Join nearly 2,000 college health and wellness professionals from across the country at ACHA’s 100th Annual Meeting!
A Message from ACHA’s President...

“Join us at the ACHA 100th Annual Meeting, as we celebrate Our Legacy and look ahead to Our Future. For the past 100 years ACHA’s core values have always been to promote healthy campus communities to support our students. As we chart a course for the next century of college health, I hope you’ll consider sharing your knowledge and expertise with your fellow college health and wellness professionals by joining us in Chicago.”

Katrin Wesner-Harts, EdD, FACHA
University of North Carolina Wilmington

A Message from ACHA’s Program Planning Committee Chair...

“Join us at the ACHA 2020 Annual Meeting, what is sure to be a memorable conference as we commemorate 100 years of college health professionals formally coming together to learn, share knowledge, and discuss important issues in the field. With even more opportunities for networking and innovation than ever, colleagues from across disciplines will work together to strategize around some of the pressing issues impacting our institutions and the health of our students.”

Susan Hochman, MPH, FACHA
The University of Texas at Austin
WHAT’S NEW AT #ACHA2020?

ACHA Cafes. In an effort to provide more networking and education opportunities for attendees, we will have presentations, Q&A’s, discussion groups, and round tables on Tuesday, Wednesday, and Thursday mornings.

ACHA Celebrates 100 Years! – a special evening celebration including a reception, awards presentation including some special awards, proclamation signing, and entertainment.

Check out our weekly ACHA Annual Meeting Blog posts (www.achameetingblog.com) for tons of information on the meeting, restaurant recommendations, sightseeing stops, Memorial Day events, outdoor activities, and more!

ACHA 2020 Meeting Goals

Consistent with ACHA’s mission of advancing the health of college students and the campus community, we, the members of the association, gather at the annual meeting with invited guests to:

• Identify ways to increase knowledge, update professional skills, and incorporate evidence-based guidelines and standards into college health practice in the following areas:
  • Assessment and planning
  • Health promotion
  • Clinical care
  • Mental health services
  • Leadership development
• Identify opportunities for collaboration and exchange of ideas among college health professionals, students, and leaders in higher education.
• Discuss programs and environments that enhance health outcomes for college students and campus communities.
• Describe the effect of diverse cultures and experiences on the health of individuals and communities.
• Identify ways to integrate college health programs with the missions of the institutions we serve.
• Discuss ACHA’s role as a national advocate for policies that have a positive impact on the health of college students and campus communities.

The ACHA 2020 Annual Meeting is conducted in collaboration with the Mid-America College Health Association
**Sunday, May 24**  
Registration Opens  
8:00 am–6:00 pm  

**Pre-Conference Workshops**  
9:30 am–12:00 pm  
**Tickets required**

**ACHA Leaders’ Lunch**  
12:00 pm–1:15 pm  
**Invitation only**

**Committee Meetings**  
5:45 pm–6:45 pm  
**Open to All!**

**ACHA Celebrates!**  
6:00 pm–9:30 pm  
**Opening Reception:**  
Celebrating 100 Years of Diversity  
6:00 pm–7:00 pm  
**2020 Awards and Fellows Ceremony**  
7:00 pm–8:00 pm  
**Entertainment**  
8:15 pm–9:15 pm

---

**Monday, May 25**  
Registration  
7:00 am–6:00 pm  

**Newcomers’ Orientation:**  
Navigating the ACHA Annual Meeting  
7:30 am–8:45 am

**Orientation for Presidents and Facilitators**  
9:00 am–9:45 am

**Opening General Session/Keynote Address**  
10:00 am–11:45 am

**Section Meetings**  
12:00 pm–1:15 pm  
All members welcome and encouraged to attend!

**Student Orientation**  
12:00 pm–1:15 pm

**Industry-Sponsored Product Theaters**  
12:30 pm–1:15 pm

**General Sessions**  
1:30 pm–2:30 pm  
3:00 pm–4:00 pm  
4:30 pm–5:30 pm

---

**Tuesday, May 26**  
Registration  
7:00 am–4:00 pm  

**Opening Breakfast with Exhibitors and Poster Presenters**  
7:00 am

**Aspire: ACHA Mentoring**  
8:00 am–5:00 pm

**ACHA Cafes**  
8:00 am–9:00 am

**General Sessions**  
9:30 am–10:30 am  
11:00 am–12:00 pm

**Dorosin Memorial Lecture**  
12:15 pm–1:15 pm

**General Sessions**  
1:30 pm–2:30 pm  
3:00 pm–4:00 pm  
4:30 pm–5:30 pm

**Assembly of Representatives**  
6:00 pm–6:45 pm

---

**Thursday, May 28**  
Registration  
7:00 am–11:00 am

**Continental Breakfast**  
7:00 am

**ACHA Cafes**  
8:00 am–9:00 am

**General Sessions**  
9:30 am–10:30 am

**Affiliate Meetings**  
12:15 pm–1:15 pm  
All members welcome and encouraged to attend!

**Industry-Sponsored Product Theaters**  
12:45 pm–1:30 pm

---

**All meeting sessions, events, and the Exhibit Hall will be in the Sheraton Grand Chicago Hotel**

---

**Wednesday, May 27**  
**School Spirit Day!**  
Registration  
7:00 am–5:00 pm

**Continental Breakfast with Exhibitors and Poster Presenters**  
7:00 am

**Exhibit Hall and Posters**  
7:00 am–1:30 pm

**ACHA Cafes**  
8:00 am–9:00 am

**General Sessions**  
9:30 am–10:30 am  
11:00 am–12:00 pm

**General Sessions**  
1:30 pm–2:30 pm  
3:00 pm–4:00 pm  
4:30 pm–5:30 pm

**Assembly of Representatives**  
6:00 pm–6:45 pm
FEATURED EVENTS

OPENING GENERAL SESSION AND KEYNOTE ADDRESS

Monday, May 28 10:00 am-11:45 am
Our Keynote speaker for ACHA’s 100th Annual Meeting is Jean M. Twenge, PhD, Professor of Psychology at San Diego State University. In her address *iGen: Understanding the Smartphone Generation and Their Mental Health*, Dr. Twenge will explore the trends shaping this group using national surveys of 11 million teens and college students going back to the 1970s. These studies show that iGen is growing up more slowly as adolescents, spending more time online and less with friends in person, and is more likely to experience unhappiness, anxiety, and depression. Additionally, Dr. Twenge will discuss the implications of these generational shifts for higher education.

DOROSIN MEMORIAL LECTURE

**Wednesday, May 27**
**12:15 pm-1:15 pm**
The ACHA 2020 Dorosin Memorial Lecture speaker is Damon Tweedy, MD, from Duke University School of Medicine. Dr. Tweedy is a New York Times bestselling author and speaker with a focus on the impact of race on the medical profession at all levels. This session will cover these disparities and steps that can be taken to address them so that university health and counseling centers can provide services to students of all backgrounds on campus. Additionally, Dr. Tweedy will describe how to look intentionally at systems of health care and counseling and presence (or lack of) support for students with regard to providers of color, and supporting the professional work done by providers of color.

CLOSING PRESIDENTIAL SESSION

**Thursday, May 28**
**10:45 am-11:45 am**
TBD – discussion with potential speaker in progress.

Schedule subject to change.
CONTINUING EDUCATION

For a breakdown of continuing education (CE) credit, go to the CE Grid (to come). Please note that for some disciplines we have not yet received final credit approval. We will update the grid as we receive these notifications, so if you do not see your credit type listed, check back at a later time. Also note that for most types of credit we are able to list a “pending” statement and those can be found below.

CONTINUING EDUCATION STATEMENTS

CME: The American College Health Association (ACHA) is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

ACHA designates this live activity for a maximum of 24.5 AMA PRA Category 1 credits.™ Physicians should only claim credit commensurate with the extent of their participation in the activity.

AAFP: This Live activity, ACHA 2020 Annual Meeting, with a beginning date of 05/24/2020, has been reviewed and is acceptable for up to 22.50 Prescribed credit(s) by the American Academy of Family Physicians. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

CNE: This activity has been submitted to Pennsylvania State Nurses Association for approval to award contact hours. Pennsylvania State Nurses Association is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

CHES®/MCHES®: Sponsored by ACHA, a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designated for Certified Health Education Specialists (CHES®) and/or Master Certified Health Education Specialists (MCHES®) to receive up to 24.5 total Category 1 continuing education contact hours. Maximum advanced-level contact hours available are 22. Continuing competency credits available are 0.

PsyCE: ACHA is approved by the American Psychological Association to sponsor continuing education for psychologists. ACHA maintains responsibility for this program and its content. This program has been awarded 23.5 hours of continuing education for psychologists.

NBCC: The American College Health Association has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6397. Programs that do not qualify for NBCC credit are clearly identified. ACHA is solely responsible for all aspects of the program.

NASW: This program is approved by the National Association of Social Workers (Approval # 886508715-4259) for 24.5 continuing education contact hours.

CPEU: This activity has been approved by the Commission on Dietetic Registration for 24.5 CPEUs.

ACPE: The University of Maryland School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. Sessions included in this activity may be eligible for ACPE credit; see final CPE activity announcement for specific details.
**Overall Purpose:** In keeping with the ACHA Strategic Plan, the purpose of the ACHA Annual Meeting is to provide high-quality education to college health professionals, students, and other stakeholders to enhance the skills and capacities needed to advance health and build healthier campus communities.

**Target Audience:** The target audience for the ACHA Annual Meeting includes college health professionals, students, and other stakeholders.

**Commercial Support:** At the time of this posting, we have received commercial support from Gilead Sciences and Afaxys, Inc.

**Sponsor Disclosures:** At the time of posting, we have received general meeting sponsorship from UnitedHealthcare StudentResources, Aetna Student Health, Academic HealthPlans, Wellfleet Student, Anthem, Inc., First Risk Advisors, Christie Campus Health, and GeoBlue.

**Non Endorsement:** ACHA does not endorse any products or services that are displayed or referred to in conjunction with this activity and is not responsible for the actual presentation of content during scientific sessions.

**Successful Completion:** Participants must attend the entire session and complete the evaluation online in order to earn credit hours and obtain a CE certificate. Further instructions will be included in the registration materials you will receive on-site.
A Guide to Badges

Badges will help you choose sessions based on professional development goals or themes. These badges are cross-disciplinary and do not follow a linear trajectory. In other words, there may be several concurrent sessions that all feature content that highlight ways in which technology is leveraged to enhance college health programs, and these would all receive the “technology” badge. Additionally, a single session may have multiple badges. For example, a session on meeting the health care needs of transgender and non-binary students may be assigned the “collaborative care” badge as well as the “social justice” badge.

Badges are not indicated in this Preliminary Session listing. However, they will be indicated in the Final Program and the meeting app. We’ll also post a grid of session titles, along with badges, on the website later this spring.

Leadership
Sessions enhance individual leadership acumen and help prepare attendees for career advancement or excelling in senior roles.

Campus Collaborations
Sessions highlight ways in which college health programs partner with other units on campus to enhance reach and access to services or health promoting environments.

Student Involvement
Sessions celebrate ways to involve students in departmental decision making or program development and implementation.

Collaborative Care
Sessions reinforce principles of collaborative care, including interdisciplinary care (such as primary care, mental health, pharmacy, nursing, social work, nutrition, and health promotion), a student-centered holistic approach, and effective communication and intentional planning between all team members to facilitate coordinated care.

Technology
Sessions demonstrate ways in which technology is leveraged to enhance college health programs and services.

Measurement
Sessions model strong use of research, assessment, program evaluation or metrics to inform decision making or ensure adherence to evidence-based practices.

Management and Operations
Sessions have a focus on the finances, human resources, processes, procedures, services and workflow that make your services and programs run efficiently and effectively. This also includes professional development, marketing/communications, and organizational structures.

Social Justice
Sessions have a strong emphasis on meeting the needs of underserved or marginalized populations and addressing health disparities and inequities.

Toolbox
Sessions present new knowledge, strategies, models, tools, and guidelines to your toolbox. These may be clinical or public health focused, and some may increase familiarity with a particular issue impacting the health of college students.
SUNDAY EVENTS, MEETINGS, & PRE-CONFERENCE WORKSHOPS

SPECIAL EVENTS AND ADJUNCT MEETINGS

8:00 am–6:00 pm  
Registration

12:00 pm–1:15 pm  
ACHA Leaders’ Appreciation Lunch  
(invitation only)

5:00 pm–5:30 pm  
CHWP Participant Networking  
College Health and Wellness Professional (CHWP) enrollees and graduates are invited to connect with your fellow program participants, faculty, and CHWP leadership.

