objectives:
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.
TH-5.3  TIG (Trauma, Illness & Grief) Higher Education: Broadening the Bench to Meet the Wellness Needs of a Campus Community
Rebecca Kieffer, LCSW-R, St. John Fisher University

Abstract: In 2022, the Consortium on Trauma, Illness, Grief in Schools (TIG), which provides evidence-based trainings for school staff and districts to better response to crises, partnered with six NYS colleges and universities to test their crisis model in higher education and to develop a regional, self-sustaining crisis response network. Drawing on examples and participant feedback, this presentation will help attendees understand the benefits of TIG in Higher Education, identify a best practice model for responding to significant events, and learn next steps for creating a collaborative process in their regions.

Objectives:
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.

TH-5.4  Building Mental Health Capacity on Campus using Peer-to-Peer Mental Health Training
Christine T. Johnston, MPH, and Lauren Gray, MSW, Springfield College

Abstract: Most college students will tell a friend about their struggles with mental health before telling anyone else. Peers provide a crucial linkage between the student body and campus resources, but most students feel inequipped to handle hard conversations about mental health with their peers. This session will outline how peer-to-peer support programs have brought much-needed capacity to campus, and the considerations for creating peer-to-peer mental health training.

Objectives:
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.

TH-5.5  Vaping Cessation in a College Health Care Setting
Jessica Greene, MPH, CHES and Christopher Nasin, MD, University of Rhode Island

Abstract: Tobacco use continues to be a preventable risk factor among college aged youth with vaping and e-cigarettes as the most common method of nicotine delivery. As much as a third of youth use e-cigarettes, implementing a vaping cessation program in a college health care setting can help increase the number of youth who quit vaping. We offer free tobacco cessation counseling, free nicotine replacement therapy, and consultation for the oral pill Bupropion.

Objectives:
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.

TH-5.6  Equipping Faculty with Mindful Leadership Practices to Create Well-Being in Learning Environments
Rebecca Block, MS, CHES, RYT 200, Health Promotion Specialist – Student Well-Being, University of Rochester and Lisa Critchley, Ed.D., PHR, SHRM-SCP, Kirk Partners Consulting, Founder

Abstract: Since the COVID-19 pandemic, faculty and student-facing staff have been vital supports for students. In fact, according to a Healthy Minds Network study conducted in 2020, 80% of faculty and staff reported having conversations with students regarding their mental health. The cultivation of presence-based leadership and education on supporting students’ mental well-being enables college faculty to be more fully present, engage in
mindful communication with others, increase their positive impact, personal resiliency, and support the well-being and academic flourishing of those that they teach.

Objectives:
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.

CONCURRENT SESSIONS – TH-6

TH-6.1 More Than a Tan: Dermatologic Considerations for Students Returning from the Tropics
Yakira Teitel, MD, MPH and Andrea Provan, MSN, FNP-BC, Bard College

Abstract: This talk consists primarily of a case presentation and discussion. We will examine in detail a case in which a student returned from abroad with an unusual skin condition. We will discuss our clinical reasoning, differential diagnosis, and treatment. We will then review other dermatologic conditions to consider in the student traveler returning from this geographic region.

Objectives:
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.

TH-6.2 Creation of the InterProfessional Animal-assisted Wellness (IPAW) Collaborative, a Campus-integrated Therapy Dog Program: Student Feedback and Recommendations for Implementation
Laura Poleshuck, PhD, OTD, MS; John Rigney, MSW; Missy Reed, MSED, BMUS, Nazareth College

Abstract: The InterProfessional Animal-assisted Wellness (IPAW) Collaborative is a campus-integrated therapy dog program created by two faculty members in Health and Human Services, each part of a registered therapy dog/handler team, with support from the Assistant Director for Wellness Outreach & Education in Health and Counseling Services. Presenters will outline animal-assisted intervention basics and describe the IPAW Collaborative student wellness programs, engagement in student-led clinic therapy sessions with clients of all ages, dog/human welfare, and survey results.

