

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.NECHAOnline.org



100%

of college outbreaks of
meningitis since 2011 are
due to Meningitis B.

Does your college recommend the TWO types
of meningitis vaccines – MenACWY and MenB?
If not, your campus is at risk of an outbreak.



PROTECT YOUR CAMPUS

1

Recommend both
types of meningitis
vaccines (MenACWY
and MenB).

2

Update immunization
forms to specifically call
out both the MenACWY
and MenB vaccines.

3

Update the student health
center website with
information on both
MenACWY and MenB
vaccines.

**FOR MORE INFORMATION AND FREE EDUCATIONAL MATERIALS,
VISIT MENINGITISBACTIONPROJECT.ORG.**

NECHA 2020 AGENDA

Thursday, December 3

8:30 - 9:00 am EST	Meditation/Mindfulness Reset with Amanda Ayers
9:15 – 9:45 am EST	Welcome by NECHA President/President Elect
10:00 – 11:15 am EST	Keynote Presentation: BURNOUT by Emily & Amelia Nagoski
11:30 am – 12:30 pm EST	Concurrent Sessions – A –
12:45 - 1:15 pm EST	Lunch with Sponsor: Togetherall
1:30 – 2:30 pm EST	Concurrent Sessions – B –
2:40 – 3:40 pm EST	Concurrent Sessions – C –

Friday, December 4

9:00 - 9:30 am EST	Welcome Day 2
9:30 - 10:00 am EST	Discussion Groups
10:15 – 11:15 am EST	Concurrent Sessions – D –
11:30 am – 12:30 pm EST	Lunch with Tracks
12:30 – 1:30 pm EST	Concurrent Sessions – E –
1:45 – 2:45 pm EST	Concurrent Sessions – F –
3:00 - 3:30 pm EST	Meditation/Mindfulness Reset with Leila Samii



FROM THE PROGRAM CHAIR

Tanya Sullivan, DNP, APRN, CNP,

Health Services Assistant Clinical Director, Brown University

2020 Annual Meeting Program Chair & President-Elect, New England College Health Association

Health Equity: Light the Way~ the theme for NECHA's 2020 Annual Meeting ~ was chosen to spotlight the importance of ensuring access to health and wellness on our campuses for all students regardless of race, ethnicity, faith, identity, ability, and need. Last year at this time I envisioned sailboat masts in Newport Harbor chiming asynchronously as we gathered elbow to elbow in the Marriott ballroom to kick off our annual meeting. The inequities of health and wealth juxtaposed as mere blocks from the famous Newport Mansions lies Newports' east area, one of the most underserved neighborhoods in Rhode Island.

One year ago a novel coronavirus was identified that changed our lives. Three hundred and nineteen days ago, the first case of COVID-19 was diagnosed in the U.S.. Shortly after, the World Health Organization declared COVID-19 a global pandemic. More than sixty one million cases have been confirmed globally and the U.S. death rate is the highest among all nations at over 263,000 lives lost. Social determinants of health in our country and globally are glaringly visible in these numbers. We know these inequities exist on our campuses as well. Recognizing this allows for the necessary work of undoing to take place.

Banal upper and lower respiratory infections, likely the most common visits for primary care in college health, have been transformed by COVID into an epidemiological exercise of isolation, virus identification, contact tracing, and quarantine. Institutions of Higher Education (IHEs) have been highlighted for their successes and challenges of combating COVID'S community spread. Yet some of us have been furloughed or laid off. Others have lost loved ones or fallen ill. We have worked harder than ever these last few months and many of us are feeling the systemic impact of this pandemic. Each and every one of you have played an essential role in helping our IHEs persevere through this pandemic to educate students in and out of the classroom, promote sound public health guidance, and address the psychological impact COVID has had on our students and our communities at large.

Through this many of you have submitted diverse and exciting proposals to present at our annual meeting. We have the opportunity to increase our knowledge and broaden our practice in areas of gender care, psychiatric prescribing, kink competencies, asylum advocacy, substance use, STI treatment and more within the context of this global pandemic. Knowing a key attribute to NECHA's Annual Meeting is building community and connecting with colleagues we have opened some virtual spaces between concurrent sessions. Collectively, this demonstrates admirable acts of resilience and professional passion.