ASSOCIATION MEETINGS

4:30 pm–5:30 pm  
Nursing Section Executive Committee

5:30 pm–6:30 pm  
Rocky Mountain College Health Association Executive Committee  
Southern College Health Association Executive Committee  
Southwest College Health Association Executive Committee  
Administration Section Executive Committee  
Clinical Medicine Section Executive Committee  
Health Promotion Section Executive Committee  
Mental Health Section Executive Committee  
Pharmacy Section Executive Committee  
LGBTQ+ Health Coalition

Connected College Health Network Committee  
Best Practices for Sensitive Exams  
ACHA-NCHA Advisory Committee  
Leadership Institute Committee

6:45 pm–7:45 pm  
Central College Health Association Executive Committee  
Mid-America College Health Association Executive Committee  
Mid-Atlantic College Health Association Executive Committee  
New England College Health Association Executive Committee  
Advanced Practice Clinicians Section Executive Committee
Tickets are required for all pre-conference workshops, which are open to all meeting attendees (excluding spouses/partners).

**9:30 AM – 4:30 PM (FULL DAY)**

**Advisor Academy: Training for Advisors of Peer Health Education Groups**

After this session, attendees should be able to:

1. Identify models of peer education.
2. Discuss group development strategies.
3. Describe peer health education program operation procedures.
4. Discuss assessment and evaluation of peer health education programs.
5. Identify how to develop measurable learning outcomes.

*Presenter(s): Joleen Nevers, MAEd, CHES, CSE, CSES (University of Connecticut); Mandy Parente, MEd, CHES (University of Alabama at Birmingham); La’Tesha Hinton, MSPH, CHES, and Alicia Czachowski, EdD, MPH, CHES (Tulane University)*

**Hands-On Training for IUD Insertion**

After this session, attendees should be able to:

1. Describe how to counsel a patient on contraceptive options with emphasis on LARC.
2. Discuss how to anticipate and address common concerns after IUD insertion.
3. Describe how to insert an IUD.

*Presenter(s): Ann Laros, MD (University of Minnesota); Susan Ernst, MD (University of Michigan); RyoChong Choi-Pearson, MD (Ohio State University); Mary Landry, MD, FACOG (University of Wisconsin)*

**Structural Violence and Gun Violence in the United States**

After this session, attendees should be able to:

1. Describe disparities in gun violence deaths between white and black Americans.
2. Define structural violence.
3. Discuss the connection between structural violence and interpersonal gun violence in the United States.

*Presenter(s): Robert Winfield, MD (University of Kansas)*

**9:30 AM – 12:00 PM**

**Creating an Environment Where “Teamwork Makes the Dream Work”**

After this session, attendees should be able to:

1. Describe how to build a healthy, thriving leadership team within college health.
2. Identify ways to build a respectful, efficient, accountable, collaborative and healthy environment within your organization and departments.
3. Discuss how to spark participation in team building activities within your departments/clinics.

*Presenter(s): Jessica Brooks, BSN, and Sharon Bowden (University of Georgia)*

**Mastering Quality Improvement: AAAHC**

After this session, attendees should be able to:

1. Describe the components of a quality improvement program.
2. Identify the ten components of a quality improvement study.
3. Understand the difference between quality activities and quality improvement studies.

*Presenter(s): Joy Himmel, PsyD, PNHCNS-BC, LPC, NCC (Bodhi Counseling); Valerie Kiefer, DNP, MS, BSN (University of Connecticut)*

**1:30 PM – 4:30 PM**

**Addressing Implicit Bias in College Health Care**

After this session, attendees should be able to:

1. Discuss the role that implicit bias plays in affecting patient outcomes, especially quality and safety.
2. Cite common biases that interfere with history-taking and management of care.
3. Describe best practices for preventing bias in individual practice and in the healthcare setting more broadly.

*Presenter(s): Beth Kotarski, DNP, MSN, WHNP-BC, CRNP-PA (Carnegie Mellon University)*

**Hands-On Training for IUD Insertion**

After this session, attendees should be able to:

1. Describe how to counsel a patient on contraceptive options with emphasis on LARC.
2. Discuss how to anticipate and address common concerns after IUD insertion.
3. Describe how to insert an IUD.

*Presenter(s): Ann Laros, MD (University of Minnesota); Susan Ernst, MD (University of Michigan); RyoChong Choi-Pearson, MD (Ohio State University); Mary Landry, MD, FACOG (University of Wisconsin)*

**Creating an Environment Where “Teamwork Makes the Dream Work”**

After this session, attendees should be able to:

1. Describe how to build a healthy, thriving leadership team within college health.
2. Identify ways to build a respectful, efficient, accountable, collaborative and healthy environment within your organization and departments.
3. Discuss how to spark participation in team building activities within your departments/clinics.

*Presenter(s): Jessica Brooks, BSN, and Sharon Bowden (University of Georgia)*

**Mastering Quality Improvement: AAAHC**

After this session, attendees should be able to:

1. Describe the components of a quality improvement program.
2. Identify the ten components of a quality improvement study.
3. Understand the difference between quality activities and quality improvement studies.

*Presenter(s): Joy Himmel, PsyD, PNHCNS-BC, LPC, NCC (Bodhi Counseling); Valerie Kiefer, DNP, MS, BSN (University of Connecticut)*
**SUNDAY PRE-CONFERENCE WORKSHOPS**

1:30 PM – 4:30 PM (Cont.)

**Shoulder Essentials: Anatomy, History, Exam, Ultrasound, Injection, and Rehabilitation Workshop**

After this session, attendees should be able to:

1. Identify clinically relevant anatomy of the shoulder girdle.
2. Describe how to practice shoulder physical exam techniques.
3. Describe basic musculoskeletal ultrasound of the rotator cuff.
4. Describe sub-acromial shoulder injection.
5. Apply principles of rehabilitation, including pharmacotherapy.

*Presenter(s): David Edwards, MD, CAQSM, and Jennifer Mitchell, MD (Texas Tech University); Stephen Edwards, MD (Baylor College of Medicine/Texas Children's Hospital)*

**Primary Care College Mental Health: Foundations of Competent, Comprehensive, and Collaborative Psychiatric Care**

After this session, attendees should be able to:

1. Describe how to screen for common mental health conditions.
2. Describe how to diagnose mild-moderate psychiatric conditions.
3. Discuss the full range of treatments available for mild-moderate psychiatric conditions.
4. Identify common barriers to treatment adherence.

*Presenter(s): Lindsey Mortenson, MD, and Rachelle Wilcox, MD (University of Michigan); Ayesha Chaudhary, MD (Duke University); Alan Lorenz, MD (Rochester Institute of Technology); Ryan Patel, DO (Ohio State University)*

**Introduction to Medical Improv**

After this session, attendees should be able to:

1. Describe “yes-and” conversations.
2. Identify elements of status.
3. Identify emotion.

*Presenter(s): Katie Watson, JD (Feinberg School of Medicine, Northwestern University)*

**MINDSTRONG: An Evidence-Based Manualized Cognitive-Behavioral Skills Building Program to Decrease Depression and Anxiety in College Students**

After this session, attendees should be able to:

1. Discuss the state of mental health disorders in college-aged youth.
2. Describe the content in the seven sessions of the MINDSTRONG program.
3. Describe the body of evidence from the 16 previous studies that evaluated the efficacy of MINDSTRONG.
4. Describe the training necessary to implement the #MINDSTRONG Program.

*Presenter(s): Bernadette Melnyk, APRN-CNP, FAANP, FNAP, FAAN, and Jacqueline Hoying, PhD, RN (The Ohio State University)*

**Emergency Disaster Preparedness: A Partnership across Campus**

After this session, attendees should be able to:

1. Describe the major components that are involved in developing a disaster plan for an institution's student health services.
2. Explain steps to training staff and partners on skills necessary to effectively operate in an emergency/mass casualty setting.
3. Discuss the disaster drilling process, from planning a drill to delivering and evaluating a drill.
4. Define full scale exercises, which are the most complex, yet realistic aspects of emergency preparedness.

*Presenter(s): Christina Nulty, MD, Becky Ludolph, BSN, and Bobby Stevens, BSN (Illinois State University)*
SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 am–6:00 pm
Registration

7:30 am–8:45 am
Newcomers’ Orientation: Navigating the ACHA Annual Meeting
Is this your first ACHA Annual Meeting? If so, make sure you join us for this informal networking event. You’ll be surrounded by colleagues who are asking the same questions as you are. And there will be plenty of seasoned meeting veterans on-hand—those who remember what their first meeting was like—to help you make the most out of your meeting experience.

9:00 am–9:45 am
Orientation for Presiders and Facilitators
All presiders and facilitators are strongly encouraged to attend this orientation meeting. Details regarding your responsibilities—including resources for technical assistance—will be discussed.

9:00 am–10:00 am
Health Promotion Section Member Welcome Session
All Health Promotion Section members are invited to this bring-your-own-breakfast gathering. Whether you are brand new to ACHA or have been coming for years, this is an opportunity for you to relax and network with other members of the section. Participants will get an opportunity to meet and connect with other HP Section members from across the country.

Nursing Section Welcome Session
Nurses are invited to this bring-your-own-breakfast gathering following the ACHA Newcomers’ Orientation. The “Newcomers Toolkit,” which will help you understand what it means to be a college health nurse professional, will be unveiled! Participants will meet other nurses from around the country who may be attending for the first time or who are returning to another ACHA meeting. This Welcome to the Nursing Section will provide an opportunity to talk with the Nursing Section Executive Committee in a casual setting, and learn about ways you could become involved in ACHA.
Monday Events & Meetings (Cont.)

10:00 am–11:45 am
Opening General Session/Keynote Address
Join your colleagues to hear Keynote Speaker Jean Twenge, PhD. See Featured Events on page 5 for more information.

12:00 pm–1:00 pm
Students/Consumers Orientation
All students are encouraged to attend this orientation customized to meet the unique needs of students.

12:30 pm–1:15 pm
Industry-Sponsored Product Theaters
See Featured Events for more information.

2:15 pm–3:15 pm
ACHA Past Presidents’ Reception
All ACHA past presidents are welcome and encouraged to join the current ACHA Board of Directors at this reception. Light refreshments will be served.

5:45 pm–6:45 pm
HIPAA/Health Information Management Information Session
Discussion will include HIPAA and health information management, electronic records, coding, etc.

6:00 pm–9:00 pm
ACHA Celebrates 100 Years!
Come celebrate with your colleagues as we look back at the last 100 years of ACHA and forward to the next 100! Featuring the 2020 Award Recipients and Fellows! See Featured Events on page 5 for more information (times are subject to change). Name badges are required for all events.

   Reception: 6:00 – 7:00 pm
   Awards Ceremony: 7:00 – 8:00 pm
   Entertainment: 8:15 – 9:15 pm

ASSOCIATION MEETINGS

12:00 pm–1:00 pm
Administration Section
Advanced Practice Clinicians Section
Clinical Medicine Section
Health Promotion Section
Mental Health Section
Nursing Section
Nurse-Directed Health Services Section
Pharmacy Section

4:00 pm–5:00 pm
ACHA Leadership Meeting with Board of Directors

5:45 pm–6:45 pm
North Central College Health Association Executive Committee
Pacific Coast College Health Association Executive Committee
Campus Safety and Violence Coalition
Faculty and Staff Health and Wellness Coalition
Healthy Campus Coalition
Sexual Health Education and Clinical Care Coalition
Spirituality, Religion, and Student Health Coalition
Student Health Insurance/Benefits Plans Coalition
Historically Black Colleges and Universities (HBCU) Coalition
Sports Medicine Interest Group
Emerging Public Health Threats and Emergency Response Coalition

6:45 pm–7:45 pm
Health Information Management Coalition

Schedule subject to change.
ACHA 2020 Annual Meeting Preliminary Session Listing

**Monday General Sessions**

**10:00 AM - 11:30 AM**

**Keynote Address: iGen: Understanding the Smartphone Generation and Their Mental Health**

After this session, attendees should be able to:
1. Describe the trends toward adolescents growing up more slowly.
2. Describe the changes in mental health among teens after 2012 and their possible connection to the rise of technology.
3. List ways to manage technology use based on the research.

*Presenter(s): Jean Twenge, PhD (San Diego State University)*

**How to Improve EM Coding Through Chart Audits and Clinician Education**

After this session, attendees should be able to:
1. Describe their current ability to perform coding audits.
2. Discuss how to implement audit plan.
3. Describe how to form a training plan.

