



2020 NASPA STRATEGIES CONFERENCES

**Well-being
and Health
Promotion
Leadership**

**Sexual Violence
Prevention
and Response**

**Alcohol,
Other Drug,
and Violence
Prevention**

**Mental
Health**

NEW ORLEANS, LA | JANUARY 16-18, 2020



NASPA®

Student Affairs Administrators
in Higher Education



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WELCOME TO THE 2020 NASPA Strategies Conferences!

This is NASPA's signature event for prevention educators, administrators, and all student affairs professionals who work closely on public health, prevention, and response issues on campus. Our volunteers have selected cutting-edge, thought-provoking keynote speakers, educational sessions that challenge the status quo, and opportunities for sharing promising practices among other student affairs practitioners and administrators.

This single event convenes four separate conferences, including the NASPA Alcohol, Other Drug, and Campus Violence Prevention Conference, the NASPA Mental Health Conference, the NASPA Sexual Violence Prevention and Response Conference, and the NASPA Well-Being and Health Promotion Leadership Conference. We encourage participants to attend sessions at any of the four conferences. The conference program book provides a combined view of sessions from all the conferences, with a designation as to which event the program focuses. A quick guide of sessions organized by conference can be found in the back on pages 156-163.

The status quo in higher education needs to be challenged as we shift our paradigms from the individual and the clinical towards systems, networks, and a population-wide approach to a culture of primary prevention and thriving student well-being. Our duty is to face problems which are too complicated to solve quickly or simply. In addition to taking home new strategies, new relationships, and new ideas, it is the hope of the dedicated team who arranged this event you will also leave with something even more valuable: new perspective.

Please take advantage of the time built into the conference to network with colleagues, ask questions, and get more deeply involved in this work. Again, welcome to the 2020 NASPA Strategies Conferences!

Sincerely,

David M. Arnold

*Assistant Vice President for Health, Safety, and Well-being Initiatives
NASPA – Student Affairs Administrators in Higher Education*

SCHEDULE AT-A-GLANCE

NOTE TO ATTENDEES: Registered attendees may attend any event being offered throughout the conferences, unless otherwise noted by a required invitation. Attendees are encouraged to consider all options listed during each time block, and attend sessions that align with their goals. Sessions may be full and we encourage you to arrive early or have a second choice pre-selected.

WEDNESDAY, JANUARY 15

7:00 a.m. – 8:00 p.m.	Registration
9:00 a.m. – 5:00 p.m.	Pre-Conference Institute (Full Day)
2:00 p.m. – 5:00 p.m.	Pre-Conference Workshop (Half Day)

THURSDAY, JANUARY 16

7:00 a.m. – 5:00 p.m.	Registration
8:30 a.m. – 10:00 a.m.	Conference Welcome & Opening Session
9:30 a.m. – 4:30 p.m.	Exhibit Hall open
10:00 a.m. – 10:30 a.m.	Morning Break & Networking
10:30 a.m. – 12:00 p.m.	Extended Sessions 1
12:00 p.m. – 1:30 p.m.	Conference Break (Lunch on own)
1:30 p.m. – 2:30 p.m.	Concurrent Sessions 1
2:45 p.m. – 3:45 p.m.	Concurrent Sessions 2
3:45 p.m. – 4:15 p.m.	Afternoon Break & Networking
4:15 p.m. – 5:15 p.m.	Concurrent Sessions 3
5:30 p.m. – 7:00 p.m.	Opening Reception & Poster Sessions

FRIDAY, JANUARY 17

7:00 a.m. – 5:00 p.m.	Registration
7:30 a.m. – 8:30 a.m.	Breakfast with Exhibitors
7:30 a.m. – 4:30 p.m.	Exhibit Hall open
8:45 a.m. – 10:15 a.m.	Extended Sessions 2
10:15 a.m. – 10:45 a.m.	Morning Break & Networking
10:45 a.m. – 11:45 a.m.	Concurrent Sessions 4 & Conference Plenary Session
11:45 a.m. – 1:15 p.m.	Conference Break (Lunch on own)
1:15 p.m. – 2:15 p.m.	Concurrent Sessions 5 & Conference Plenary Session
2:30 p.m. – 3:30 p.m.	Concurrent Sessions 6 & Conference Plenary Session
3:30 p.m. – 4:00 p.m.	Afternoon Break & Networking
4:00 p.m. – 5:00 p.m.	Concurrent Sessions 7 & Conference Plenary Session

SATURDAY, JANUARY 18

7:00 a.m. – 3:00 p.m.	Registration
7:30 a.m. – 8:30 a.m.	Conference Breakfast
8:30 a.m. – 9:30 a.m.	Closing Session
9:45 a.m. – 10:45 a.m.	Concurrent Sessions 8
11:00 a.m. – 12:00 p.m.	Concurrent Sessions 9

A Special Thanks to the Planning Committees and City Experience Team

NASPA is very thankful for the time, effort, and guidance of the planning committees and experience team in shaping the 2020 Strategies Conferences. We would like to extend an additional note of gratitude to the knowledge communities who dedicate volunteer time to making these conferences successful: the Wellness and Health Promotion Knowledge Community, the Alcohol and Other Drug Knowledge Community, the Campus Safety and Violence Prevention Knowledge Community, and the Indigenous Peoples Knowledge Community.