FROM THE PROGRAM CHAIR (cont.)

Burnout is the focus of our keynote speakers, Drs. Emily and Amelia Nagoski. Burnout exists in our professional circles and in the students we serve. It exists within us. Burnout has ties to inequities and injustice amplified in our country at present. We will hear from Emily and Amelia about wellness as a state of action and the cycle of burnout which we can apply both to our own lives and the work we do with students. We will learn about evidence based strategies for completing the stress cycle and hear about a cure.

I would like to express sincere appreciation to the American College Health Association who have provided support throughout the planning of our first ever virtual annual meeting. Carolyn Lesesane, the Executive Assistant to CEO and Board of Directors Coordinator for ACHA has been instrumental in supporting the technical and logistical aspects of the virtual space we share today. Our NECHA Board of Directors have shared creative wisdom, innovative ideas, and content for our meeting. Special thanks as well to the Planning Committee members for reviewing proposals, facilitating breakout sessions, and assisting with continuing education (CE) applications made more complex by our virtual format. We are proud to offer six different types of CE credits for this multidisciplinary event. Finally, NECHA's 2020 Annual Meeting could not have taken place without the fastidious and strategic work of Sarah Cavicchi, our Administrative Director. Sincere gratitude to Sarah for accomplishing the transformation of our annual meeting into a dynamic and virtual event.

Enjoy your time together and enjoy the annual meeting. Thank you so much for all you do.

~Tanya



PLANNING COMMITTEE

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.

CONTINUING EDUCATION

CME Credits: This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the American College Health Association and New York State College Health Association. The American College Health Association is accredited by the ACCME to provide continuing medical education for physicians.

The American College Health Association designates this live activity for a maximum of 7.25 AMA PRA Category 1 Credits.™ Physicians should claim only the credit commensurate with the extent of their participation in the activity.

CE Credits for Psychologists (PsyCE): This educational activity is co-sponsored by the American College Health Association and Pacific Coast College Health Association. The American College Health Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The American College Health Association maintains responsibility for this program and its content. ACHA has awarded this program 5.0 hours of continuing education for psychologists. Psychologists must attend each session in its entirety in order to qualify for CE credit for that session.

CECH Contact Hours (CHES/MCHES): This program is designated for Certified Health Education Specialists (CHES) and/or Master Certified Health Education Specialists (MCHES) to receive up to 7 total Category I continuing education contact hours. Maximum advanced-level contact hours available are 4 contact hours.

Nursing Contact Hours (CNE):

This nursing continuing professional development activity was approved by the Ohio Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. (OBN-001-91)

NASW Contact Hours: This program is Approved by the National Association of Social Workers (Approval # 886449811-7160) for 7 continuing education contact hours.

NBCC Contact Hours: NECHA 2020 Live Virtual Annual Meeting: Heath Equity, Light The Way has been approved by NBCC for NBCC credit. Sessions approved for NBCC credit are clearly identified. New England College Health Association (NECHA) is solely responsible for all aspects of the program. NBCC Approval No. SP-3558.

EVALUATIONS

Successful Completion of the Educational Activity

To receive continuing education credit/contact hours, participants are required to:

- register for the event/activity
- attend each session for which credit is requested in its entirety
- complete the online Request for CE Credit to attest to the sessions you attended

Evaluations for continuing education credit and future planning will be conducted online.

The link will be active at www.NECHAonline.org. Evaluations must be submitted in one sitting and completed by Friday, December 18, 2020. Certificates of attendance will be distributed online as evaluations are completed.

FACULTY DISCLOSURES

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.



SOLUTIONS PRESCRIBED FOR STUDENTS

Student health insurance isn't a one size fits all problem. That is why we take the time to work with colleges to customize their student health plans to best meet the needs of their students.