*Presenter(s): Shannon Kuykendall, CPC (University of Georgia)*

**E-cigarettes, Vaping, and Hookah: Dangerous Emerging Health Risks Among Young Adults**

After this session, attendees should be able to:
1. Explain why using electronic nicotine delivery systems is an emerging health crisis for young adults.
2. Describe the potential acute health problems from vaping and hookah smoking.
3. Discuss ways to incorporate conversations on vaping and e-cigarettes during health visits or through health center programs.

*Presenter(s): Nara Shin, MD (Princeton University)*

**1:30 PM - 2:30 PM**

**The ACHA-NCHA at 20, Part 1: A Look at Where We’ve Been**

After this session, attendees should be able to:
1. Identify trends in ACHA-NCHA II data (Fall 2008 – Spring 2019).
2. Explain progress made (or not made) on each of the Healthy Campus 2020 Objectives.

*Presenter(s): Mary Hoban, PhD, MCHES, and Christine Kukich, MS (American College Health Association)*

**Prioritizing Assessment, Evaluation, and Research in Health Promotion Practice**

After this session, attendees should be able to:
1. Differentiate the roles of research, assessment, and evaluation in health promotion practice.
2. Explain the importance of research in health promotion in higher education.

**Sexual Diversity on Campus: Distinguishing Between Consensual Sexual Behaviors and Reportable Title IX Behaviors**

After this session, attendees should be able to:
1. Identify three consensual sexual behaviors that are commonly confused with sexual violence.
2. List three strategies to have discussions with students about consensual sexual behaviors.
3. Discuss when consensual sexual behaviors may need to be reported to Title IX.

*Presenter(s): Heather Eastman-Mueller, PhD, CHES, CSES, FACHA (Indiana University); Joleen Nevers, MAEd, CHES, CSE, CHES (University of Connecticut); Sara Oswalt, MPH, PhD, CSE (University of Texas at San Antonio)*

**Mental Health Capacity Building Using EMDR, Part 1: Overview and Implementation Strategy**

After this session, attendees should be able to:
1. Identify EMDR as a tool to help manage capacity in a college counseling center.
2. Identify a way to implement EMDR.

*Presenter(s): D. Joyce Mojica, PsyD, CADC, and Elizabeth Ritzman, MS, Mdiv (Dominican University)*

**How to Improve EM Coding Through Chart Audits and Clinician Education**

After this session, attendees should be able to:
1. Describe their current ability to perform coding audits.
2. Discuss how to implement audit plan.
3. Describe how to form a training plan.

*Presenter(s): Shannon Kuykendall, CPC (University of Georgia)*

**E-cigarettes, Vaping, and Hookah: Dangerous Emerging Health Risks Among Young Adults**

After this session, attendees should be able to:
1. Explain why using electronic nicotine delivery systems is an emerging health crisis for young adults.
2. Describe the potential acute health problems from vaping and hookah smoking.
3. Discuss ways to incorporate conversations on vaping and e-cigarettes during health visits or through health center programs.

*Presenter(s): Nara Shin, MD (Princeton University)*
Monday General Sessions

1:30 PM – 2:30 PM (Cont.)

Building a Comprehensive, Sustainable Campus Suicide Prevention Program Using a Public Health Approach

After this session, attendees should be able to:
1. Describe the key elements of the Suicide Prevention Resource Center and Jed Foundation Comprehensive Suicide Prevention Model.
2. Describe successful comprehensive suicide prevention strategies implemented within college and university campuses representing diverse demographic characteristics.
3. Describe ways that the Garrett Lee Smith Campus Suicide Prevention Grant Program, the Suicide Prevention Resource Center, and the Jed Foundation Comprehensive Suicide Prevention Model assist and support campuses in building comprehensive campus suicide prevention initiatives.
4. Identify steps that may be taken to sustain a comprehensive suicide prevention program on a college campus.

Presenter(s): M. Dolores Cimini, PhD (University at Albany, SUNY)

Essential Roles of the Registered Nurse in College Health

After this session, attendees should be able to:
1. Describe the roles of the college health nurse with respect to the nursing process.
2. Compare current utilization of nurses at University of Florida with other universities.

Presenter(s): Elisabeth Powell, BSN, RN (University of Florida)

Skin and Soft Tissue Infection Treatment in the Age of Antibiotic Stewardship

After this session, attendees should be able to:
1. Describe the skin and soft tissue infections that affect the college-aged population.
2. Discuss appropriate antibiotic regimens for treating patients with skin and soft tissue infections while considering antibiotic stewardship.
3. Describe the options for and controversies related to treating skin and soft tissue abscesses.

Presenter(s): Andrew Guertler, MD (James Madison University)

Food Insecurity: Screening and Referral Through Student Health Services

After this session, attendees should be able to:
1. Describe the impact of food insecurity in the college setting.
2. Identify potential strategies and barriers to implementing a screening tool for food insecurity in the health services setting.
3. Discuss interventions for food insecurity and how to smoothly present and document resources without interrupting the flow of the health care visit.

Presenter(s): Jennifer Wiseman, MS, MSN, APN-C, CHWP, CTH® (Rutgers University)

An Interdisciplinary Approach to Meeting ACHA Healthy Campus 2020/2030 Objectives by Utilizing the Exercise is Medicine® on Campus Model

After this session, attendees should be able to:
1. Explain the EIM®OC initiative.
2. Identify interdisciplinary team to implement EIM®OC.
3. Discuss best practice strategies for EIM®OC success to meet ACHA/ NCHA II objectives.

Presenter(s): Adrienne Wald, EdD, MBA, RN, CNE, MCHES (Mercy College); Carena Winters, PhD, MPH, FACSM (Jacksonville University); Renee Heil, PhD (Florida Gulf Coast University)
Utilizing Motivational Interviewing to Help Support Behavior Change

After this session, attendees should be able to:

1. Discuss the specific application of motivational interviewing (MI) in the college health setting.
2. Describe the fundamental spirit of MI.
3. Identify practical guidelines for a specific application in the spirit of MI.
4. Describe their direct practice in and experience of this particular application.

Presenter(s): Mary Jo Desprez, MLIR (University of Michigan)

Mental Health Capacity Building Using EMDR, Part 2: Application and Cases

After this session, attendees should be able to:

1. Identify cases where EMDR can be applied.
2. Discuss cases where EMDR was utilized.

Presenter(s): D. Joyce Mojica, PsyD, CADC, and Elizabeth Ritzman, MS, Mdiv (Dominican University)

Partnering College Health with Academic Career Immersion

After this session, attendees should be able to:

1. Discuss how to create career integration development by utilizing advanced practice nursing student to enhance services in student health centers.

Presenter(s): Rachelle Wilcox, MD, MPH, Diana Parrish, LMSW, and Monique Steel, MSN, WHNP-BC, RN (University of Michigan)
3:00 PM – 4:00 PM (Cont.)

Just Say Know: Developing a Peer-Led and Harm Reduction Focused Drug Education Program

After this session, attendees should be able to:
1. Describe harm reduction.
2. Identify ways they can practice harm reduction on their campus.
3. Discuss ways students can be involved in the development of a harm reduction program.

Presenter(s): Vilmarie Fraguada Narloch, PsyD (Students for Sensible Drug Policy)

Kind Mind: Encouraging Self-Compassion

After this session, attendees should be able to:
1. Discuss the demands placed on students that cause self-criticism.
2. Discuss the impact of self-criticism on positive well-being.
3. Define self-compassion and the benefits of practicing self-compassion.
4. Identify ways to incorporate self-compassion into working with students and colleagues.

Presenter(s): Rebecca Rampe, PsyD, LP, HSP-P (University of North Carolina Wilmington)

Nutrition and the Student-Athlete

After this session, attendees should be able to:
1. Discuss the change in terminology from Female Athlete Triad (FAT) to Relative Energy Deficiency in Sport (RED-S).
2. Review the new criteria for RED-S and treatment options.

Presenter(s): Jessica Higgs, MD (Bradley University); Jocelyn Gravlee, MD (University of Florida); Kyle Goerl, MD (Kansas State University); Jean Perez, MD, ATC (Goucher College); Catherine O’Neil, MD (Bucknell University)

TB on Campus: Know Your Risk

After this session, attendees should be able to:
1. Identify the possibility of TB among international students from high risk areas around the world.
2. Explain the difference between active and latent TB.
3. Explain current treatment guidelines.

Presenter(s): Catherine Healy Sharbaugh, DNP, RN, FNP (Lehman College), Douglas Weigelt, MPH, and Argie Figueroa, MSc (Centers for Disease Control and Prevention)

Optimizing the Use of Data for Public Health and Clinical Decision Making

After this session, attendees should be able to:
1. Identify different sources of data that can be used.
2. List different tools and resources to extract and analyze data.
3. Explain how to make data visible and accessible to lay individuals and create a data-curious culture.
4. Discuss potential new ways to collect, analyze, and utilize data to enhance practices and student wellbeing.

Presenter(s): Brittany Boyer, PhD, and Susan Hochman, MPH, CHES, FACHA (University of Texas at Austin)

4:30 PM – 5:30 PM

Moving from Assumptions to Authentic Conversations in Sexuality Education and Sexual Violence Response

After this session, attendees should be able to:
1. Describe two judgements that impact comprehensive sexuality education.
2. Discuss how practitioners can bring their authentic self in their work with students.
3. Discuss three approaches practitioners can engage with students positively in vulnerable conversations.

Presenter(s): Joleen M. Nevers, MAEd, CHES, CSE, CSES (University of Connecticut); Ashleigh Haia, MSW, LCSW (Babson College)

Just Say Know: Developing a Peer-Led and Harm Reduction Focused Drug Education Program

After this session, attendees should be able to:
1. Describe harm reduction.
2. Identify ways they can practice harm reduction on their campus.
3. Discuss ways students can be involved in the development of a harm reduction program.

Presenter(s): Vilmarie Fraguada Narloch, PsyD (Students for Sensible Drug Policy)

Kind Mind: Encouraging Self-Compassion

After this session, attendees should be able to:
1. Discuss the demands placed on students that cause self-criticism.
2. Discuss the impact of self-criticism on positive well-being.
3. Define self-compassion and the benefits of practicing self-compassion.
4. Identify ways to incorporate self-compassion into working with students and colleagues.

Presenter(s): Rebecca Rampe, PsyD, LP, HSP-P (University of North Carolina Wilmington)

Nutrition and the Student-Athlete

After this session, attendees should be able to:
1. Discuss the change in terminology from Female Athlete Triad (FAT) to Relative Energy Deficiency in Sport (RED-S).
2. Review the new criteria for RED-S and treatment options.

Presenter(s): Jessica Higgs, MD (Bradley University); Jocelyn Gravlee, MD (University of Florida); Kyle Goerl, MD (Kansas State University); Jean Perez, MD, ATC (Goucher College); Catherine O’Neil, MD (Bucknell University)

TB on Campus: Know Your Risk

After this session, attendees should be able to:
1. Identify the possibility of TB among international students from high risk areas around the world.
2. Explain the difference between active and latent TB.
3. Explain current treatment guidelines.

Presenter(s): Catherine Healy Sharbaugh, DNP, RN, FNP (Lehman College), Douglas Weigelt, MPH, and Argie Figueroa, MSc (Centers for Disease Control and Prevention)

Optimizing the Use of Data for Public Health and Clinical Decision Making

After this session, attendees should be able to:
1. Identify different sources of data that can be used.
2. List different tools and resources to extract and analyze data.
3. Explain how to make data visible and accessible to lay individuals and create a data-curious culture.
4. Discuss potential new ways to collect, analyze, and utilize data to enhance practices and student wellbeing.

Presenter(s): Brittany Boyer, PhD, and Susan Hochman, MPH, CHES, FACHA (University of Texas at Austin)

Moving from Assumptions to Authentic Conversations in Sexuality Education and Sexual Violence Response

After this session, attendees should be able to:
1. Describe two judgements that impact comprehensive sexuality education.
2. Discuss how practitioners can bring their authentic self in their work with students.
3. Discuss three approaches practitioners can engage with students positively in vulnerable conversations.

Presenter(s): Joleen M. Nevers, MAEd, CHES, CSE, CSES (University of Connecticut); Ashleigh Haia, MSW, LCSW (Babson College)
**Introducing the Clinical Load Index (CLI) – A New Metric for Guiding Staffing of Counseling Centers**

After this session, attendees should be able to:

1. Explain the history and problems with prior staffing guidance for mental health/counseling centers.
2. Describe the ingredients needed to create a comparable metric and how to calculate the CLI.
3. Describe how the sample of 450 centers was developed.
4. Discuss how to use the online tools provided by the CLI.

