NECHA 2020 Virtual, Live Annual Meeting
Health Equity, Light the Way

College Health Professionals Must-Attend Meeting of the Year

Physicians, Advanced Practice Clinicians, Nurses, Psychologists, Mental Health Counselors, Health Educators, Social Workers, Administrators

Register online at www.NECHAOntline.org
## NECHA 2020 AGENDA

### Thursday, December 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:30 - 9:00 AM</td>
<td>Meditation/Mindfulness Reset</td>
</tr>
<tr>
<td>9:15 am – 9:45 AM</td>
<td>Welcome by NECHA President/President Elect</td>
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<tr>
<td>10:00 – 11:15 AM</td>
<td>Keynote Presentation: BURNOUT by Emily &amp; Amelia Nagoski</td>
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<tr>
<td>11:30 – 12:30 PM</td>
<td>Concurrent Sessions – A –</td>
</tr>
<tr>
<td>12:30 - 1:30 PM</td>
<td>Lunch with Exhibitors</td>
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<tr>
<td>1:30 – 2:30 PM</td>
<td>Concurrent Sessions – B –</td>
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<td>2:40 – 3:40 PM</td>
<td>Concurrent Sessions – C –</td>
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### Friday, December 4

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00 - 9:30 AM</td>
<td>Welcome Day 2</td>
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<tr>
<td>9:30 - 10:00 AM</td>
<td>Discussion Groups</td>
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<tr>
<td>10:15 – 11:15 AM</td>
<td>Concurrent Sessions – D –</td>
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<tr>
<td>11:30 AM – 12:30 PM</td>
<td>Lunch with Tracks</td>
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<td>12:30 – 1:30 PM</td>
<td>Concurrent Sessions – E –</td>
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<tr>
<td>1:45 – 2:45 PM</td>
<td>Concurrent Sessions – F –</td>
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<tr>
<td>3:00 - 3:30 PM</td>
<td>Meditation/Mindfulness Reset</td>
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SPECIAL THANKS TO THE PLANNING COMMITTEE

PROGRAM CHAIR:
Tanya Sullivan, DNP, APRN, CNP, Brown University

2020 COMMITTEE MEMBERS:
Amanda Vann, Amherst College
Ashleigh Hala, Babson College
Barbara A. McCall, MPH, CHES, Middlebury College
Becky Minus, RN, MSN, Brown University
Bryant Ford, PhD, Dartmouth College
Cheryl Flynn MD, MS, MA, Mount Holyoke College
Christine Civiletto, PhD, Northeastern University
Ellen Reynolds, MS, FACHA, University of Rhode Island
Elizabeth Drexler-Hines, MPH, MCHES, College of the Holy Cross
Emily Pagano, MS, University of Connecticut
Emily Rosenthal, MPH, LMSW, Southern Connecticut State University
Felix F. Pizzi, M.S.Ed., LMHC, CCMHC, Southern New Hampshire University
Jen Walsh, LMHC, Bay Path University
Joleen M. Nevers, MAEd, CHES, CSE, CSES, University of Connecticut
Kalei Ensminger, Salem State University
Kerry-Beth Garvey, MSN, RN, CNL, Smith College
Kevin Charles, DEd, University of New Hampshire
Lauri Gallimore, Dartmouth College
Leah Berkenwald, Brandeis University
Marilyn (Lynn) Grabau, Bridgewater State Univ
Robert Ulman, LCMHC, MLADC, Plymouth State University
Sarah Dionne, LICSW, Merrimack College
Susan Ferraro, Mount Holyoke College
Tara Dumont, Smith College

Program Planning Committee members have been asked to complete conflict of interest statements regarding relationships with commercial entities. All members of the Program Planning Committee have reported no relevant financial conflicts of interest.

NON-DISCRIMINATION STATEMENT

NECHA is an organization of individuals dedicated to promoting the health, safety, and well-being of college students through primary care, mental health services, health counseling, health education, and health promotion activities. NECHA also recognizes its role as an advocate for health services and their representatives in areas relating to college health.
Current guidelines require that participants in continuing education activities be made aware of 1) any relationships between speakers and commercial entities, and 2) any limitations in data cited. Through the Call for Programs process, speakers were asked to complete Faculty Disclosure Forms regarding relationships with commercial entities. Speakers will be asked to verbally address any limitations in data cited.