REGISTRATION INFORMATION

TICKET TYPE

TICKET PRICE

Full 2-Day	\$75
Full 1-Day	\$50
Group Rate (5 or less within same college/university)	\$200
Student, FT Undergraduate	\$50
Furloughed/Currently Out of Work	\$0

CE Credits	\$40
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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.

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: *Discuss the cure for burnout*

Presenters:

Emily Nagoski, PhD

Amelia Nagoski, DMA

CHES: 1, MCHES: 0, CNE: 1.25, CME: 1.25, NBCC: 0, NASW: 1, PsyCE: 0



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, MEd, LCMHC, CCMHC, Southern New Hampshire University

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0

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: *Explain counseling for prep in the context of both options*

Learning Objective 3: *Discuss best practices for sexual health counseling*

Presenters:

Ariel Watriss, MSN, Tufts University

CHES: 1, MCHES: 0, CNE: 0, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0

CONCURRENT SESSIONS - A -

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

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

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 1, PsyCE: 0

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 congency 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, StonyBrook University

CHES: 1, MCHES: 1, CNE: 1, CME: 0, NBCC: 1, NASW: 1, PsyCE: 0

CONCURRENT SESSIONS - A -

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

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

Kerry-Beth Garvey, MSN, RN, CNL, Smith College

CHES: 0, **MCHES:** 0, **CNE:** 1, **CME:** 0, **NBCC:** 0, **NASW:** 0, **PsyCE:** 0

CONCURRENT SESSIONS - B -

Thursday, December 3, 1:30 – 2:30 pm

B1: Implementing an Antibiotic Stewardship Quality Improvement Initiative: Translating Evidence into Practice

Abstract: Antibiotic stewardship is the effort of 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*

Presenters:

Tanya Sullivan, DNP, APRN, CNP, Brown University

CHES: 0, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0

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 study findings*

Presenters:

Cheryl Flynn, Cheryl A Flynn, Mount Holyoke College

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0

CONCURRENT SESSIONS - B -

Thursday, December 3, 1:30 – 2:30 pm

B3: 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

CHES: 1, **MCHES:** 1, **CNE:** 1, **CME:** 1, **NBCC:** 0, **NASW:** 1, **PsyCE:** 1

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, LMHC, ATR

CHES: 0, **MCHES:** 0, **CNE:** 1, **CME:** 1, **NBCC:** 1, **NASW:** 1, **PsyCE:** 1

CONCURRENT SESSIONS - B -

Thursday, December 3, 1:30 – 2:30 pm

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

CHES: 0, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0

CONCURRENT SESSIONS - C -

Thursday, December 3, 2:40 – 3:40 pm

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

CHES: 0, MCHES: 0, CNE: 1, CME: 1, NBCC: 1, NASW: 0, PsyCE: 1

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: 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

CHES: 1, MCHES: 0, CNE: 1, CME: 0, NBCC: 0, NASW: 1, PsyCE: 0

CONCURRENT SESSIONS - C -

Thursday, December 3, 2:40 – 3:40 pm

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.*

Learning Objective 4: *Discuss tools to best approach the recommendation of a medical leave for treatment.*

Presenters:

Lacey Vogel, LMHC, The Renfrew Center

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 1, NASW: 1, PsyCE: 1

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*

Presenters:

Nishelli Ahmed, MPH, BS, University of Connecticut

Kristina Mereigh, MPH, Smith College

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 1, PsyCE: 0

DISCUSSION GROUPS

Friday, December 4, 9:30 – 10:00 am

BIPOC & TIRED, Moving Towards Restored and Healed

Facilitated by Nishelli Ahmed & Kris Mereigh

Coffeehouse/Social Tea Time

Facilitated by Leah Berkenwald

Health Equity in Higher Education

Facilitated by Ashleigh Hala & Joleen Nevers

Thinking about joining the NECHA Board? Q & A with Board members

Facilitated by Jessica Greher-Traue

Transitioning to Spring Semester

Facilitated by Liz Drexler-Hines & Kerry-Beth Garvey

Complete Behavioral Health Solution

Providing students access to behavioral health care.