**Presenter(s): Ben Locke, PhD (Pennsylvania State University); Sharon Mitchell, PhD (University of Buffalo); David Reetz, PhD, MA (Rochester Institute of Technology)**

**Transitioning to College with a Chronic Illness or Complex Disability**

After this session, attendees should be able to:

1. Describe a model at a university that focuses on students with disabilities and measuring their success as a college student.
2. Describe a pre-planning process that helps to foster success for students with healthcare issues.
3. Identify next steps at their own universities and colleges to support incoming students with chronic illnesses and/or complex disabilities.

**Presenter(s): Julie Martindale, MSN, RN, NEA-BC, Elizabeth Watson, LP, and Debbie Reuter (University of Wisconsin-Whitewater)**

**Increasing Pharmacy Efficiency and Patient Engagement via Technology**

After this session, attendees should be able to:

1. Describe the technological needs of Generation Z patients.
2. Identify areas for technology enhancements.
3. Define ways to enhance care delivery.
4. Discuss ways to reduce pharmacy inefficiencies.

**Presenter(s): Melvin Fenner, MBA, PhD, and Brian Aubry, BS (The University of Illinois at Urbana-Champaign)**

**Creating Cultures of Health and Wellbeing: Insights and Lessons Learned**

After this session, attendees should be able to:

1. Discuss the strengths and challenges of an approach to student learning through a lens of well-being.
2. Identify ways to collaborate across institutional silos to foster a culture of well-being.
3. Develop skills to support well-being across personal, institutional, cultural, political, and environmental spheres.

**Presenter(s): Stacy Connell (Georgia Tech); Karina Knutson, MHP (University of North Dakota); Marci Iverson, MS (Viterbo University); Darcie Burde, MA (University of Florida)**

**The Role of Complementary Therapies in Building a Healthier University Community**

After this session, attendees should be able to:

1. Define complementary health therapies.
2. Discuss strategies for implementation in a college setting.
3. Identify challenges of implementing complementary therapies.

**Presenter(s): Ebonie Parris, MPH, CHES, IWLC (Florida International University)**

**Type 7 Adenovirus: Stories and Strategies from the Front Lines**

After this session, attendees should be able to:

1. Describe clinical signs and manifestations of Type 7 adenovirus.
2. Describe clinical microbiology of adenovirus infection in humans.
3. Identify risk factors for severe adenovirus disease.
4. Discuss outbreak management.

**Presenter(s): Lindsey Mortenson, MD, Janice Farrehi, MD, Robert Ernst, MD (University of Michigan); James Jacobs, MD, PhD (Stanford University)**

**4:30 PM – 5:30 PM (Cont.)**

**Introducing the Clinical Load Index (CLI) – A New Metric for Guiding Staffing of Counseling Centers**

**Increasing Pharmacy Efficiency and Patient Engagement via Technology**

**Creating Cultures of Health and Wellbeing: Insights and Lessons Learned**

**The Role of Complementary Therapies in Building a Healthier University Community**

**Type 7 Adenovirus: Stories and Strategies from the Front Lines**
TUESDAY
EVENTS,
MEETINGS,
& GENERAL SESSIONS

SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 am—4:00 pm
Registration

7:00 am
Opening Breakfast

7:00 am—4:00 pm
Exhibits and Posters
Visit more than 85 exhibitors and peruse more than 50 posters on display in the Exhibit Hall.

7:00 am—8:00 am
College Health and Wellness Consulting
Discussion will include benefits of external reviews from seasoned veterans in college health.

Faith-Based Fellowship
Discussion will include topics of interest to attendees from faith-based schools and/or individuals of faith, including resources and special interest issues.

HBCU Open Meeting
Discussion will include topics of interest to attendees from historically black colleges and universities (HBCU).

Travel Health Coalition Special Meeting
Please join us again this year for an informal gathering to meet and talk with Kristina Angelo DO, MPH&TM of CDC’s Traveler’s Health Branch! Dr. Angelo is a medical officer and epidemiologist who has a keen interest in the health of traveling students, and is actively engaged in research related to this population. As our ACHA-CDC Travel Health liaison, she welcomes the opportunity to discuss our interests and concerns regarding Student Travel Health! Please contact Catherine Ebelke PA-C, Travel Health Coalition Chair, if you have any questions!

Open Meeting for Directors of Integrated Wellness Centers
The benefits and challenges of an Integrated Wellness Center are numerous and unique. Join the discussion and sharing of ideas with directors who have similar responsibilities.
8:00 am–5:15 pm
Aspire: ACHA Mentoring
See Featured Events for more information.

12:00 pm–1:15 pm
Registered Dietitians Networking Hour
Discussion will include mutual areas of interest among fellow dietitians in providing care to students.

Health Promotion Section Research Committee
The Health Promotion Research Committee has been reviewing the Health Promotion needs assessment and evaluating member needs and priorities related to research, assessment, and evaluation. The Committee is currently conducting a research project to explore where health promotion practitioners view the role of research, assessment, and evaluation in the current and future climate of higher education. Current members and individuals who would like to learn more about the current project and ways to be involved are invited to bring their lunch for this meet and greet discussion.

12:45 pm–1:30 pm
Industry-Sponsored Product Theaters

5:30 pm–6:30 pm
Psychiatry Fellowship
Connect with fellow psychiatrists to discuss mutual areas of interest in providing psychiatric care to students.

ASSOCIATION MEETINGS
7:00 am–8:00 am
JACH Consulting Editors’ Breakfast

12:15 pm–1:15 pm
Central College Health Association
Mid-America College Health Association
Mid-Atlantic College Health Association
New England College Health Association
New York State College Health Association
North Central College Health Association

Ohio College Health Association
Pacific Coast College Health Association
Rocky Mountain College Health Association
Southern College Health Association
Southwest College Health Association

5:30 pm–6:30 pm
Vaccine-Preventable Diseases Advisory Committee

5:45 pm–6:45 pm
Travel Health Coalition
**ACHA CAFE SESSIONS**

The ACHA Café sessions are intended to provide opportunities for more focused dialogue around some of the most pressing issues in our field or to engage in networking, strategic planning, and professional development activities.

---

**8:00 AM – 9:00 AM**

**The Impact of the Mental Health Crisis on Medical Services: Exploring Emerging Upstream Models and the Primary Care Contribution**

After this session, attendees should be able to:

1. Define the scope of the mental health crisis on college campuses across the United States.
2. Describe the philosophy and principles that underscore primary care, population health, and upstream models.
3. Discuss changes to mental health delivery at each of our institutions and the impact of these changes on medical services.
4. Identify emerging models of primary care and population health that have the potential to improve access to mental health at college health centers.

**Presenter(s):** Anne Jones, DO, MPH (Cornell University); Adam Pallant, MD (Brown University); Ann Bracken, MD, PhD (Dartmouth College); Vanessa Stoloff, MD (University of Pennsylvania); Brenda Aiken, MD, FACP (Columbia University)

**Allergy Q&A: The Latest and Greatest on Types, Indication, Effectiveness, and Safety**

After this session, attendees should be able to:

1. Describe the indication for allergy immunotherapy (AIT) and effects of AIT.
2. Describe mechanism and different types of AIT.
3. Describe safety considerations and management of adverse reactions.

**Presenter(s):** S. Shahzad Mustafa, MD (Rochester Regional Health System)

**Faculty and Staff Well-Being on Your Campus: Roundtable Discussions on Key Components**

After this session, attendees should be able to:

1. Discuss building capacity for employee wellness on their campus.
2. Discuss using data to inform leadership and program decision making.
3. Identify gaps and trends in employee wellness at universities.

**Presenter(s):** Holly Levin, MPH, MCHES (Boise State University); Faith DeNardo, PhD, CHES (Bowling Green State University); Margaret O’Brien, MSW (University of South Carolina); NikkI Brauer, MS, CWPM, COEE (Illinois State University); Lori DeWald, EdD, ATC, MCHES, F-AAHE (Walden University)

**Getting Published in the Journal of American College Health**

After this session, attendees should be able to:

1. Describe the process for submitting a manuscript through Manuscript Central.
2. Define common shortcomings of scientific journal submissions and how to avoid them.

**Presenter(s):** Teri Aronowitz, PhD, APRN, FNP-BC, FAAN (University of Massachusetts, Boston)

---

**Mental Health Forum: Building Capacity in Counseling Services**

After this session, attendees should be able to:

1. Define the scope of the problem.
2. Identify the importance of providing timely access to care.
3. List a variety of strategies which can be implemented to meet the growing demand for services and deliver timely quality care.

**Presenter(s):** Alan Lorenz, MD (Rochester Institute of Technology); Ben Locke, PhD (Penn State University)

---

**Discussion Groups**

(no CE credit available)

Meet with small groups of up to 10 of your colleagues for informal discussions on one of the topics listed below. Each table will have a designated facilitator to guide the conversation.

- Diversity, Equity, and Inclusion
- Aspiring AVPs/Career Development
- ACHA Strategic Planning

Those who have registered for the meeting will receive a Room Usage Survey where you can indicate your interest in a particular topic. While this will not guarantee you a seat at the table, it will allow us to plan for the appropriate number of tables.

---

Schedule subject to change.
GENERAL SESSIONS

9:30 AM – 10:30 AM

The Decision to Bill Insurance in Addition to the SHIP: Lessons Learned
After this session, attendees should be able to:
1. Identify factors that impact a transition to insurance billing.
2. Identify feedback loops to maintain successful billing.
3. Compare financial, billing and provider productivity data.
Presenter(s): Shannon Kuykendall, CPC, and Jennifer Swails, MBA (University of Georgia)

Rashes That Walk in on Friday Afternoon
After this session, attendees should be able to:
1. Identify common and uncommon rashes that are seen in a college student health clinic.
2. Identify rashes that require immediate action.
3. Identify rashes based on morphology, anatomic distribution, timing, and associated symptoms.
4. Describe treatments for rashes.
Presenter(s): Philip Spotts, MD (Duke University)

Advancing the Use of Long-Acting Reversible Contraception (LARC) in College Health Centers
After this session, attendees should be able to:
1. Describe the key advantages, disadvantages and primary eligibility criteria of the LARC methods relevant to university students.
2. Discuss how a web-based LARC consultation service implemented at a university health center improved LARC access and reduced appointment barriers.
Presenter(s): Melanie Deal, MSN, FNP-BC, WHNP-BC, and Eleanor Kim, MD (University of California, Berkeley)

The Next Innovation in College Health: Infrastructure for Health Promotion using a Collective Impact Framework
After this session, attendees should be able to:
1. Differentiate prevention from health education and health promotion as processes to achieve public health outcomes.
2. Describe the Collective Impact Framework as a scaffolding for health promotion.
3. Discuss population-level health key performance indicators for their campus.
4. Discuss work culture, success measures, staffing, technology and facilities.
Presenter(s): Paula Swinford, MS, MHA, F-ACHA, Oliver Tacto, MSW, MPH, DSW, Sarah Van Orman, MD, MMM, F-ACHA, and Amanda Vanni, MPH, EdD (University of Southern California)

Transgender Students: Sleep, Suicidality, and Campus Climate
After this session, attendees should be able to:
1. Describe the psychiatric conditions most commonly associated with transgender students.
2. Identify the general health disparities between transgender and cisgender students.
3. Discuss transgender affirming campus policies.
4. Identify the most common sleep complaints of transgender students.
Presenter(s): Shelley Hershner, MD, Erica Jansen, PhD (University of Michigan); Mary Hoban, PhD (American College Health Association)

Adapting to Racial, Demographic and Language Changes at a South African University
After this session, attendees should be able to:
1. Explain the historic nature of the environment for students and staff at Stellenbosch University, South Africa.
2. Describe in what ways that environment has been compelled to change over the last 25 years.
3. Discuss how to provide flexible and adaptable primary health care service to meet the needs of a changing campus.
Presenter(s): Craig Thompson, MBChB, MPhil (Stellenbosch University)

Implementing the Requirements for Immunizations at a Large Public University
After this session, attendees should be able to:
1. Describe the rationale for requiring students to be immunized.
2. Describe key steps in implementing a university policy requiring student immunization.
3. Discuss high-risk groups that warrant special attention.
Presenter(s): Victoria Wulsin, MD, DrPH, and Kim Miller, MD (University of Cincinnati)
Implementation of an Asymptomatic Sexually Transmitted Infections Clinic

After this session, attendees should be able to:

1. Describe complications of untreated asymptomatic sexually transmitted infections.
2. Describe the benefits of implementing an asymptomatic sexually transmitted infections clinic in student health services.
3. List the elements necessary to implement an asymptomatic sexually transmitted infections clinic in student health services.