Objectives:
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.

TH-6.3 Building a Comprehensive Community of Care to Support Student-Athlete Mental Health Using a Public Health-Informed Approach
M. Dolores Cimini, PhD, University at Albany; Valerie Moyer, PhD, America East Athletic Conference; Marsha Florio, MS, America East Athletic Conference

Abstract: Several recent deaths by suicide of college student-athletes have shed light on the critical need to provide timely, responsive, and comprehensive services to support mental health. Informed by interdisciplinary research from a multi-year America East Conference study, this presentation will provide an overview of the unique issues faced by student-athletes regarding mental health. The need for the implementation of a comprehensive culture of care that engages mental health professionals, sport managers (e.g., athletic administrators, coaches, support staff), university leadership, and student-athletes will be discussed. Actionable steps for advancing student-athlete mental health using a multi-tiered public health-informed approach will be highlighted.

Objectives:
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 student-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.

TH-6.4 Creating Praxis: Engaged Sexual Violence Prevention on College Campuses

*MacKenzie Bachar, MPS and Natalie Sumski, MPH, University at Albany*

**Abstract:** In this session, participants will gain a better understanding of the constructs surrounding sexual assault on college campuses and how they can be addressed. This session will include engaging in conversations addressing sexual violence and bystander empowerment through real examples implemented on a mid-size New York University. At the end of the session, participants will gain confidence in knowledge and skills to address the diverse and intersecting needs of survivors on college campuses.

**Objectives:**
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.

TH-6.5 Naloxone Training Saves Lives: Account of Successful Administration from College Campus Public Safety Officers

*Michael McNeil, EdD, MS; Matthew Childress, BA; and Jonathan Santiago, Columbia University*

**Abstract:** Columbia works collaboratively with campus partners to bring naloxone training to the community. Since the start, the Department of Public Safety has been highly supportive of this effort – incoming sergeants are trained in naloxone administration as part of their onboarding process and required to carry naloxone kits while on duty. This presentation will include testimonies from public safety officers prepared to act, when necessary, in hopes to encourage naloxone training for all public safety officers.

**Objectives:**
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.
3. Identify the benefits of equipping campus public safety officers with opioid education and naloxone kits.

TH-6.6 Letting Go and Breaking Through: Aligning Parallel Movements in College Counseling and Health Promotion

*Katelyn Cowen, MPH, CHES and David Walden, PhD, Hamilton College*

**Abstract:** Health promotion and college counseling are moving beyond traditional definitions of their fields and evolving toward more systems-level ways of thinking. The field of health promotion is undergoing a movement toward becoming health promoting campuses utilizing tools like Collective Impact Theory and the Okanagan Charter. Simultaneously, the field of college counseling is responding to the broadening of mental health needs and exploring alignment models that would more effectively and realistically meet those needs. This presentation will provide an overview of these movements, identify the connection points between them, and explore building a vision for these movements together.

**Objectives:**
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.
EVENING EDUCATIONAL SESSION

TH-EVE  Medication Abortion in the Primary Care Setting
Elena Galindo, MD, University of Rochester Division of Adolescent Medicine

Abstract: This 90-minute workshop trains clinicians on the protocol to provide medication abortion and incorporate this care into practice. The workshop includes both a didactic presentation and a participatory case study exploration. Attendees will have the opportunity to pre-order a light supper.

Objectives:
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.

Friday, October 20

CONCURRENT SESSIONS – FR-7

FR-7.1  Clinical Pearls: Applying the Year’s Top Medical Evidence in College Health
Cheryl Flynn, MD, MPH, MA, & Emily D. DeMartino, DNP, APRN, NP-C (they/them), Mount Holyoke College

Abstract: Let someone else do the work! The volume of medical literature published can be overwhelming to any primary care provider. Further, the work to review and validate relevant studies can be confusing and daunting. In this presentation, the top new medical research that applies to college health work will be presented including that study’s relevance, validity, summary of findings and bottom-line applicability in practice.