As a health plan focused exclusively on college health, we've worked hard to find solutions to problems faced by students and client administrators. We're proud to introduce our Complete Behavioral Health Solution, built to make sure our student members have access to behavioral health care where, when, and how they need it.

National Virtual Network

Wellfleet's expansive virtual network supplements your local network with more than 40,000 providers nationwide.

No-Cost Prescriptions

Our proprietary student formulary offers generic forms of often-prescribed anti-depressant, anti-anxiety, and bipolar medications at no cost.

24/7 Urgent Access

Since 2017, our CareConnect counseling line has given student members direct emergency access to professionally-licensed counselors and worked in-tandem with student health centers.

Provider Recruitment

Our provider relations team works to ensure 100% of our clients' referred counselors are included in their preferred tier of benefits.

Case Management

Our student-focused case management team is here to assist your students with complicated or severe behavioral needs.



Learn how our Complete Behavioral Health Solution can make an impact for your students

We would love to learn about the challenges you and your university face when it comes to students' access to behavioral health. Visit www.wellfleetstudent.com/behavioralhealth or scan the QR code below to learn more or schedule a 1-on-1 call with a member of our student-focused Sales Team.



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Since 1993, our team has administered student health plans across the country. One problem we -- along with 100s of client schools and universities -- faced is access to a pharmacy solution built around the needs of the student population. Finding a solution to that problem and a passion for innovation led us to source, design, and launch our very own student-focused pharmacy solution.

Wellfleet Rx, our exclusive pharmacy solution with 40+ free prescriptions and our proprietary student formulary, has changed the way students engage with their health and pharmacy benefits.

Visit wellfleetstudent.com/rx or scan the QR code below to learn how Wellfleet Rx can make a difference on your campus.



wellfleetstudent.com



CONCURRENT SESSIONS - D -

Friday, December 4, 10:15 am – 11:15am

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

Suane Maurer-Starks, EdD, Bridgewater State University

CHES: 1, MCHES: 0, CNE: 1, CME: 0, NBCC: 0, NASW: 1, PsyCE: 1

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:

Adam Pallant, MD/PhD, Brown University

Tanya Sullivan, DNP, APRN, CNP, Brown University

Michael Wolfe, MD, Brown University

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0

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

CHES: 1, MCHES: 0, CNE: 1, CME: 0, NBCC: 1, NASW: 1, PsyCE: 0

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

CHES: 1, MCHES: 0, CNE: 1, CME: 0, NBCC: 1, NASW: 1, PsyCE: 1

CONCURRENT SESSIONS - D -

Friday, December 4, 10:15 am – 11:15am

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

CHES: 0, MCHES: 0, CNE: 1, CME: 0, NBCC: 0, NASW: 0, PsyCE: 0

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

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 1, NASW: 1, PsyCE: 0

CONCURRENT SESSIONS - E - LONG SESSION

Friday, December 4, 12:30 – 2:45 pm

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

CHES: 2, MCHES: 0, CNE: 2, CME: 2, NBCC: 0, NASW: 0, PsyCE: 0

CONCURRENT SESSIONS - E -

Friday, December 4, 12:30 – 1:30 pm

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

CHES: 1, MCHES: 1, CNE: 1, CME: 1, NBCC: 0, NASW: 1, PsyCE: 0

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

CHES: 0, MCHES: 0, CNE: 1, CME: 1, NBCC: 1, NASW: 1, PsyCE: 1

CONCURRENT SESSIONS - E -

Friday, December 4, 12:30 – 1:30 pm

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

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 1, PsyCE: 0

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

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 1, NASW: 0, PsyCE: 0

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

CHES: 1, MCHES: 1, CNE: 1, CME: 1, NBCC: 0, NASW: 1, PsyCE: 0

F2: 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

CHES: 1, MCHES: 0, CNE: 1, CME: 0, NBCC: 1, NASW: 1, PsyCE: 0

CONCURRENT SESSIONS - F -

Friday, December 4, 1:45 – 2:45 pm

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

CHES: 0, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0

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

CHES: 1, MCHES: 0, CNE: 1, CME: 1, NBCC: 0, NASW: 0, PsyCE: 0



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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.

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