The following presenters have indicated that they have relationships with commercial entities to disclose:

**Nancy Clark has disclosed that they are on the Advisory Board, Wheat Foods Council and a paid speaker, New England Dairy.**

**Ariel Watriss has disclosed that they were a former member of the GILEAD Speaking bureau on HIV PrEP and sexual health care and ended that contact in Jan 2020.**

All other speakers listed in this program have indicated that they have no relationship with commercial entities to disclose.
<table>
<thead>
<tr>
<th>TICKET TYPE</th>
<th>TICKET PRICE</th>
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<tr>
<td>Full 2-Day</td>
<td>$75</td>
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<tr>
<td>Full 1-Day</td>
<td>$50</td>
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<tr>
<td>Group Rate (5 or less within same college/university)</td>
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<tr>
<td>Student, FT Undergraduate</td>
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<tr>
<td>Furloughed/Currently Out of Work</td>
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CE options include: CHES/MCHES, CME, CNE, NASW, NBCC, and PsyCE

Full payment is expected prior to the Meeting. If you have registered, then cannot attend, you may send a substitute without penalty. A cancellation fee will apply to registrants who give notice by November 27, 2020. Refunds will not be granted after that date. Contact Sarah Cavicchi, Administrative Director: Sarah@nechaonline.org.

REGISTRATION OPENING SOON

ANNUAL MEETING PLATFORM

This virtual, live event will be hosted on the Zoom platform and accessible link will be sent out to those attending when registration is complete.
KEYNOTE PRESENTATION

Thursday, December 3, 10:00 – 11:15 am

GS1: Burnout: What To Do When You’re Overwhelmed and Exhausted About Everything You Have to Do and Still Worry That You’re Not Doing Enough

Abstract: We have been lied to our whole lives about what wellness “should” look like. It turns out, wellness is not a state of mind, but a state of action. It is the freedom to move through the innate cycles and oscillations of being human - from effort to rest and back, from connection to autonomy and back, from adventure to homecoming and back.

Learning Objective 1: Explain the difference between processing stress and dealing with stressors.
Learning Objective 2: Identify at least three evidence-based strategies for completing the stress cycle.
Learning Objective 3: Name the cure for burnout

Presenters:
Emily Nagoski, PhD
Amelia Nagoski, DMA

Emily Nagoski, PhD, is a sex educator and author of Come As You Are: The surprising new science that will transform your sex life. Her job is to travel all over the world, training therapists, medical professionals, college students, and the general public about the science of women’s sexual wellbeing.

Amelia Nagoski, DMA, is Associate Professor and Coordinator of Music at Western New England University. Her job is to run around waving her arms and making funny noises and generally doing whatever it takes to help singers get in touch with their internal experience.
CONCURRENT SESSIONS - A -

Thursday, December 3, 11:30 - 12:30 pm

A1: Administration Hot Topics

Abstract: Administration Hot Topics will review current topics and best practices in college health leadership. Topics covered will include a wide range of topics derived from needs assessment during the planning process including after hours coverage, declining enrollment, outsourcing, declining budgets and many other topics. Leaders in the room will share their issues, concerns and solutions with colleagues across NECHA.

Learning Objective 1: Discuss four (4) current, relevant, and important topics in college health
Learning Objective 2: Identify college health colleagues who face similar challenges and issues for mentoring
Learning Objective 3: Identify college health tools and resources to use in your practice.

Presenters:
Ellen Reynolds, URI Health Services
Ellen M. Reynolds, MS, URI Health Services
Felix Pizzi, MSEd, LCMHC, CCMHC, Southern New Hampshire University

A2: 2020 Update on HIV PrEP

Abstract: Since its FDA approval in 2012, HIV PrEP has become an integral part of college health medicine. This session will review the current status of this preventative health medicine, review challenges and solutions around access, review the new second option for PrEP, and offer a place to review learning from the field from the participants.