Alcohol, Other Drug and Violence Prevention Committee

Lauren Baines, Director of Student Health Promotion, Indiana State University

Alicia Baker, Assistant Director, University of Florida

Jennifer Damask, Substance Abuse Prevention Specialist, University of Wisconsin-Madison

Joseph Espinoza, Case Manager, University of Denver

Louise Harder, MIHEN Coordinator, Prevention Network

Santee Johnson, Health & Wellness Educator, Mississippi State University

September Johnson, Graduate Assistant, Boston University

Rich Lucey, Prevention Program Manager, Drug Enforcement Administration

Leslie Haxby McNeill, Assistant Director, Miami University-Ohio

Michele Richardson, Program Director, Wellness Center, Prince George's Community College

Caris Thetford, Assistant Director, Tarleton State University



Mental Health Committee

Kristelle Aisaka, JED Campus Advisor, The Jed Foundation

Dolores Cimini, Assistant Director, University at Albany, State University of New York

Kathryn Dailey, Associate Director of Health Promotion, University of Colorado Boulder

Laurel N. Donley, Clinical Case Manager – Counseling Center and Student Affairs, UNC School of the Arts

Katell Guellec, Director, Hamel Health and Counseling, Merrimack College

Erin Hayes, Conduct Administrator, University of Denver

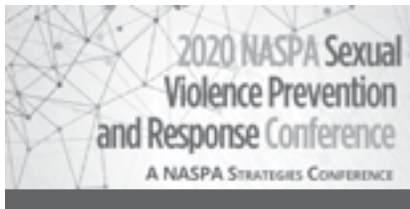
Sharon Mitchell, Senior Director, Student Wellness and Director of Counseling Services, University at Buffalo

Julia Rose, Associate Director, Texas A & M University-Commerce

Thank You to Our Volunteers

NASPA owes a debt of gratitude to our incredible volunteers. The service of the Conference Planning Committees can be seen in every aspect of the #NASPAstrategies20 experience. Thank you to the over 300 coordinating presenters who submitted program proposals; the nearly 130 individuals who reviewed these submissions; and the over 450 individuals presenting more than 200 workshops, sessions, and posters.

There are a number of ways to get involved with NASPA and something for every interest, professional level, and level of time commitment. Ask NASPA staff how you can get involved in planning future Strategies Conferences and other professional development events, as well as benefits of NASPA membership.



Sexual Violence Prevention and Response Committee

Jill Creighton, Associate Vice President of Student Affairs & Dean of Students, Washington State University

Jill Dunlap, Director of Research and Practice, NASPA

Jennifer Henkle, Program Manager, Culture of Respect Collective, NASPA

Rose Rezaei, Assistant Director, Center for Health Advocacy and Wellness, Florida State University

Kernysa Rowe, Assistant Director of Student Conduct and Community Standards, University of Maryland-Baltimore County

Kristen Roe, Deputy Title IX & Youth Protection Coordinator, Montgomery College

Anna Sotelo-Peryea, Violence Prevention Coordinator, SUNY University at Buffalo

Jaclyn Stone, Director of Student Wellbeing, Johns Hopkins University

Malik Washington, Associate Director, Sexual Violence Prevention & Education, University of Pennsylvania

Kevin Worthen, Vice President and Associate Vice President for Student Development (2009 – 2018), Nazareth College



Well-being and Health Promotion Leadership Conference Committee

Nikki Brauer, Director of Health Promotion and Wellness, Illinois State University

Nancy Chase, Director of Student Wellness and Health Promotion, University of Delaware

Chris Dawe, Director of Recreation & Wellness, Northern Illinois University

Mary Jo Desprez, Director of Wolverine Wellness, University of Michigan

Julie Edwards, Director of Health Promotion and Wellness, University of Chicago

Shawnte Elbert, Associate Dean of Health & Wellness, Central Washington University

Doug Everhart, Director of the Center for Student Wellness & Health Promotion, University of California, Irvine

Malika Isler Roman, Assistant Vice President for Inclusive Practice, Wake Forest University

James Larcus, Project Manager for Strategic Initiatives, University of Denver

Karen Moses, Director of ASU Wellness and Health Promotion, Arizona State University

Eric Smith, Director of Health Promotion and Wellness Services, Auburn University

Paula Swinford, Director of the Office for Health Promotion Strategy, University of Southern California

Brittany Todd, Director of Risk Intervention and Safety Education, Texas Tech University

Delynne Wilcox, Assistant Director of Health Promotion and Wellness, University of Alabama



City Experience Team

Annette Baldwin, Assistant Director of Outreach and Programming for the University Counseling Center, Southeastern Louisiana University

Reagan George, undergraduate student, Tulane University

La'Tesha Hinton, Assistant Director, The Well for Health Promotion, Tulane University

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Bronze Sponsor



THANK YOU TO OUR COOPERATING SPONSORS!