Presenter(s): Marta Diaz-Pupek, DO, FAAP, FACOP, Kathleen Dolan, MSN, RN, and Natalie Brewer, BSN, RN (Rowan University)

Collaborative Approaches to Opioid Overdose Prevention and Naloxone on College Campuses

After this session, attendees should be able to:

1. Describe the rationale for opioid overdose prevention efforts on college campuses.
2. Discuss the quantitative and qualitative data guiding the development and implementation of a campus-based opioid program.
3. Describe the process of developing, implementing, and evaluating an opioid education and naloxone training program on college campuses.
4. Review findings from the opioid education and training (Naloxone) program.

Presenter(s): Michael McNeil, EdD, CHES, FACHA, Melanie Bernitz, MD, MPH, Bonnie Li, MS (Columbia University); Bennett Dougherty, PharmD, BCPP, BCPP, Amanda Mogul, PharmD, BCPP, and William Eggleston, PharmD, DABAT (Binghamton University)

Schedule subject to change.
The Happiness Workbook: Creating a Guided Behavior Change Workbook for Student Well-Being

After this session, attendees should be able to:
1. Describe a well-being workbook.
2. Identify creative and collaborative process.
3. Describe how to apply a workbook to campus.

Presenter(s): Morgan Lavender, Katie Gordon, MAEd, and Nicole Blakesley, PsyD (University of Colorado Colorado Springs)

Advocacy for Young Adults with Chronic Diseases in College and Beyond

After this session, attendees should be able to:
1. Define what independence means for chronically ill students as they enter college.
2. Describe how colleges and related stakeholders can support young adults with chronic conditions.
3. Discuss different challenging advocacy scenarios chronically ill students may encounter as they progress through college.

Presenter(s): Sneha Dave (Health Advocacy Summit/Indiana University)

Going Beyond the 5 P’s: Importance of Taking an Inclusive Sexual Health History in College Health

After this session, attendees should be able to:
1. Differentiate between sex assigned at birth, gender identity, and sexual orientation.
2. List the elements of an inclusive sexual health history.
3. Describe how an inclusive sexual health history guides care, screenings and exams based on sexual behaviors and not gender identity or sexual orientation.

Presenter(s): Michelle Schramm, DNP, APN, WHNP-BC (Princeton University)

Behavior Change Theories 101: Increasing Your Health Promotion Program’s Likelihood of Success

After this session, attendees should be able to:
1. Explain the importance of using behavior change theory in the design of health promotion programs.
2. Explain the most commonly used behavior change theories.
3. Describe how to apply behavior change theories to campus health promotion initiatives.

Presenter(s): Sarah Menefee, MPH, CHES (The College of William & Mary); Alyssa Lederer, PhD (Tulane University)

Merging Recreational Sports and Wellness Programs to Better Serve the University Community

After this session, attendees should be able to:
1. Discuss the motive behind moving wellness programs to the division of recreational sports.
2. Identify the models/theories and practices that are integral to recreation and wellness programs.
3. Identify how their campus structure can integrate to a similar model like Purdue’s Division of Recreation and Wellness.
4. Describe the challenges and opportunities that they will face with this new model.

Presenter(s): Tammy Loew, MA, and Will Evans, MS (Purdue University)

Eliminating Gaps and Building Bridges

After this session, attendees should be able to:
1. Describe how to build stronger coalitions within their campus community to respond to sex-based misconduct.
2. Describe how to build stronger coalitions within their campus community to prevent sex-based misconduct.
3. Define the gaps in response for parties involved in a situation.
4. Explain how to increase the coordination and consistency of communication across campus.

Presenter(s): Melissa Kelley, EdD, CHES (Union College); Jennifer Jacobsen, MA, MPH (Grinnell College)
AAAHC Accreditation Process: A Panel Discussion with Seven Accredited Universities

After this session, attendees should be able to:

1. Describe why AAAHC accreditation is valuable to a college health center.
2. Discuss participants’ questions about accreditation.
3. Identify valuable support resources for preparing for accreditation.

Presenter(s): Erica Bumpurs, AAS, Robert Williams, MD (Sam Houston State University); Marcie Thompson, MBA (Oregon State University); Kevin Readdean, MSeD, LMHC (Rensselaer Polytech Institute); Deborah Beck, MPA, EdD, FACHA (University of South Carolina); Nancy Dover, MSN, APRN, FNP-BC, CEN (Lamar University); Yvonne Medrano, (The University of Texas at Arlington)

Collegiate Anxiety and Depression: Prevention, Treatment, and Resources

After this session, attendees should be able to:

1. Describe symptoms of anxiety and depression.
2. Identify treatment of symptoms of anxiety and depression.
3. Discuss diversity issues impacting collegiate mental health.
4. Identify mental health resources to disseminate to students.

Presenter(s): Janelle Jones, MSN, APRN, PMHNP-BC (University of Minnesota)

Barriers and Solutions to Implementing Motivational Interviewing in the University Setting

After this session, attendees should be able to:

1. Describe the key concepts of motivational interviewing (MI).
2. Identify research on mental health concerns that can improve on MI.
3. Become familiar with barriers and challenges to MI.
4. Identify possible solutions to barriers and solutions encountered when implementing MI.

Presenter(s): Jennifer Haywood, MSW (Haywood Counseling & The Ohio State University)

Managing Concussion on a College Campus: A Public Health Approach

After this session, attendees should be able to:

1. Describe a concussion management plan for a college campus in order to facilitate improved patient outcomes in returning to cognitive and physical activity through an interdisciplinary approach.
2. Identify campus resources to facilitate appropriate return to learn strategies for students following concussion.
3. Discuss targeted rehabilitation strategies following concussion in a campus health or wellness environment.
4. Identify opportunities to impact wellness and health related quality of life around concussion injuries on a college campus.

Presenter(s): Brian Vesci, DAT, MA, ATC (Northwestern University); Jennifer Knerr, MS, LAT, ATC, and Lena Newlin, MPH, CHES (University of Wyoming)

Promoting Mental Health and Wellbeing of Students of Color: Cultivating a Culture of Care, Resiliency, and Thriving

After this session, attendees should be able to:

1. Describe specific recommendations for colleges and universities in the Equity in Mental Health Framework.
2. Discuss implementation of a program to meet mental health needs of students of color outside of traditional therapy.
3. Describe how to develop an action plan for supporting and promoting the mental health of students of color on campus.

Presenter(s): Kiera Walker, MA, ALC, NCC (University of Alabama at Birmingham); April Coleman, MA, and Herbert Wilkerson, MS (University of Alabama at Birmingham)

Roundtable Session: Leadership Development for New and Mid-Career Employees

After this session, attendees should be able to:

1. Describe 3-5 practical strategies to navigate college health.
2. Discuss strategies to succeed in a job search for upward mobility.
3. Identify time management techniques that are helpful when moving into a management role or the work-load increases.

Presenter(s): Shawnte Elbert, EdD (Central Washington University); Sislena Ledbetter, EdD (Western Washington University); Charla Blumell, EdD (University of North Carolina at Chapel Hill)
1:45 PM – 3:15 PM (Cont.)

**Preventing the Flu Through Experiential Learning and Collaboration**

After this session, attendees should be able to:

1. Describe benefits of cross-divisional collaboration.
2. Describe project utilization as a clinical experience.
3. Identify how to replicate this model on their campus.

*Presenter(s): Justin Sharpe, MPH, CHES, Jean Hanson, RN, MPH, Michelle Hartman, DNP, RN, CPNP, and Jacquelyn McMillan-Bohler, PhD, BSN, MSN (Duke University)*

**Creating and Fostering an Immunization Community on Your Campus**

After this session, attendees should be able to:

1. Discuss the 2019 Adult Immunization Schedule, highlighting those immunizations particularly relevant to healthcare professional servicing colleges and/or universities.
2. Discuss three immunization initiatives at our university that contribute to our immunization community.

*Presenter(s): Sheila Allen, PharmD, Marlowe Djuric Kachlic, PharmD, Kathy Lee-Mosio, PharmD, and Rebecca Mischak, MSN, APRN/CPNP, COHN-S/CM (University of Illinois at Chicago)*

**PAWS: Pet Away Worry and Stress: An Animal-Assisted Interactions Program**

After this session, attendees should be able to:

1. Describe the overall benefits participants can experience from animal-assisted interactions (AAI).

**When a College Student Refuses Life-Sustaining Medical Treatment: Ethical Considerations for the College Health Clinician**

After this session, attendees should be able to:

1. Describe two ethical decision-making principles for the under 18 age group.
2. Describe ethical guidelines for decision-making in those 18 and older.
3. Describe cultural considerations that might modify autonomy as an overriding standard for medical decision-making.
4. Describe the role of specialty medical organizations with regard to ethical practice guidelines.

*Presenter(s): Eleanor Davidson, MD, MA (Case Western Reserve University)*

**Student Health Data on Japanese and U.S. Colleges and Universities – A Joint Session of JUHA and ACHA**

After this session, attendees should be able to:

1. Compare the nature of college health services in Japan and the U.S. (primarily focused on Japan) and how the partnership between JUHA and ACHA contributes to the field of college health.

**Developing Equity Advancing Campus Health Promotion Processes and Practices**

After this session, attendees should be able to:

1. Describe the Equity-Minded Framework.
2. Identify the five constructs of the Equity-Minded Framework.
3. Apply the Equity-Minded Framework to their health promotion processes.

*Presenter(s): Alicia Battle, PhD, MCHES (Tulane University)*

**Student Health Data on Japanese and U.S. Colleges and Universities – A Joint Session of JUHA and ACHA**

After this session, attendees should be able to:

1. Describe examples of “Health Data on Campus” relating infection control including measles, rubella, and tuberculosis.
2. Describe the “Creation of Evidence-Based Health Checkup on Campus.”

*Presenter(s): Mayumi Yamamoto, MD, PhD, MBA (Gifu University); Hirokazu Yokoyama, MD, PhD (Keio University); Taku Iwami, MD, PhD (Kyoto University); Hiroshi Ishiguro, MD, PhD (Nagoya University); Kim Webb, MEd (Washington University in St. Louis)*
3:45 PM – 5:15 PM

Primary Eye Care in a University Setting

After this session, attendees should be able to:

1. Describe identification, treatment, and referral for common forms of red eye.
2. Identify common ocular side effects.
3. Describe how to differentiate, explain and refer for headaches related to eye strain.
4. Describe how to identify, explain, and refer for systemic disease of the eye.

Presenter(s): Andrea Bethel, OD, ABO (Georgia Southern University)

An Intradepartmental Research-Practice Partnership

After this session, attendees should be able to:

1. Explain the benefits of an intradepartmental research-practice partnership in student health.
2. Compare different funding opportunities for a student health research office.
3. Discuss how to build a diverse, innovative, interdisciplinary research team.
4. Describe the potential roles of student researchers in the field of collegiate health.

Presenter(s): Kelli Agrawal, MPH, TTS, Casey Rayfield, and Tatiana Maser, BSc (University of Florida)

Tuberculosis on Campus: How Universities Can Respond and Be Proactive

After this session, attendees should be able to:

1. Describe methods for screening and treating tuberculosis disease and LTBI on campus.
2. Define role of local health department in contact investigations for tuberculosis disease on campus.
3. Discuss how to assess policies on tuberculosis screening for students on campus.

Presenter(s): Jodi Egeland, FNP, PMHNP (Minnesota State University, Mankato); Jessica Elofson, RN, PHN (Blue Earth County Public Health)

The Color of Drinking Survey: Addressing Alcohol Prevention and Campus Racial Climate Through Systematic Data

After this session, attendees should be able to:

1. Describe two secondhand community impacts of high-risk alcohol usage in college students.
2. Identify at least three different campus and unit data sources.
3. Describe at least one population prevention strategy to address the secondhand impacts to high-risk drinking.

Presenter(s): Reonda Washington, MPH, CHES, and Agustina Marconi, MD, MPH (University of Wisconsin-Madison)

Overcoming Barriers to Implementing Dialectical Behavior Therapy (DBT) in the University Setting

After this session, attendees should be able to:

1. Describe key concepts of DBT.
2. Identify research on mental health concerns that can improve with DBT.
3. Discuss barriers and challenges to implementing DBT.
4. Identify potential solutions to barriers and challenges encountered when implementing DBT.