Learning Objective 1: Learn about the newer prep option
Learning Objective 2: Practice counseling for prep in the context of both options
Learning Objective 3: Review best practices for sexual health counseling

Presenters:
Ariel Watriss, MSN, Tufts University
A3: Engaging Gen Z with a Multi-Level Holistic Approach to Alcohol and Drug Prevention Efforts

Abstract: This presentation will provide a brief overview of Gen Z characteristics and explore substance use data and trends of the current generation. The session will focus on a holistic model of health and examine targeted substance use prevention efforts aimed at supporting student well being. Participants will learn how to align their model based on the needs of their students and leave with practical suggestions for taking a holistic approach to the work.

Learning Objective 1: Describe current generational characteristics, data, and trends around substance use
Learning Objective 2: Explain a prevention model that takes a holistic approach to addressing substance use
Learning Objective 3: Identify two strategies to implement within participants' current campus model

Presenters:
Jeannine Kremer, MSW, Boston College
Makayla Davis, MA, Boston College

A4: The Acceptability and Feasibility of Smartphone-based Recovery Coaching and Contingency Management to Reduce Substance Use Among College Students

Abstract: New smartphone technologies offer exciting approaches to increase our engagement of college students and deliver evidence-based interventions for risky substance misuse. Champlain college health center implements SBIRT and offered students identified with risky substance misuse (alcohol, nicotine, marijuana, other drugs) opportunity to sign up for smartphone based contingency management including "facetime" recovery coaching, blue tooth substance monitoring, healthy activities & "smart bank" incentives. Findings presented include fourteen students involved on campus and post COVID-19 off campus

Learning Objective 1: Describe how the sbirt process can efficiently identify college students with substance misuse and mood disorders
Learning Objective 2: Outline the process of adding smartphone-based recovery coaching and contingency management interventions to sbirt
Learning Objective 3: Describe the findings from a pilot of fourteen students on campus and off campus post covid-19

Presenters:
Win Turner, Win Turner, StonyBrook University /C4BHI
Erika Lea, MSED, MSW, Champlain College
A5: Nursing Grand Rounds

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

Learning Objective 1: Identify key history components in working through a complex case
Learning Objective 2: Identify key physical exam and other objective data collection in working through a complex case
Learning Objective 3: Contrast among competing differential diagnoses

Presenters:
Lauri Gallimore, BS, RN, Dartmouth College
Emily Owens, BSN, Dartmouth College
Kerry-Beth Garvey, MSN, RN, CNL, Smith College
B1: Implementing an Antibiotic Stewardship Quality Improvement Initiative: Translating Evidence into Practice

Abstract: Antibiotic stewardship is the effort or measuring and improving how antibiotics are prescribed by providers and used by patients. This includes implementing effective strategies to align prescribing practices with evidence-based practice. This workshop will review treatment of respiratory infections aligned with antibiotic stewardship. The QI study reviewed in this workshop explains how to assess and improve, through intervention and re-measurement, adherence to evidence-based guidelines for antibiotic prescribing for acute rhinosinusitis, pharyngitis, bronchitis, and pneumonia.

Learning Objective 1: Discuss current practice guidelines for antibiotic prescribing
Learning Objective 2: Outline a quality improvement initiative in their practice setting to reduce inappropriate antibiotic prescribing
Learning Objective 3:

Presenters:
Tanya Sullivan, DNP, APRN, CNP, Brown University

B2: Clinical Pearls: Applying the Year’s Top Medical Evidence in College Health

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

Learning Objective 1: List the characteristics that make medical research study relevant to college health clinicians
Learning Objective 2: Outline study methods that impact the validity of the research findings
Learning Objective 3: Describe the statistical interpretation of the the study findings

Presenters:
Cheryl Flynn, Cheryl A Flynn, Mount Holyoke College
B3: Day & Night: How images on social media impacts AOD norms and use

Abstract: The official daytime images of colleges are carefully curated by marketing teams. The unofficial nighttime images are shared by students on social media sites with the majority of students watching every video. Although most students are not participating in these extreme behaviors, social learning theory reminds us that these images have the power to alter norms, define dynamics, and impact use. We need to understand these images in order to promote healthier norms and behaviors.