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.

FR-7.2  Beyond the Basics of Birth Control Pills
Carolyn D Howard, MD, MPH, FACOG, University of Rhode Island

Abstract: Efficacy, effectiveness, and adverse side effects are required knowledge for basic contraceptive counseling. 20% of college aged women using contraception choose the birth control pill. Headaches, mood changes and sexual satisfaction are common reasons for discontinuing contraceptive pills. Clinician’s contraceptive literacy should include how progestin pill formulation can impact overall quality of life. This presentation discusses how combination and progesterone only pills can be prescribed to maximize patient satisfaction.

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.

FR-7.3  Diabetes Prevention for College Students
Kelly Read, MS, RD, CDN, Rochester Institute of Technology

Abstract: Research indicates that many college students are not aware of necessary lifestyle interventions to reduce Type 2 Diabetes risk. While CDC’s Diabetes Prevention Program is a well-researched program, it was not created for college students. At Rochester Institute of Technology, a wellness course was created to help college students learn more about diabetes prevention and healthy habits. This presentation will focus on the creation of the semester long course specifically for college students.

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 more appropriate for college students.
3. Describe the “5 Steps to Prevent Diabetes” Wellness Education Course curriculum.
FR-7.4  Dispensing More than Protection: 24 Hour Access to Sexual Health Products

Shelly Sloan, MS, CHES, SUNY Oswego

Abstract: Students at SUNY Oswego wanted to create more access to safer sex products on campus. This presentation will discuss how we worked to create 24-hour access via a sexual health vending machine. We will also discuss how we have been able to sustain and staff the project at a low cost while making products free for students.

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.

FR-7.5  Gambling, Cannabis, and Alcohol-related Behaviors among Diverse Groups of Students in 2023: Implications for Practice

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

Abstract: College students are among those most likely to engage in risky behaviors. Recent legalization of recreational cannabis use and mobile sports betting in New York have increased public health concerns for the already at-risk college population. Findings from a 2023 survey conducted at a large, public institution in NYS, will provide an overview of gambling, cannabis, and alcohol use behaviors among college students and differences across diverse communities. Implications and actionable steps for academic and student affairs professionals will be highlighted.

Objectives:
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.

FR-7.6  Can I Make it Through This? The Heart of Taking Care of Ourselves in a Workplace

David Walden, PhD, and Barbara Fluty, PA-C, Hamilton College

Abstract: Working in mental or physical health care in higher education has never had a higher profile or a more difficult set of challenges. If the people leaving our work are any indication, and the surveys of our colleagues are correct, we are experiencing higher levels of burnout and turnover than ever before. In this space, it makes a lot of sense to have questions like “Can I keep doing this? How do I take care of myself and stay grounded? How can I make this work sustainable?” This presentation will focus on factors that make our work more sustainable—the values that ground us and provide meaning, the boundaries that help us stay healthy, and reimagining self-care as self-love.

Objectives:
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.

CONCURRENT SESSIONS – FR-8

FR-8.1  Common Dermatological Problems of College Students: A (Acne) to Z (Zoster)

Judith Ann Mysliborski, MD, Dermatologist (Retired)

Abstract: The college / university health care practitioner should be able to identify common dermatological problems in the college-aged population. In addition, the practitioner should be able to provide proper education, management and / or referral. Pearls of wisdom from decades of clinical experience will be shared.