Presenter(s): Nerine Tatham, MD (Duke University)

Transitioning from Practitioner to Manager: Are You the Future of College Health Leadership?

After this session, attendees should be able to:

1. Differentiate the responsibilities or expectations between practitioner and administrator roles.
2. Identify skills that can be beneficial in a leadership role.
3. Discuss the challenges that come with moving into leadership.
4. Identify solutions and resources to challenges of moving into leadership.

Presenter(s): Alicia Baker, MA, MPH, CHES (University of Florida)
How to Provide Competent and Sensitive Health Care to College Students of Jewish Orthodox, Asian, and Muslim Heritage

After this session, attendees should be able to:
1. Explain some of unique practices of Orthodox Jews.
2. Identify strategies that promote competent and sensitive care to Orthodox Jewish students.
3. Identify cultural challenges of the Asian American students in colleges and universities.
4. Identify strategies to promote culturally competent care tailored towards students of Islamic background.

Presenter(s): Stella Wohlfarth, FNP-C, MSN, RN-BC, and Tracy Espinosa, FNP-C, MSN (Whittier College); Kartika Budiman, FNP-C (Pacific Pulmonary Medical Group)

Emergency Preparedness: Strategic National Stockpile and Medical Countermeasures

After this session, attendees should be able to:
1. Describe the assets of the Strategic National Stockpile.
2. Discuss the roles and responsibilities for healthcare and community members in preparedness challenges related to a medical countermeasures event.
3. Define a Point of Dispensing used in a medical countermeasures event.

Presenter(s): Vee Ann Carter, RN (TEEX-National Emergency Response and Recovery Training Center)

Using Needs Assessments to Create Collective Impact

After this session, attendees should be able to:
1. Discuss existing assessments and/or ways to gather campus data to identify the top concerns of the campus community.
2. Explain the Campus Health Needs Assessment (CHNA) process used at UChicago and how they arrived at the top three needs.
3. Describe the action teams developed (including goals and strategies) around the top needs.
4. Discuss ways in which other campuses can implement similar structures to create collective impact.
5. Explain next steps and lessons learned.

Presenter(s): Julie Edwards, MHA (The University of Chicago)

Mindful Self-Care for College Health Professionals

After this session, attendees should be able to:
1. Define mindfulness as it relates to stress management and self-care.
3. Identify short- and long-term strategies for dealing with day-to-day stress.

Presenter(s): Ted Coleman, PhD, CHES, MS, APCC (California State University, San Bernardino)

The ACHA-NCHA at 20, Part II: A Look at Where We’re Headed

After this session, attendees should be able to:
1. Describe new measures added to the ACHA-NCHA III.
2. Explain reliability and validity of the ACHA-NCHA III.
3. Discuss findings from the Fall 2019 ACHA-NCHA III implementation.

Presenter(s): Mary Hoban, PhD, MCHES (American College Health Association); Alyssa Lederer, PhD, MCHES (Tulane University)
SPECIAL EVENTS AND ADJUNCT MEETINGS

7:00 am–5:00 pm
Registration

7:00 am
Continental Breakfast with Exhibitors

7:00 am–4:00 pm
Exhibits and Posters
Visit more than 85 exhibitors and peruse more than 50 posters on display in the Exhibit Hall.

7:00 am–8:00 am
Rising Leader Coffee Hour
Speak with current ACHA leaders about their roles within ACHA, and learn how you can get more involved with the association.

Lookout Mountain Group

12:15 pm–1:15 pm
Dorosin Memorial Lecture
See Featured Events for more information. (Note that you may bring a lunch with you.)

Pharmacy Section Gathering
Bring your lunch and talk with your colleagues about current issues in college health pharmacy.

6:00 pm–6:45 pm
Assembly of Representatives
If you are a qualified voting member of ACHA, plan to attend the 2020 Assembly of Representatives and help shape the governance of ACHA by voting on recommended bylaws amendments. You’ll also hear reports from the ACHA CEO and treasurer, plus the ACHF Chair. In addition, Kim Webb, incoming ACHA President, will give an address.

ASSOCIATION MEETINGS

12:15 pm–1:15 pm
Students/Consumers Section

9:00 pm–10:00 pm
AA/Al Anon Open Meeting
ACHA CAFE SESSIONS

The ACHA Café sessions are intended to provide opportunities for more focused dialogue around some of the most pressing issues in our field or to engage in networking, strategic planning, and professional development activities.

8:00 AM – 9:00 AM

The Leadership Dance: Leading as Partnership
After this session, attendees should be able to:

1. Understand the dynamic of leading and following in new ways.
2. Evaluate the role of ethics and values and leadership.

Presenter(s): Gage Paine, JD, PhD (Gage Paine Consulting, LLC)

What Makes a Good College Health Center and Healthy Campus Environment: The Student’s Perspective
After this session, attendees should be able to:

1. Describe student opinions on the pros and cons of college health centers as they currently exist.
2. Identify student expectations regarding campus health related programs and events
3. Identify student expectations regarding college health centers.
4. Identify modifications to be made in the learners own health center and campus.

Presenter(s): Viana Phan (The University of Texas at Austin)

GENERAL SESSIONS

9:30 AM – 10:30 AM

Mental Health Forum: Preventing Burn Out/Self Care
After this session, attendees should be able to:

1. Define the components of stress fatigue and signs of burn out.
2. Identify the importance of providing compassionate self-care to prevent burn out.
3. List a variety of strategies which can be implemented to avoid stress fatigue.

Presenter(s): Ryan Patel, DO, FAPA (The Ohio State University); Ted Coleman, PhD, CHES, MS, APCC (California State University, San Bernardino)

Discussion Groups (no CE credit available)
Meet with small groups of up to 10 of your colleagues for informal discussions on one of the topics listed below. Each table will have a designated facilitator to guide the conversation.

• Maintaining Market Share
• Hot Topics in Nutrition

Those who have registered for the meeting will receive a Room Usage Survey where you can indicate your interest in a particular topic. While this will not guarantee you a seat at the table, it will allow us to plan for the appropriate number of tables.

Presenter(s): Julienne DeGeyter (University of California, Riverside)

Reducing Burden of Disease Through Active Disease Surveillance
After this session, attendees should be able to:

1. Distinguish between budget and actuals.
2. Describe what information to report to different audience types.
3. Discuss how to incorporate mission and goals into financial presentations.
4. Describe how to use financial presentations as a communication vehicle.

Presenter(s): Toyosi Soniyi, MPH (University of Pennsylvania)
Update on Hypertension Screening and Management in the Young Adult

After this session, attendees should be able to:
1. Define hypertension.
2. Explore etiologies of hypertension.
3. Discuss non-pharmacologic and pharmacologic management of hypertension.

Presenter(s): Angelina Edwards, MD (University of Texas Health, McGovern Medical School)

Beyond Sleep Hygiene: Evaluation and Management of Student Sleep Concerns

After this session, attendees should be able to:
1. Understand the basics of sleep physiology.
2. Differentiate between “tired” and “sleepy” and how these lead to different diagnostic pathways.
3. Define “insomnia” and how to use basic behavioral sleep medicine techniques to help students suffering from it.

Presenter(s): Amanda Swain, MD (University of Pennsylvania)

Engaging Peer Educators in Delivering Evidence-Based Brief Motivational Interventions: Innovative Training Models, Benefits, and Challenges

After this session, attendees should be able to:
1. Identify two evidence-based brief motivational intervention practices in which peer educators can be trained and supervised.
2. Describe two methods of peer education training focused on the effective delivery of evidence-based brief motivational interventions.
3. Identify two benefits and challenges associated with training peer educators to deliver evidence-based brief motivational intervention.
4. Identify two benefits of participation in evidence-based peer education practices to recipients of services and to peer educators delivering services.

Presenter(s): M. Dolores Cimini, PhD (University at Albany, SUNY)

Means Reduction Strategies for Suicide Prevention

After this session, attendees should be able to:
1. Describe the rationale for means reduction through examples of research and practice.
2. Identify means reduction strategies and resources for training and implementation.
3. Discuss tools for campus assessment and coalition building.

Presenter(s): Brian Kassar, PsyD (Montana State University)

Travelers’ Health in the Context of Natural Disasters

After this session, attendees should be able to:
1. Describe recent natural disasters and the role students play in infrastructure or health-related redevelopment.
2. Explain specific health risks in a natural disaster setting.
3. Explain specific infectious disease and mental health risks in a natural disaster setting.
4. Identify barriers to safely sending students on missions or volunteer trips.

Presenter(s): Kristina Angelo, DO, MPH, TM (Centers for Disease Control and Prevention)

Cannabis, THC, and CBD: A Paradigm Shift from Recreational to Medical Use

After this session, attendees should be able to:
1. Describe the legal environment of cannabis and cannabis-based products.
2. Identify common uses of cannabis-based products.
3. Describe the current state of evidence for cannabis.
4. Discuss a framework for future cannabis research and education.

Presenter(s): Joshua Brown, PhD, PharmD (University of Florida)

Make Eating Social Again: Creative Strategies to Improve Eating Competence and Decrease Stress Regarding Nutrition

After this session, attendees should be able to:
1. Explain the gap between nutrition knowledge and eating competence.
2. Describe ways one university has expanded nutrition programming to improve eating competence.
3. Identify opportunities to expand nutrition programming beyond nutrition education.
4. List benefits to all areas of campus from these programming initiatives.

Presenter(s): Chelsea Stant, MS, RD, LDN (University of North Carolina Wilmington)
32

ACHA 2020 Annual Meeting Preliminary Session Listing

WEDNESDAY GENERAL SESSIONS

9:30 AM - 10:30 AM (Cont.)

The History of Medicine: It's Timeless!
After this session, attendees should be able to:
1. Identify the relationships between health and magic, religion, and science during major historical periods.
2. Describe the origins of hygiene and public health concepts that are still applicable in the 21st century.
3. Identify the major innovations that are responsible for the most rapid growth in health care during the 20th century.
4. Discuss professionalism and bioethics in a historical context.

Presenter(s): Robert Dollinger, MD (Augusta University)

Protecting Young Adults from Vaccine-Preventable Disease
CANCELLED BY PRESENTER

11:00 AM - 12:00 PM

Managing a Campus Meningitis B Outbreak
After this session, attendees should be able to:
1. Describe the clinical presentation of Meningitis B on a college campus.
2. Describe the prevention of Meningitis B on a college campus.
3. Describe the experience of Columbia University during the 2019 Meningitis B campus outbreak.
4. Describe potential barriers to outbreak management and tools to overcome these barriers.

Presenter(s): Melanie Bernitz, MD, MPH, and Michael McNeil, EdD (Columbia University)

Transgender Care in College Health
After this session, attendees should be able to:
1. Describe factors that influence gender identity.
2. Identify concrete steps to create a welcoming healthcare environment for transgender individuals.
3. Identify resources and review clinical standards of transgender care.
4. Discuss medical care of transgender individuals.

Presenter(s): Colleen McDonald, MSN, FNP-BC (Massachusetts Institute of Technology)

Common Injuries of the Hand and Wrist Seen in College Health
After this session, attendees should be able to:
1. Define the basic anatomy of the hand and wrist.
2. List common injuries of the hand and wrist.
3. Describe management of common hand and wrist injuries.

Presenter(s): Christopher Nasin, MD (University of Rhode Island); Kyle Goerl, MD, CAQSM (Kansas State University)

Promoting Help-Seeking Behavior Through Social Marketing
After this session, attendees should be able to:
1. Identify barriers to help seeking among university students.
2. Describe essential components to developing an evidence-informed social marketing campaign.
3. Describe how to conduct a process and outcome evaluation of a social marketing campaign.
4. Describe considerations for ensuring the reach of social marketing campaigns to meet the needs of historically minoritized student populations.

Presenter(s): Raphael McCullough, PhD, MPH, Katie Wilkinson, MPH, Gayle Gatchalian, and Kristina Hernandez (Columbia University)

Conversation and Negotiation: How to Improve Sleep Behaviors
After this session, attendees should be able to:
1. Distinguish the sleep patterns of students who do not prioritize sleep from those students struggling with insomnia.
2. Discuss how to frame a conversation such that students are willing to make behavioral changes.
3. Review mindfulness and relaxation techniques.
4. Review the management of delayed sleep wake phase disorder.