Learning Objective 1: Identify broad themes in current party culture (as shown on college students’ social media)

Learning Objective 2: Compare themes that may be exaggerated or minimized on participants’ own institutions

Learning Objective 3: Outline strategies to counter-act current narrative

Presenters:
Tom Fontana, LCMHC, LADC, University of Vermont

B4: Art Therapy on Campus

Abstract: Based on this writer’s master’s thesis research and 8 years post-master’s practice in the college setting, this presentation will present the implementation of art therapy in the college counseling center setting and will explore art therapy as a specialization for individual therapy and community outreach.

Learning Objective 1: Define art therapy as a specialty within psychology.

Learning Objective 2: Identify benefits of art therapy in the college counseling center setting.

Learning Objective 3: Differentiate between role of art therapists and popular therapeutic art in the counseling setting.

Presenters:
Jennifer Walsh, MA
B5: We Became Immunization Champions: You can too!

Abstract: With the updated HPV vaccination guideline from November of 2018, it was recognized a large proportion of the Brown University student body would benefit from awareness and offering of this vaccine. A QI project discussed in this workshop increased rates of HPV vaccination. Utilizing techniques from the project, an Immunization Initiative Calendar was created to promote HPV, required vaccines, and influenza at different and appropriate times of the academic year.

Learning Objective 1: Identify current practice guidelines for required and recommended vaccines
Learning Objective 2: Outline a quality improvement initiative
Learning Objective 3: Identify a QI initiative

Presenters:
Heather Aliotta, MSN, Brown University
Heather Giannillo, BSN, AN, Brown University
C1: Gender Affirming Hormone Therapy

Abstract: Many transgender and non-binary individuals pursue gender-affirming hormone therapy. The optimal formulations and dosing, however, are uncertain. This presentation will review the various types of estrogen formulations used by trans feminine individuals and testosterone formulations used by trans masculine individuals. Particular attention will be given to answering the following questions:
Are some formulations more effective than others?
How does the adverse effect profile differ for the various formulations?

Learning Objective 1: Compare estrogen regimens for trans feminine patients
Learning Objective 2: Compare testosterone regimens for trans masculine patients
Learning Objective 3: List the effects of gender affirming hormone therapy

Presenters:
Michael Irwig, MD, Beth Israel Deaconess Medical Center

C2: Project Management Tools to Accelerate Coalition Impact

Abstract: Leading a coalition of diverse community members toward a shared goal can be challenging, particularly when stakeholders have limited time or resources to contribute. In this interactive session, presenters will share the process model guiding the AOD Collaborative at the University of Connecticut, and offer participants project management tools to utilize in strategically tackling community health concerns. Facilitators encourage attendees to come with a particular project or community need in mind. The session will offer an opportunity to apply project management tools to your own work and leave with a drafted project charter, as well as other resources to enhance your coalition efforts.

Learning Objective 1: The participant should be able to outline the key steps in any project management process.
Learning Objective 2: Identify strategies to leverage project management tools within their community health promotion efforts.
Learning Objective 3: Describe facilitation strategies to secure stakeholder engagement in a common agenda.

Presenters:
Emily Pagano, MS, University of Connecticut
Sandy Valentine, BS, University of Connecticut
C3: Permission to Pause: Supporting College Students in Pursuing Treatment for Eating Disorders

Abstract: Attempting to balance classes, social life, internships and extracurricular activities is a challenge for most college students – particularly those struggling with disordered eating. When presented with the recommendation to a higher level of care, these students often avoid accepting much-needed support and erect barriers to justify opting out of treatment. Unfortunately, postponing recommended eating disorder treatment often exacerbates eating disorder behaviors and creates longer-lasting obstacles on the road to recovery.

This workshop will explore the unique challenges clinicians are up against when making the case for time-sensitive treatment with students needing a higher level of care. Discussion will highlight techniques to integrate flexibility into academic scheduling as well as many other creative options and solutions to meet students’ level of motivation and help them receive the level of care they need.

Learning Objective 1: Identify why eating disorders can be triggered or exacerbated for students on college campuses.
Learning Objective 2: Differentiate the barriers that present themselves to students who need higher levels of care.
Learning Objective 3: Define solutions to overcome these challenges.

