## PROGRAM ABSTRACTS

### Wednesday, October 18

#### PRE-CONFERENCE SESSIONS

<table>
<thead>
<tr>
<th>WE-PRE.1</th>
<th>Nurse Manager Roundtable</th>
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<tr>
<td><strong>Lauri Gallimore, BS, RN, Dartmouth College; Melissa Lopez, RN, BSN, MPH, Southern Connecticut State University; and Jennifer Bergmann Jenkins, RN, BS, University at Albany</strong></td>
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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.

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<tr>
<th>WE-PRE.2</th>
<th>Pathways to Adoption and Implementation</th>
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<tr>
<td><strong>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</strong></td>
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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.

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<tr>
<th>WE-PRE.3</th>
<th>Concussion Evaluation and Management in College Students</th>
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<tr>
<td><strong>Christopher Nasin, MD, University of Rhode Island</strong></td>
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This workshop will cover the components of the current consensus statement on the diagnosis and treatment of concussions in college age adults. 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 relative 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.

#### KEYNOTE SESSION

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<th>WE-KEY</th>
<th>Framing the Future of College Health</th>
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<td><strong>Ryan Travia, Ed.D., Babson College</strong></td>
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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.
## 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, Bentley University**

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.

### WE-1.2 Improving Healthcare for Autistic Patients

**Eileen T. Crehan, PhD, Tufts University**

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.

### WE-1.3 Nursing Grand Rounds

**Lauri Gallimore, BS, RN and Daniela Augusti, RN, BSN, MPH, Dartmouth College**

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.

### 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**

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.

### 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**

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.

### 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**

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 Universities.
### CONCURRENT SESSIONS – WE-2

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

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.

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

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 health care 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.

**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*

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.

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

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.

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

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.

**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*

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.
Thursday, October 19

### CONCURRENT SESSIONS – TH-3

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

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.

#### 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*

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.

#### 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*

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.

#### 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*

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.

#### TH-3.5 BORGs, Bongs, and the Evolution of Prevention
*Marissa Whitaker, MS, SUNY Cortland*

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.

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

**GENERAL SESSION – TH-GEN**  The Kathy MacLachlan Memorial Lecture

**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*

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.

**CONCURRENT SESSIONS – TH-4**

**TH-4.1**  Update on Drug Allergy and Urticaria  
*Allison Ramsey, MD, Rochester Regional Health*

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.

**TH-4.2**  Medical Problems of Music Students  
*Ralph Manchester, MD, University of Rochester*

[Replacing Beyond Cystitis: Dysuria]

Every college and university have students who are active musicians, and some have music performance majors. These students are at risk of developing several types of health problems related to musical performance. We will review the diagnosis and treatment of hearing, voice, mental health and neuromusculoskeletal problems related to singing and playing an instrument, and we will also discuss prevention. Treating musicians requires a multidisciplinary approach, and the essential members of the team will be listed.

**TH-4.3**  Building a Mental Health Action Plan from the Ground Up  
*Ethan Fields, MSEd and Maria Hetz, MS, The Jed Foundation*

[Replacing Influence of Peer Race-related Stressors]

The Jed Foundation (JED) advises more than 500 colleges and universities on upstream approaches to strengthen student mental health. Many colleges have an overall institutional strategic plan, but those often do not include concrete strategies to improve programs, policies, and systems related to mental health equity and suicide prevention. In this session, attendees will be introduced to an evidence-based Comprehensive Approach to Mental Health Promotion and Suicide Prevention, conduct a short needs assessment to identify strengths and gaps on their campus, and develop a sample action plan for an identified priority.

**TH-4.4**  Models for Peer-Based Mental Health Support: A Multi-Institution Panel 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*

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.
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.

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.

**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)*

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.

**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*

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.

**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*

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.

**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*

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.

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

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.
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<th>Session</th>
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<tr>
<td>TH-5.6</td>
<td>Equipping Faculty with Mindful Leadership Practices to Create Well-Being in Learning Environments</td>
<td>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.</td>
<td>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</td>
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<td>TH-6.1</td>
<td>More Than a Tan: Dermatologic Considerations for Students Returning from the Tropics</td>
<td>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.</td>
<td>Yakira Teitel, MD, MPH and Andrea Provan, MSN, FNP-BC, Bard College</td>
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<td>TH-6.2</td>
<td>Creation of the InterProfessional Animal-assisted Wellness (IPAW) Collaborative, a Campus-integrated Therapy Dog Program: Student Feedback and Recommendations for Implementation</td>
<td>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 &amp; 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.</td>
<td>Laura Poleshuck, PhD, OTD, MS; John Rigney, MSW; Missy Reed, MSED, BMUS, Nazareth College</td>
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<td>TH-6.3</td>
<td>Building a Comprehensive Community of Care to Support Student-Athlete Mental Health Using a Public Health-Informed Approach</td>
<td>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.</td>
<td>M. Dolores Cimini, PhD, University at Albany; Valerie Moyer, PhD, America East Athletic Conference; Marsha Florio, MS, America East Athletic Conference</td>
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<td>TH-6.4</td>
<td>Creating Praxis: Engaged Sexual Violence Prevention on College Campuses</td>
<td>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.</td>
<td>MacKenzie Bachar, MPS and Natalie Sumski, MPH, University at Albany</td>
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<td>TH-6.5</td>
<td>Naloxone Training Saves Lives: Account of Successful Administration from College Campus Public Safety Officers</td>
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<td>Michael McNeil, EdD, MS; Matthew Childress, BA; and Jonathan Santiago, Columbia University</td>
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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.

| 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 |
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<td>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.</td>
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**EVENING EDUCATIONAL SESSION**

| TH-EVE | Medication Abortion in the Primary Care Setting  
Elena Galindo, MD, University of Rochester Division of Adolescent Medicine |
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<td>This 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.</td>
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**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 DeMartino, DNP, APRN, NP-C (they/them), Mount Holyoke College |
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<td>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.</td>
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| FR-7.2 | Beyond the Basics of Birth Control Pills  
Carolyn D Howard, MD, MPH, FACOG, University of Rhode Island |
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<td>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.</td>
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| FR-7.3 | Diabetes Prevention for College Students  
Kelly Read, MS, RD, CDN, Rochester Institute of Technology |
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<td>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.</td>
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<th>FR-7.4</th>
<th>Dispensing More than Protection: 24 Hour Access to Sexual Health Products</th>
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Shelly Sloan, MS, CHES, SUNY Oswego

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.

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

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.

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

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 reimaging self-care as self-love.

CONCURRENT SESSIONS – FR-8

FR-8.1 Common Dermatological Problems of College Students: A (Acne) to Z (Zoster)  
Judith Ann Mysliborski, MD, Dermatologist (Retired)

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.

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

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.

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; Madeline Hope-Lyng, Middlebury College

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.

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

| 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 |
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<td>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.</td>
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| FR-8.6 | Utilizing Student Employees and Volunteers to Create Systems Level Changes to Health and Well-being on Campus  
Amy McDonald, MS, University of Rochester; Zoe Black, BA, BA, University of Rochester; Alicia Czachowski, EdD, MPH, Columbia University |
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<td>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.</td>
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**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 |
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<td>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.</td>
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