Presenter(s): Shelley Hershner, MD (University of Michigan)

11:00 AM – 12:00 PM

Managing a Campus Meningitis B Outbreak
After this session, attendees should be able to:
1. Describe the clinical presentation of Meningitis B on a college campus.
2. Describe the prevention of Meningitis B on a college campus.
3. Describe the experience of Columbia University during the 2019 Meningitis B campus outbreak.
4. Describe potential barriers to outbreak management and tools to overcome these barriers.

Presenter(s): Melanie Bernitz, MD, MPH, and Michael McNeil, EdD (Columbia University)

Transgender Care in College Health
After this session, attendees should be able to:
1. Describe factors that influence gender identity.
2. Identify concrete steps to create a welcoming healthcare environment for transgender individuals.
3. Identify resources and review clinical standards of transgender care.
4. Discuss medical care of transgender individuals.

Presenter(s): Colleen McDonald, MSN, FNP-BC (Massachusetts Institute of Technology)

Common Injuries of the Hand and Wrist Seen in College Health
After this session, attendees should be able to:
1. Define the basic anatomy of the hand and wrist.
2. List common injuries of the hand and wrist.
3. Describe management of common hand and wrist injuries.

Presenter(s): Christopher Nasin, MD (University of Rhode Island); Kyle Goerl, MD, CAQSM (Kansas State University)

Promoting Help-Seeking Behavior Through Social Marketing
After this session, attendees should be able to:
1. Identify barriers to help seeking among university students.
2. Describe essential components to developing an evidence-informed social marketing campaign.
3. Describe how to conduct a process and outcome evaluation of a social marketing campaign.
4. Describe considerations for ensuring the reach of social marketing campaigns to meet the needs of historically minoritized student populations.

Presenter(s): Raphael McCullough, PhD, MPH, Katie Wilkinson, MPH, Gayle Gatchalian, and Kristina Hernandez (Columbia University)

Conversation and Negotiation: How to Improve Sleep Behaviors
After this session, attendees should be able to:
1. Distinguish the sleep patterns of students who do not prioritize sleep from those students struggling with insomnia.
2. Discuss how to frame a conversation such that students are willing to make behavioral changes.
3. Review mindfulness and relaxation techniques.
4. Review the management of delayed sleep wake phase disorder.

Presenter(s): Shelley Hershner, MD (University of Michigan)
A Visual Framework of Basic Needs Insecurities for Program Development and Evaluation

After this session, attendees should be able to:

1. List the ways in which the pillars of basic needs (food and housing security, mental health and financial stability) intersect and how basic needs insecurities influence student outcomes.
2. Discuss how a conceptual model can be used to map basic needs programs on their home campus.
3. Identify how the conceptual model can be used to structure program assessment at their home institution.

Presenter(s): Gwen Chodur, MSPH, RDN, and Leslie Kemp (University of California, Davis)

Working at the Top of the Nursing License: College Health Nursing Protocols

After this session, attendees should be able to:

1. Outline opportunities to increase clinic appointments.
2. Identify nursing roles in primary and specialty clinics.
3. Describe how to develop method for protocols.
4. Discuss how to share their learning with colleagues at their health center.

Presenter(s): Becky Lenz, BSN (University of Wisconsin-Madison)

Integrating a Pharmacist-Run Pre-Exposure Prophylaxis Clinic

After this session, attendees should be able to:

1. Describe FDA-approved options for PrEP.
2. Describe the role of the pharmacist in a PrEP clinic led by pharmacists.
3. Review clinical examples within the literature of the role of a pharmacist in the provision of PrEP.

Presenter(s): Melissa Badowski, PharmD, MPH, FCCP, BCIDP, BCPS, AAHIVP, and Sarah Michienzi, PharmD (University of Illinois at Chicago, College of Pharmacy)

3 Years Later and Still Body Positive! A Follow-Up on a Successful College Body Positive Program

After this session, attendees should be able to:

1. Describe the impact of body image disturbance on college students.
2. Identify an evidence-based intervention for helping students who are experiencing body image disturbance.
3. List the steps needed to begin a body positive program on your campus.

Presenter(s): Christina Goldpaint, MPH, CHES, and Angela Girard, BSN (California State University, Long Beach)

Healthy Campus: The New Framework

After this session, attendees should be able to:

1. Describe the new Healthy Campus framework.
2. Identify tools related to each entry point of the new Healthy Campus framework.
3. Discuss potential strategies for applying the next generation of the Healthy Campus framework at their institution.

Presenter(s): Monica Webb, PhD, MPH, CHES (University of Florida); Scott Tims, PhD (Tulane University)

Improving Provider Charting Efficiency Using Medical Scribes

After this session, attendees should be able to:

1. Identify the need for having a medical scribe program.
2. Define what a medical scribe does.
3. List benefits of using medical scribes.

Presenter(s): Maricelly Rodriguez, BAS, CCMA, and Jordan Gompers, BA (University of Florida)

Dorosin Memorial Lecture: Race Equity and Mental Health

After this session, attendees should be able to:

1. Describe healthcare disparities nationally.
2. Describe healthcare disparities among college students.
3. Discuss how to identify healthcare disparities at university health centers.
4. Describe ways to address healthcare disparities.

Presenter(s): Damon Tweedy, MD (Duke University School of Medicine)
Strategic Planning: Design for Success

After this session, attendees should be able to:

1. Define strategic planning objectives.
2. Discuss how to use data and analysis to gather information to articulate priorities and goals.
3. Describe how to execute an effective strategic plan.

Presenter(s): Marcie Thompson, MBA, and Amy McLaughlin, MS (Oregon State University)

Travel Issues: Beyond CDC Recommendations

After this session, attendees should be able to:

1. Describe how to prioritize recommended vaccines for long- and short-term travel.
2. Discuss the risk of animal bites and availability of treatment overseas.
3. Identify risks associated with air travel, such as DVT and jet lag.
4. Discuss sexual practices in travelers and tolerance of sexual practices overseas.

Presenter(s): Alice Gallagher, MSN, CRNP, CTM (University of Pennsylvania)

HIV Pre-Exposure Prophylaxis and Historically Black Colleges and Universities (HBCUs)

After this session, attendees should be able to:

1. Describe the current HIV and STI epidemiology among youth in the United States.
2. Identify what we currently know about PrEP and HBCUs.
3. Appreciate the unique needs of HBCU college students for general health and PrEP.
4. Identify innovative approaches to sexual health and PrEP among students at an HBCU.

Presenter(s): David Malebranche, MD, MPH, and Damon Johnson, BA (Morehouse School of Medicine)

Gender Minority College Student Mental Health and the Impact of Higher Education Policies

After this session, attendees should be able to:

1. Compare mental health symptoms reported by transgender and cisgender undergraduate and graduate college students in the U.S.
2. Describe mental health differences among subgroups of gender minority students (based on sex assigned at birth and current identity including transgender, genderqueer and other self-identified).
3. Identify higher education policies with implications for gender minority mental health.

Presenter(s): Sara Abelson, MPH (Healthy Minds Network; University of Michigan)

Better Together: Reducing Feelings of Isolation, Improving Connections, and Building Community for Graduate Students

After this session, attendees should be able to:

1. Explain how social connections contribute to an individual’s overall well-being.
2. Discuss the development, implementation, and evaluation processes of Better Together, a social connections program created at the University of Chicago.
3. Describe program outcomes, identified improvements for programming, and ways in which their campus can replicate this program.

Presenter(s): Elizabeth Webb, MPH (The University of Chicago)

Measles Update from CDC

After this session, attendees should be able to:

1. Describe measles epidemiology.
2. Describe measles risk.
3. Describe prevention measures.

Presenter(s): Allison Taylor Walker, PhD, MPH (Centers for Disease Control and Prevention)

Collaborative Decision Making: An Interdisciplinary Approach to Problem-Solving

After this session, attendees should be able to:

1. Explain the basic principles behind the Collaborative Decision Making model.
2. Identify implementation strategies to put this decision-making model into place at their own school.
3. Identify the kinds of tasks that are best suited for the Collaborative Decision Making model.

Presenter(s): Sara Parris, MHA, CHWP (Iowa State University)

Nutritional Strategies to Improve Symptoms of Depression, Anxiety, and ADHD

After this session, attendees should be able to:

1. Describe research on food patterns helping with depression.
2. Describe food patterns helping with anxiety.
3. Discuss nutritional considerations for ADHD.
4. Discuss practical strategies, barriers, and successes of nutritional strategies for mental health.

Presenter(s): Ryan Patel, DO, FAPA (The Ohio State University)
Tools for Integrating Peer-Led Student Conversations Surrounding Positive Mental Health on College Campuses

After this session, attendees should be able to:

1. Describe how to utilize strategies to integrate peer-led student conversations surrounding positive mental health across campus.
2. Identify key stakeholders to implement similar peer-led student dialogue surrounding positive mental health across campus.

 Presenter(s): Lisa DuPree, MS, ACSM EP, NBC-HWC, and Sara Thorpe, MPH (Emory University)

What Communication Looks Like On Campus: The Collaborative Conversation

After this session, attendees should be able to:

1. Identify how communication is conducted on campus.
2. Describe how students and staff utilize email and other communication platforms.
3. Discuss how students and staff could use resources to communicate in increasing levels of effectiveness.

 Presenter(s): Nola Elliffe, (Emerson College); Kaylah Scharf, (University of Arizona); Allison Foster, BSPH, NREMT-B (Tulane University)

Best Practices for Chaperoning Sensitive Examinations

After this session, attendees should be able to:

1. Describe the ACHA position on key components of a chaperone/sensitive exam policy.
2. Review the education materials intended to help staff carry out safe, appropriate sensitive examinations.
3. Describe reporting responsibilities for employees, evaluation of patient concerns, and appropriate escalation of concerns within an organization.
4. Describe the assessment strategy to determine the current scope of student vulnerability to inappropriate healthcare exams or provider interactions.

 Presenter(s): Ali Javanbakht, MD, and Julien De Vita (University of California, Santa Barbara)

Excellence in Customer Service: Boost Your Patient Satisfaction by Bridging the Gap Between Customer Expectations and Service Delivery

After this session, attendees should be able to:

1. Describe the service standard in college health.
2. List components of a solid and effective customer service model to include the importance of the physician/provider relationships.
3. Identify the impact today's college student expectations have on service delivery gap.
4. Explain the impact of positive customer service culture on an institution's brand, recruitment efforts, retention, and graduation rates.

 Presenter(s): Deborah Beck, EdD, MPA (University of South Carolina); Michelle Burcin, PhD, MPH, MCHES (Walden University)

Eating Disorder Prevention and Screening Strategies for College Health Services

After this session, attendees should be able to:

1. Discuss how college medical clinics may impact eating disorder prevention.
2. List effective prevention strategies for eating disorders in the college clinic.
3. List effective screening strategies for eating disorders in the college health clinic.