Presenters:  
Lacey Vogel, LMHC, The Renfrew Center

C4: Supporting Students of Color

Abstract: This presentation is for professionals who identify with the demographic majority. From business standards to body language, students of color are often silenced or forced into protective behaviors as a way to safely navigate their environments. Many students of color suffer from feeling they don’t belong. During this engaging program, participants will explore through small and large group discussions ways to create space for students of color and understand how to be an effective ally.

Learning Objective 1: Identify two ways to create space for students of color
Learning Objective 2: Identify two way to be an active ally to students of color
Learning Objective 3: 

Presenters:  
Nishelli Ahmed, MPH, BS, University of Connecticut
Kristina Mereigh, MPH, Smith College
**D1: Supporting the Mental Health of College Students During the COVID-19 Crisis and Beyond**

**Abstract:** Mental health issues among college students have been an issue at the forefront of higher education. The COVID-19 crisis has exacerbated the issue of mental health, increasing stress and feelings of isolation. This presentation will provide strategies educators can use to address the mental health of students, including creating a climate of caring, utilizing online teaching strategies that support student mental health and recognizing and referring students who need help.

**Learning Objective 1:** Describe how the COVID-19 crisis has impacted the mental health of college students.
**Learning Objective 2:** Discuss how to create a climate of caring in the on-line and face-to-face environment.
**Learning Objective 3:** Identify online teaching strategies that support student mental health.

**Presenters:**
Shannon Whalen Gifford, EdD, MS, MA, BS, Springfield College
Suanne Maurer-Starks, EdD, Bridgewater State University

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**D2: Psychopharm Prescribing in University Health Services- How to Safely Assess, Prescribe, and Collaborate to Fill the Gap in Access to Mental Health Services**

**Abstract:** Mental health distress is among the most common reasons for students to seek health care support in college and university settings. Many students may experience significant improvements in mood, sleep, and focus when medication is used in their care plan. This workshop provides instruction to demonstrate how primary care clinicians (MD/NP/PA) may prescribe medication to support the mental health of students and young adults.

**Learning Objective 1:** Outline students with mental health associated symptoms
**Learning Objective 2:** Outline medications for treatment of uncomplicated anxiety and depression
**Learning Objective 3:** Discuss care with specialists and colleagues

**Presenters:**
Pallant Adam, MD/PhD, Brown University
Tanya Sullivan, DNP, APRN, CNP, Brown University
Michael Wolfe, MD, Brown University
CONCURRENT SESSIONS - D -
 Friday, December 4, 10:15 am – 11:15am

D3: Implementing a Prescription Drug Misuse Awareness and Prevention Campaign on a College Campus

Abstract: Prescription drug misuse is an important public health issue in the college population. This presentation explains how a grant funded project utilized a multi-strategy approach for prescription drug misuse awareness and prevention. Presenters will provide an overview of misuse statistics on college campuses, share prevention strategies, including peer-to-peer initiatives, and implementation challenges. Open discussion will be encouraged regarding participants' own prevention efforts, and application of these strategies to enhance efforts on their own campus.

Learning Objective 1: Describe the scope of the prescription drugs misuse problem nationwide on college campuses.
Learning Objective 2: Describe why a multipronged approach is useful in preventing prescription drug misuse on a college campus.
Learning Objective 3: Identify potential challenges to implementing prevention initiatives based on the approaches used in our campaign.

Presenters:
Elizabeth Galliford, BS, Sacred Heart University
Kerry Morgan, PhD, MS, Sacred Heart University
Jessica Samuolis, PhD, Sacred Heart University

D4: Kink Competencies for College Health Promotion

Abstract: College students engage in an array of sexual expression. While some students may come to campus secure in their sexual identity, other students may be using this time for exploration. This session will provide context and information for college health professionals to navigate the diversity of kink/BDSM practices and identities. Understanding kink practices and subcultural norms will allow for college health professionals to better support students and appropriately offer a referral when needed.