Promoting Wellness Across the Nation



GENERAL INFORMATION

It's all on the new My NASPA App

The My NASPA mobile app is where you'll find everything you need to navigate the conference and craft your experience. View the schedule and create your own itinerary, browse exhibitors and sponsors, read up on speakers, floor plans, and more. To download, visit the Apple App Store or Google Play and search for "My NASPA". After installation, please sign up and create your profile. Next, go to the Search Bar and search "2020 NASPA Strategies Conferences." Select "Join Now" and use the passphrase: "STRATEGIES2020".

Build Your Schedule: The most up to date schedule information will always be found in the app. We will also send out notifications for any time or location changes via the app. You can search for educational sessions by session title, presenter name, professional level, competency, or topic area. You can also add your meetings, receptions, and other special events to your schedule right in the app. Be sure to book time in the Exhibit Hall so you don't miss out on the chance to meet our sponsors not to mention the best break time snacks and a luxurious chair massage!

Connect with Colleagues: Our app allows you to easily share your contact information even when you're on the go. First, be sure you have your full name and email (at a minimum) in your profile, and enable Bluetooth on your phone. When you're looking to connect with someone, click the Shake to Connect icon at the same time as your new contact and give your phone a shake. The app will trade your contact information automatically!

Conference Registration and Information Desk

The NASPA Registration and Information table will be open in the Strand Foyer (level two of the hotel) at the following times:

Wednesday, January 15, 7:00 a.m. – 8:00 p.m.

Thursday, January 16, 7:00 a.m. – 5:00 p.m.

Friday, January 17, 7:00 a.m. – 5:00 p.m.

Saturday, January 18, 7:00 a.m. – 3:00 p.m.

Conference Hotel

All conference activities will be held at the Hyatt Regency New Orleans and are open to conference participants only.

Hyatt Regency New Orleans

601 Loyola Avenue

New Orleans, Louisiana 70113

1-504-561-1234

Attire

Attire for the conference is business casual.

Accessibility/Dietary Needs

If you have an accommodation request, dietary concerns, or questions, please speak with the NASPA staff at the conference registration desk.

Cell Phones

As a courtesy to presenters, speakers, panelists, and attendees, please turn off cell phones during program sessions. Please leave the session room if you must take a call.



Chair Massages

Take a break! Conference days are full days, so stop by the Exhibit Hall and enjoy a complimentary chair massage. Massages will be available Thursday and Friday between 10:30 a.m. - 4:00 p.m.

Conference Badges

Conference badges are required to participate in conference sessions and any meals provided by the conference. Your badge not only indicates that you are fully registered for the conference, but serves to build community among attendees.

Conference Evaluation

The 2020 NASPA Strategies Conferences evaluations will be available online following the conclusion of the conference. All participants will receive an emailed evaluation.

Conference Handouts

Workshop session materials will be posted to the NASPA Professional Development Archive (<http://bit.ly/pdarchive>) on the members-only section of the NASPA website. You will be able to access all materials using the login you created at the time of conference registration.

Exhibitors

Please visit the conference exhibitors during the conference on Thursday, January 16 from 9:30 a.m. - 4:30 p.m., and Friday, January 17 from 7:30 a.m. - 4:30 p.m. The Exhibit Hall can be found in Elite A on level one of the hotel. A complete listing of conference exhibitors is located in the back of the program book.

Community Partnerships at the 2020 NASPA Strategies Conferences

The 2020 NASPA Strategies Conferences are proud to partner with the following community partners:



Arc of Greater New Orleans (ArcGNO) serves about 250 adults with intellectual disabilities in

5 day centers across the Greater New Orleans region. Our programming and activities focus on community integration, health and wellness, and advocacy. We are always looking for opportunities to introduce our participants to new experiences, to reinforce positive life skills, and to encourage healthy living. For over 30 years, ArcGNO has created wage earning jobs for individuals with intellectual disabilities by recycling Mardi Gras throws.