Objectives:
1. Identify common skin problems of the college-aged student.
2. Explain how to manage common skin problems in the college-aged student.
FR-8.2 Embedding Counselors in Student Health Centers: Implementing and Evaluating the Primary Care Behavioral Health Service Delivery Model  
Kevin Readdean, MSEd, PhD, Rensselaer Polytechnic Institute

Abstract: The Primary Care Behavioral Health (PCBH) service delivery approach involves embedding behavioral health clinicians within health services to offer short-term counseling interventions. This presentation provides concrete guidance for implementing and evaluating PCBH services in college health. The barriers and facilitators associated with implementation of the PCBH model with fidelity to evidence-based practices will be discussed. Information about the newly formed PCBH-Campus Consortium, a Practice-Research Network focused on PCBH services on college campuses, will be reviewed.

Objectives:
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.

FR-8.3 Health Promotion Trends and Hot Topics: A Round Table Discussion  
Rebecca Harrington, MA, SUNY Delhi; Shelly Sloan, MS, CHES, SUNY Oswego; Leah Berkenwald, MA, Brandeis University

Abstract: 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.

Objectives:
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.

FR-8.4 Neighborhood-based Wellness Coaching: Embedding Wellbeing Resources in Residential Life  
Nina Bryce, Master of Divinity, Harvard University

Abstract: In 2022, UHS launched a three-year wellness coaching pilot program in one residential “neighborhood.” The neighborhood Wellness Coach is a certified, confidential health educator with expertise in individual and community wellbeing assessment, 1:1 motivational interviewing, group education, and mindfulness practices. This presentation will discuss initial programs findings using pre- and post- wellbeing assessment survey data, explore opportunities and challenges presented by this neighborhood-based model, and discuss the potential for community-based wellness coaching initiatives as an upstream wellness intervention in a college health setting.

Objectives:
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.

FR-8.5 Project ACCESS: Mitigating Risk for HIV and Substance Use Among College Students Experiencing Health Disparities Using an Embedded Prevention Navigator Model  
M. Dolores Cimini, PhD; Corey Monley, BGS; Evan Ozmat, MS; Jessica Martin, PhD; Cara Fresquez, MAC-P, University at Albany

Abstract: The aim of Project ACCESS (Achieving College Completion through Engaged Support Services) is to expedite service access by college students at highest risk for HIV and substance use, including BIPOC students and students
identifying as LGBTQ+, many of whom face significant health disparities and academic and financial inequities. In this workshop, we will explore how Project ACCESS is implementing an innovative approach in which HIV Prevention Navigators and Peer Support Specialists with lived experience are embedded in spaces on campus where students naturally congregate to deliver timely and culturally responsive evidence-based population-level and individual HIV and substance use prevention, screening, and treatment referral strategies in collaboration with campus and community partners, yielding significant increases in health and reduced risk for HIV, substance use, and related health issues.

Objectives:
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.

FR-8.6 Utilizing Student Employees and Volunteers to Create Systems Level Changes to Health and Well-being on Campus
Padma Entsuah, MPH, Columbia University; Amy McDonald, MS, University of Rochester; Zoe Black, BA, BA, University of Rochester; Alicia Czachowski, EdD, MPH, Columbia University

Abstract: Health Promotion in higher education work focuses on systems and processes that impact student health and well-being. This approach requires involvement from everyone in the campus community, including students. During this session we will discuss how two campuses have utilized peer educators, student employees, and volunteers to work on systems level changes.

Objectives:
1. Differentiate between health education and health promotion.
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.

CAPSTONE SESSION – FR-CAP
FR-CAP Where Do We Go from Here? Navigating the Current Landscape in Collegiate Mental Health
Marcus Hotaling, PhD, Union College and David Walden, PhD, Hamilton College

Abstract: This presentation will provide an overview of the main themes and recommendations of an AUCCCD Position Paper on the future of mental health services in higher education. Now, more than ever, the role of university mental health professionals is changing and increasing in scope and responsibility. The landscape of how to address mental health on college campuses has changed, staff and directors are feeling increased levels of burnout, and professional staff are leaving at unprecedented rates. This presentation provides recommendations for institutions to strategically align roles, resources, and service delivery in order to sustain the profession.

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.