Learning Objective 1: Define diversity within the field of kink.
Learning Objective 2: Identify biases/assumptions about kink
Learning Objective 3: Identify kink competencies to be used in their practice

Presenters:
Ashley Netanel, M.Ed., Amherst College
Joleen Nevers, MAEd, CHES, CSE, CSES, University of Connecticut
D5: Nurse Manager Roundtable

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

Learning Objective 1: List challenges common to nursing management in College Health
Learning Objective 2: Identify nursing management strategies to address these challenges
Learning Objective 3: Discuss human resource responsibilities and requirements that are common to nurses in College Health management roles

Presenters:
Lauri Gallimore, BS, RN, Dartmouth College
Judy Whyte, BSN, RN, Colby College

D6: Campus Crisis Response and Lessons Learned: Responding to Multi-Student and Employee Injuries Occurring Out of State

Abstract: On January 15, 2020, College of the Holy Cross activated our Emergency Response Team (ERT) in response to a van accident in Vero Beach Florida, involving students and coaches. The presentation will take you through our emergency response process to this mass casualty event. We will review the structure of our ERT, resources used during the event, and debrief our process, highlighting areas for improvement. We will review the specific ways Health Services and Counseling were involved in the immediate response and the post-incident response.

Learning Objective 1: Describe the federally mandated emergency response required for colleges and universities.
Learning Objective 2: Discuss college health professionals role in the emergency response process related to a mass casualty/injury incident
Learning Objective 3: Identify the needs during the immediate and post emergency response to allow effective and swift response to future emergency situations in a college setting.

Presenters:
Kelsey DeVoe, MSN, FNP-C, College of the Holy Cross
E1: Top STI Updates for College Health: An Interactive Case-Based Workshop on STI Management in Young Adults

Abstract: Using the 2020 CDC STI Treatment Guidelines (expected release mid-year 2020), top updates for STIs relevant to college health clinicians will be presented in a reverse countdown, followed by an interactive case-based discussion. Useful clinical e-resources will be highlighted. Unique aspect to this session will be use of an audience response system, promoting collaboration between the audience and the presenters, who are funded by CDC to train clinicians in STI management and prevention.

Learning Objective 1: Describe relevant updates to epidemiology, diagnosis, and treatment for bacterial, viral and other STIs.

Learning Objective 2: Discuss clinical resources (smartphone applications, STD Clinical Consultation Network, National STD Curriculum) to access expert guidance on STI management at the point of care.

Learning Objective 3: Discuss cases to illustrate use of CDC STI Treatment Guidelines in young adults, inclusive of newer STI/HIV diagnostic tests and test algorithms.

Presenters:
Katherine Hsu, MD, MPH, Boston University Medical Center
Alison Marshall, RN, MSN, FNP-C, Boston College

E2: Nutrition Traps: Strategies for inclusive, weight-neutral, and culturally sensitive nutrition education at the population level

Abstract: Does your nutrition messaging cause more harm than good? Traditional approaches to population-level nutrition education present a minefield of potential unintended consequences, especially for students from marginalized backgrounds, low socio-economic status, international students, and those suffering from body image and disordered eating concerns. This workshop identifies common traps and explores strategies to avoid them when designing and disseminating population-level nutrition education.

Learning Objective 1: Contrast population-level approaches with individual approaches to nutrition education.

Learning Objective 2: Identify potential unintended consequences of traditional nutrition education approaches.

Learning Objective 3: Explain inclusive, weight-neutral strategies for population-level nutrition education on their campuses.

Presenters:
Leah Berkenwald, MA, Brandeis University
Ashleigh Hala, MSW, LCSW, Babson College
E3: How To Create and Maintain a Successful Group Program: One College Counseling Center’s Experience

Abstract: This workshop will teach participants how to start and maintain a successful group therapy program at a college/university counseling center. We will share our personal experiences creating a successful group program, lessons learned, and challenges involved. Workshop focus will be on increasing participants’ understanding of process groups and their benefits, how to “sell” groups to staff, how to best coordinate the groups, and how to "pitch" them to potential student clients. Audience experiences will be elicited.