 Presenter(s): Beth Kotarski, DNP, CRNP (Carnegie Mellon University)
HIV and International Students with a Focus on Chinese MSM
After this session, attendees should be able to:
1. Identify demographic trends of HIV infection in the U.S., New York City and China.
2. Explain the state of HIV prevention and care in China.
3. Describe the trends at an American university with a large international student population.
Presenter(s): Daniel Chiarilli, PhD (Columbia University)

Escape the Vape: Reducing ENDS Use Among College Students
After this session, attendees should be able to:
1. Describe the current trends in vape use.
2. Describe the negative health effects of ENDS use.
3. Explain the ongoing regulations around vaping.
4. Describe effective prevention and intervention strategies to decrease ENDS use among college students.
Presenter(s): Kristen Scholly, PhD, MSW (University of Hawaii at Manoa); Leah Berkenwald (Brandeis University)

Committing to the Okanagan Charter: Gauging the Impact of a Whole Campus Framework
After this session, attendees should be able to:
1. Define advocacy coalitions.
2. Explain how a charter brings attention to a “policy problem.”
3. Identify how collaborative leadership promotes health promoting practices on campuses.
4. Explain how community and sector networks can form advocacy coalitions to support whole campus well-being.
Presenter(s): Vicki Squires, PhD, and Chad London, PhD (University of Saskatchewan)

Results from the CDC 2018 College/University Vaccine Preventable Disease Outbreak Readiness Survey
After this session, attendees should be able to:
1. Describe healthcare services/infrastructure at U.S. colleges and universities.
2. Describe common challenges/barriers that U.S. colleges and universities face in responding to large-scale vaccination responses to outbreaks among students.
3. Describe best practices of U.S. colleges and universities that have responded to a vaccine preventable disease outbreak in the last five years.
Presenter(s): Bayo Arthur, MPH (Centers for Disease Control and Prevention)

Pharmacy Hot Topics 2020
After this session, attendees should be able to:
1. Describe how to capitalize on the increased push for pharmaceutical vending machines on campuses.
2. Describe the pharmacist role in prescribing oral contraceptives.
3. Describe unique services only offered by college health pharmacies that directly contribute to the health, wellness and satisfaction of our students.
4. Discuss the implementation processes, challenges and successes of pharmacy delivery service initiated at Indiana University Health Center.
Presenter(s): Ashlee Stone, PharmD (University of Connecticut); Amy Sauls, PharmD, CPP, BCACP (University of North Carolina at Chapel Hill); Jennifer Davis, PharmD (Oregon State University); Divya Patel, RPh (Indiana University)

Brief Trauma Therapy in a College Counseling Setting
After this session, attendees should be able to:
1. Define trauma and trauma-informed care.
2. Describe trauma-informed care for a brief treatment model.
3. Identify the signs of secondary and vicarious trauma.
4. Identify major ethical considerations of brief trauma-informed therapy.
Presenter(s): Tracie Pape, LCSW, Kathleen Emery, PhD, and Elyse Rocco, PsyD (University of Chicago)

Integrating Athletic Training Services into Campus Health and Recreation using the Medical Model
After this session, attendees should be able to:
1. Describe research findings that support the medical model.
2. Describe best practices for integrating athletic trainers into health services departments.
3. Identify one method of how athletic training can be implemented into campus health and recreation.
Presenter(s): Kristen Buglione, CHES, ATC (Johnson & Wales University); Scott Jones, MS, CHWP, ATL, ATC (Bryn Athyn College); Erin Clark, MS, ATC (University of Wisconsin-Madison)
**Wednesday General Sessions**

**4:30 PM – 5:30 PM**

**One College’s Journey to Integrated Care: Health, Counseling and Prevention Outreach Services**

After this session, attendees should be able to:

1. Explain the rationale for integrating health and counseling center units.
2. Identify the difference of a segregated vs. an integrated model of health and counseling.
3. Describe three benefits of an integrated health, counseling and prevention outreach services model.

*Presenter(s):* Cheryl Van Lare, MS, FNP-BC, and Darlene Schmitt, MSEd, LMHC (SUNY The College at Brockport)*

**The Ball’s in Your Court: Addressing Men’s Sexual Health Concerns in a College Health Setting**

After this session, attendees should be able to:

1. Discuss how to recognize and avoid certain language that may discourage patient openness in discussing sexual health.
2. List differential diagnoses for presenting male urogenital complaints.
3. Summarize current treatment recommendations for sexually-transmitted infections (STIs) and other male urogenital concerns.
4. Describe possible sequelae from untreated infections or issues.

*Presenter(s):* Benjamin Silverberg, MD, MSc, FAAFP (West Virginia University Medicine)*

**Epilepsy and Comorbidities**

After this session, attendees should be able to:

1. Define the most common occurring mental health comorbidities in epilepsy.
2. Describe pharmacologic and non-pharmacologic treatment options for mental health in epilepsy.
3. Identify what should be included in a Seizure Action Plan.
4. Discuss measures that schools can take to improve their support of people living with epilepsy.

*Presenter(s):* Cate Brocker, FNP-C (Epilepsy Foundation); Jill Gattone, BSN, MEd (William Peace University)*

**Understanding Health Promotion: A Primer for Non-Health Promotion Practitioners**

After this session, attendees should be able to:

1. Define health promotion in higher education.
2. Describe the program planning process.
3. Describe the Standards of Practice for Health Promotion in Higher Education.
4. List resources available to assist with health promotion practice.

*Presenter(s):* Alicia Czachowski, EdD, MPH (Tulane University)*

**Towards a Deeper Understanding of Pain and Suffering: How the Teaching of Humanities Can Help Us**

After this session, attendees should be able to:

1. Describe the goals of narrative medicine, a particular type of humanities teaching which is growing in use within healthcare settings.
2. Identify suffering which not only occurs as part of a disease but also in the course of its treatment.
3. Discuss Eric Cassell’s description of the mind-body connection.
4. Describe how narrative medicine study groups have helped healthcare professionals manage their own suffering.

*Presenter(s):* Eleanor Davidson, MD, MA (Case Western Reserve University)*

**Seeing Beyond the Symptom Complaints: The Effects of Sexual Victimization**

After this session, attendees should be able to:

1. Describe the prevalence of sexual victimization among college women.
2. Describe the negative health effects noted among college women who report a history of sexual victimization.
3. Discuss application to practice.

*Presenter(s):* LaNika Wright, PhD, WHNP-BC (East Carolina University)*

Schedule subject to change.
Using Clinics to Increase HPV Vaccination Rates on a College Campus

After this session, attendees should be able to:

1. Describe the need to address HPV vaccination rates for college students.
2. Discuss the factors that need to be considered when deciding to offer HPV vaccine in a university health service setting.
3. Describe a model for setting up and running a successful HPV vaccine clinic.

Presenter(s): Linda Dudman, MPA and Mary Madsen, RN-BC, BSN (University of Rochester)

Herb and Dietary Supplement Use Among College Students

After this session, attendees should be able to:

1. Discuss the most popular herbal and dietary supplements used among college students, along with safety and pharmacology of each.
2. Describe how to read and interpret a Supplement Facts Label.

Presenter(s): Dawn Null, PhD, MS, RDN, LDN (Southern Illinois University)

Integrating Pharmacy Service into a Comprehensive Team to Manage Sickle Cell Disease

After this session, attendees should be able to:

1. Describe how a novel clinical pharmacy service is integrated into a comprehensive team managing sickle cell disease.

Presenter(s): Jin Han, PharmD, PhD (University of Illinois at Chicago)

The Impact of Substance Use on Student Success Among Community College Students

After this session, attendees should be able to:

1. Define student success.
2. Identify predictors for student success in a non-traditional student population in West Central Minnesota.

Presenter(s): Allison Fast, MPH, CPP, and Kitra Nelson, BA (Minnesota State Community and Technical College)

ACHA Connected College Health Network (CCHN) Data Warehouse

After this session, attendees should be able to:

1. Describe the data elements in the CCHN.
2. Discuss how to utilize the CCHN to create benchmark reports.

Presenter(s): Sarah Van Orman, MD, MMM (University of Southern California)
### THURSDAY EVENTS, MEETINGS, & GENERAL SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am–11:00 am</td>
<td><strong>SPECIAL EVENTS AND ADJUNCT MEETINGS</strong></td>
</tr>
<tr>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>7:00 am</td>
<td><strong>Continental Breakfast</strong></td>
</tr>
<tr>
<td>10:45 am–11:45 am</td>
<td><strong>Closing Presidential Session</strong></td>
</tr>
<tr>
<td>7:00 am–8:00 am</td>
<td><strong>ASSOCIATION MEETINGS</strong></td>
</tr>
<tr>
<td>2020 Program Planning Committee Debriefing</td>
<td>All members of the 2020, 2021, and 2022 Annual Meeting Program Planning Committees are encouraged to attend.</td>
</tr>
</tbody>
</table>

See Featured Events on page 5 for more information.
ACHA CAFE SESSIONS

The ACHA Café sessions are intended to provide opportunities for more focused dialogue around some of the most pressing issues in our field or to engage in networking, strategic planning, and professional development activities.

8:00 AM – 9:00 AM

The New Healthy Campus Framework: Q&A Session

After this session, attendees should be able to:

1. Articulate questions they may have related to the new Healthy Campus framework.
2. Describe Healthy Campus framework tools that would be beneficial for their institution.
3. Identify a preliminary framework entry point for their institution.

Presenter(s): Scott Tims, PhD (Tulane University)

Strategic Planning Is For Everyone

After this session, attendees should be able to:

1. Describe the mission and vision of their organization.
2. Understand the role of strategic planning in leading an organization.

Presenter(s): Gage Paine, JD, PhD (Gage Paine Consulting, LLC)

Mental Health Forum: Providing Trauma Informed Care

After this session, attendees should be able to:

1. Define trauma informed care.
2. Identify the importance of providing trauma informed care and list key benefits.
3. List approaches in delivering counseling and psychological services using trauma informed strategies.

Presenter(s): Lindsey Mortensen, MD (University of Michigan)

Discussion Groups

(no CE credit available)

Meet with small groups of up to 10 of your colleagues for informal discussions on one of the topics listed below. Each table will have a designated facilitator to guide the conversation.

- HR and Staffing Issues
- Breakdown by School Size
  1. Small (5,000)
  2. Medium (5,000-15,000)
  3. Large (15,000+)

Those who have registered for the meeting will receive a Room Usage Survey where you can indicate your interest in a particular topic. While this will not guarantee you a seat at the table, it will allow us to plan for the appropriate number of tables.

GENERAL SESSIONS

9:30 AM – 10:30 AM

Development and Fundraising for Student Health: Seeking Out Alternative Funding Sources

After this session, attendees should be able to:

1. Explain the benefits of engaging in fundraising.
2. Describe key fundraising principles.
3. Identify a plan of action for launching a fundraising program for student health.
4. Define key types of fundraising efforts.

Presenter(s): Heather Guerrero, MPH, and Katy Redd, MPH, MSW (University of Texas at Austin)

Responding to a Measles Outbreak on Campus

After this session, attendees should be able to:

1. Identify an outbreak response team.
2. Describe how to activate an outbreak response protocol.
3. Describe how to implement an outbreak communication strategy.

Presenter(s): John Bollard, and Sam Elias, MD (University of California Los Angeles)
Improving Sleep Hygiene: Pilot Results of a Four-week, Educational E-program for Undergraduate Students

After this session, attendees should be able to:
1. Describe the materials and recommended strategies used in an electronically delivered sleep educational program.
2. Describe the methodology used in assessing an electronically delivered program.
3. Identify data sources to inform a sleep hygiene educational program.

Presenter(s): Victoria Beltran, MPH, CHES (University of South Florida, St. Petersburg)

Building and Sustaining a Culture and Environment of Wellbeing

After this session, attendees should be able to:
1. Identify the best practice strategies for creating a culture of wellness for students, faculty and staff.
2. Describe the positive aspects, attributes and outcomes of implementing a culture of wellness.
3. Describe the areas of opportunities for institutions of higher education in creating and sustaining a culture of wellness.

Presenter(s): Megan Amaya, PhD, CHES, and Kat Marriott, PhD (Ohio State University); Nikki Brauer, MS (Illinois State University); Julie Edwards, MHA (University of Chicago); Christy Gipson, PhD, RN (University of Texas at Tyler)

Finstas, Sugar Babies, and Seeking Arrangements: Insights into Student Transactional Sex

After this session, attendees should be able to:
1. Define the rapidly changing landscape of terms associated with college sex work.
2. List the negative health outcomes for students involved in sex work.
3. Describe how to provide support to students involved in sex work (healthcare, mental health resources).

Presenter(s): Laura Andrews, MS, NCC, Lindsey Parker Winslett, MPH, and Cleoanne Estrera, NP-C (Duke University)

Red Eye in Primary Care

After this session, attendees should be able to:
1. Describe how to identify and treat conjunctivitis.
2. Describe how to identify and treat corneal abrasions and corneal ulcers.
3. Identify which eye concerns should be referred immediately to an eye care professional.

Presenter(s): Dina Kakish, OD, FAAO (University of Michigan)
A Week in the Life of a UT-Austin SHAC Member

After this session, attendees should be able to:

1. Describe the subcommittees and the day-to-day process that allow the UT-Austin Student Health Advisory Committee to accomplish its goals.
2. Describe how the Student Health Advisory Committee works internally and externally to further its role as the liaison between the student body and UT University Health Services.

Presenter(s): Viana Phan (University of Texas at Austin)

Exploring Beyond the Binary

After this session, attendees should be able to:

1. Explain the historical and current terms related to gender and sexual diversities.
3. Identify how non-binary identities impact the work of college health professionals.

Presenter(s): Andrea Drott, MSEd (Northern Illinois University); Charlotte Petonic, MEd (University of Alabama); Taylor Panczer, MPH (Pittsburg State University)

How to Complete the ACHA Institutional Profile Survey (IPS)

After this session, attendees should be able to:

1. List campus departments needed for completion of the ACHA IPS.
2. Explain the process for completing the ACHA IPS.
3. Describe the intent of each question on the IPS.

Presenter(s): Mary Hoban, PhD, MCHES (American College Health Association)