Learning Objective 1: Explain the reasons for creating a group therapy program.
Learning Objective 2: Identify different types of groups and their benefits.
Learning Objective 3: Outline steps needed to create and maintain a group therapy program

Presenters:
K. Christina Forster, MSW, Connecticut College
Margaret Watson, MA, PsyD, Connecticut College

E4: Vaping and Community Outreach Project: What Every College should Understand about E-cigs Usage on Campus

Abstract: The purpose of the project was to expose Providence College students to the ugly truth about e-cigarettes. Even though the popularity of e-cigarettes among college students is alarming high, many still do not know what these devices are doing to their bodies. The goal of the project was to expose students to the un-glamorous side of e-cigarettes and the various health risks associated with vaping, so they can decide for themselves if vaping is something they want to do. The screening tools and options for treatment for cessation will also be addressed.

Learning Objective 1: Explain how and why students use electronic cigarettes.
Learning Objective 2: Discuss how an outreach program could impact their own college setting
Learning Objective 3: List options and tools for e-cig cessation

Presenters:
Suzanne Bornschein, MD, Providence College
Deborah Levine, PhD, Providence College
Julia Puzone, BA, Providence College
E5: The Brown Human Rights Asylum Clinic: A Model for Student-Run Clinics

Abstract: The Brown Human Rights Asylum Clinic (BHRAC) is a medical student-run clinic that coordinates medicolegal affidavits for clients seeking legal status in Rhode Island. Clients undergo psychological and physical evaluations with a trained evaluator with medical student scribes present. BHRAC is part of an asylum clinic network through Physicians for Human Rights (PHR). Through BHRAC, medical students, lawyers, social service agencies, and health professionals work together to support clients seeking asylum.

Learning Objective 1: Explain the structure and function of the brown human rights asylum clinic
Learning Objective 2: List the beneficial contributions of bhrac and other asylum clinics to the immigrant community and stakeholders
Learning Objective 3: Describe future directions for students, organizations, and universities interested in participating in asylum clinic work

Presenters:
Audr Fain, BS, Brown University
Samuel Mickel, BA, Brown University
Blessed Sheriff, BA, Brown University
Sylvianne Shurman, BFA, Brown University
CONCURRENT SESSIONS - F -
Friday, December 4, 1:45 – 2:45 pm

F1: Health and Wellness Coaching: An Evidence-Based and Practical Model to Promote Student Well-Being

Abstract: This presentation explores the foundational theories and practical benefits of health coaching initiatives to promote college student well-being. The session will focus on a Health Coaching model grounded in positive psychology, appreciative inquiry, health domains, stages of change, and motivational interviewing techniques. Participants will learn how this model is implemented and assessed. Emphasis will be placed on metrics used to evaluate the Health Coach experience as well as outcomes of coaching sessions.

Learning Objective 1: Explain foundational theories and benefits of health and wellness coaching
Learning Objective 2: Describe implementation strategies for a college health and wellness coaching program
Learning Objective 3: Outline metrics and assessment tools to measure impact on student well-being

Presenters:
Makayla Davis, MA, Boston College
Elise Phillips, MEd, Boston College, Director Health Promotion

F2: T-Break Guide: a resource to help students reduce their cannabis use

Abstract: Frequent cannabis use leads to increased tolerance. The community of weed smokers has addressed this by encouraging periodic breaks from cannabis to help bring down tolerance. Called a ‘t-break’, it is an organic harm reduction technique. Unfortunately, without guidance, students often find a t-break harder than they thought. The T-Break Guide was written from the wisdom of students and helps students succeed. There are not many resources for cannabis; come learn about this free one.

Learning Objective 1: Identify current cultural context of cannabis
Learning Objective 2: Explain T-Break Guide’s contents
Learning Objective 3: Discuss when to use as a resource

Presenters:
Tom Fontana, LCMHC, LADC, University of Vermont
Michael Hill Jr, MWS, University of Vermont
F3: Informed Decision Making Regarding Meningitis B Vaccination

Abstract: Meningitis B outbreaks are increasing on college campuses. According to the CDC, 34 cases were diagnosed in 2018. 32% of those diagnosed with Meningitis B were college students. Meningitis B has negative health outcomes including brain damage, loss of limbs and death. Should college health centers require the Meningitis B vaccine? This presentation will cover the different meningitis vaccines including the challenges and successes that come with requiring these vaccines on a college campus.

Learning Objective 1: Identify risk factors for meningitis
Learning Objective 2: Differentiate between the available meningitis vaccines
Learning Objective 3: Describe steps to help with vaccine requirement and compliance on a college campus

Presenters:
Laura Anderson, MS, APRN, FNP-C, New England College

F4: Clean Eating: Unintended Consequences for College Students

Abstract: The same personality traits that contribute to academic and athletic success (dedication, discipline, pursuit of excellence) can easily create nutritional problems. Students who choose to "eat clean" can suffer from not only the "food jail" of orthorexia, but also deficiency of several nutrients. This session will include case studies that expose the unintended health consequences seen among "clean eating" students and student athletes.

Learning Objective 1: Describe how the current food climate on college campuses can be health-erosive and lead to orthorexia
Learning Objective 2: Identify nutritional deficiencies associated with eating clean
Learning Objective 3: Discuss ways to reduce stress surrounding food choices and weight issues

Presenters:
Nancy Clark, MS RD CSSD, Sports Nutrition Services LLC
| PRESENTERS |
|-------------------|-------------------|-------------------|
| Nishelli Ahmed, MPH, BS | Elizabeth Galliford, BS | Suanne Maurer-Starks, EdD |
| University of Connecticut | Sacred Heart University | Bridgewater State University |
| Heather Aliotta, MSN | Lauri Gallimore, BS, RN | Kristina Mereigh, MPH |
| Brown University | Dartmouth College | Smith College |
| Laura Anderson, MS, APRN, FNP-C | Kerry-Beth Garvey, MSN, RN, CNL | Samuel Mickel, BA |
| New England College | Smith College | Brown University |
| Leah Berkenwald, MA | Heather Giannillo, BSN, AN | Kerry Morgan, PhD, MS, BS |
| Brandeis University | Brown University | Sacred Heart University |
| Suzanne Bornschein, MD | Ashleigh Hala, MSW, LCSW | Amelia Nagoski, DMA |
| Providence College | Babson College | Author |
| Nancy Clark, MS RD CSSD | Michael Hill Jr, MWS | Emily Nagoski, PhD |
| Sports Nutrition Services LLC | University of Vermont | Author |
| Makayla Davis, MA | Katherine Hsu, MD, MPH | Ashley Netanel, MEd |
| Boston College | Boston University | Amherst College |
| Kelsey DeVo, MSN, FNP-C | Michael Irwig, MD | Joleen Nevers, MAEd, CHES, CSE, CSES |
| College of the Holy Cross | Beth Israel Deaconess Medical Center | University of Connecticut |
| Audrey Fain, BS | Jeannine Kremer, MSW | Emily Owens, BSN |
| Brown University | Boston College | Dartmouth College |
| Susan Ferraro, BA, AS, RN | Erika Lea, MSED, MSW | Adam Pallant, MD/PhD |
| Mt Holyoke College | Champlain College | Brown University |
| Cheryl Flynn, MD, MS, MA | Deborah Levine, PhD | Emily Pagano, MS |
| Mount Holyoke College | Providence College | University of Connecticut |
| Tom Fontana, LCMHC, LADC | Alison Marshall, RN, MSN, FNP-C | Elise Phillips, MEd |
| University of Vermont | | Boston College |
| K. Christina Forster, MSW | | |
Felix Pizzi, MSEd, LCMHC, CCMHC  
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Ellen Reynolds, MS  
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Jessica Samuolis, PhD  
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Blessed Sheriff, BA  
*Brown University*

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Tanya Sullivan, DNP, APRN, CNP  
*Brown University*

Win Turner, Win Turner  
*Stony Brook University*

Sandy Valentine, BS  
*University of Connecticut*

Lacey Vogel, LMHC  
*The Renfrew Center*

Jennifer Walsh, MA

Ariel Watriss, MSN  
*Tufts University*

Margaret Watson, MA, PsyD  
*Connecticut College*
MEETING GOALS

Along with the NECHA membership and invited guests, the purpose and goals of the 2020 Annual Meeting include:

Bringing together the membership and regional college health professionals for 2 days of sharing best practice, procedures, and innovation in college health.

Provide a platform of continued learning and discussion on current and relevant issues that further the college health profession and enhance the lives of students on their campuses.

Registration Opening Soon