Food Recovery Network is a national nonprofit that unites students at colleges and universities to fight food waste and hunger by recovering perishable

food that would otherwise go to waste from their campus dining halls and donating it to those in need. Food Recovery Network has partnered with the conference hotel to recover any perishable food, and will then donate the food to the New Orleans Mission, a non profit dedicated to the rescue, recovery, and re engagement of people facing homelessness, addiction and human trafficking.

GENERAL INFORMATION

Continuing Education

The deadline to request continuing education credits for the 2020 NASPA Strategies Conferences is February 10, 2020. Requests for continuing education credits cannot be fulfilled after this date.

If you have specific questions about continuing education, please visit the registration desk or contact Teri Gillmor at tgillmor@naspa.org. Programs that qualify for continuing education are noted with the following abbreviations: NBCC, APA, CHES/MCHES, and/or NASW.

National Board for Certified Counselors (NBCC)

NASPA has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5120. Programs that do not qualify for NBCC credit are clearly identified. NASPA is solely responsible for all aspects of the programs. Participants can receive a maximum of 12 clock hours for this event, and up to eight additional clock hours are available for attending pre-conference workshops.



To receive credit, please complete a reporting form, available at registration. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.

Continuing Education for Psychologists

NASPA thanks the Association for University and College Counseling Center Directors for sponsoring this continuing educational opportunity for psychologists. Not all sessions are available for continuing education (CE) credit. Sessions which are eligible for APA CE credit are identified within the program book. A maximum of 12 continuing education hours are available for this program. Up to eight additional hours are available for attending pre-conference workshops.



Participants who would like to receive APA CE credit must stop by registration to pick up the evaluation form packet and return it to registration at the end of the event. CE certificates can only be given to the participant onsite and will not be mailed following the conference. You must complete the evaluation in order to receive CEs. The Association for University and College Counseling Center Directors (AUCCCD) is approved by the American Psychological Association to sponsor continuing education for psychologists. AUCCCD maintains responsibility for this program and its contents.

National Commission for Health Education Credentialing, Inc. (NCHCEC)

NASPA is 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 12 total Category 1 continuing education contact hours. Up to eight additional contact hours are available for attending pre-conference workshops. Poster sessions are not approved for CHES/MCHES contact hours.



Participants seeking CECH will need to complete evaluations of individual sessions in order to receive continuing education contact hours for this event. Forms are available to pick up at registration. A certificate of completion will be sent via email after the form has been processed and approved, and individual hours will be reported to NCHCEC in April.

National Association of Social Workers (NASW)

This program is approved by the National Association of Social Workers (Approval #886679822-7222) for 20 continuing education contact hours (including pre-conference workshops).



To receive credit, please complete a reporting form, available at the registration desk. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.

General Certification of Attendance

NASPA is able to provide a general certificate of attendance to document hours for other licenses or credentials. It is your responsibility to determine if the general certificate meets the criteria for your specific continuing education needs. NASPA recommends contacting your licensing board, professional organization, etc. to inquire about eligibility.

Hotel Map

A map of the meeting space can be found at the back of the program book and in the MyNASPA app.

Lost and Found

Lost and found articles should be turned into and/or retrieved from the conference registration desk.

Onsite Lunches Options

In addition to the restaurants available in the hotel and within walking distance, the 2020 NASPA Strategies Conferences offers an onsite lunch option for conference attendees. Lunches will be available for purchase in the Exhibit Hall (Elite A) from 12:00 p.m. - 1:30 p.m. on Thursday, January 16 and 11:45 a.m. - 1:15 p.m. on Friday, January 17. Lunches will include vegetarian options.

Session Types

The Conference Planning Committees have cultivated a variety of breakout session types to enhance your conference experience. Roundtable Sessions are meant to generate interactive conversation, and will not include AV. General Interest Sessions will be 60 minute facilitated sessions, while Extended Sessions are 90 minutes in duration. Poster Sessions will be presented at the Opening Reception on Thursday evening.

Social Media - #NASPAstrategies20

Join in on the conversation via Twitter and Instagram! Participants should use #NASPAstrategies20 as the hashtag for the event. NASPA will post photos and tweet from @NASPAtweets and @NASPApics with this hashtag and post on the NASPA Facebook page <http://www.facebook.com/NASPAfb>.

All Gender Restrooms

An all gender restroom designation means the restrooms are intended as a welcome space for transgender, gender non-binary, and genderqueer people, as well as people of all gender identities and expressions. If you choose to use this restroom, you are aware that it is an inclusive space. If you are uncomfortable using an all gender restroom, please use any of the other restrooms within the hotel. Please remember that gender expression takes many different forms. We affirm the right of each person to choose and use the restroom best suited to their needs and to do so free from scrutiny and judgement.

NASPA Publication Sales

NASPA has a variety of publications for sale during the conference. You may purchase publications onsite at the conference for a reduced rate and take them home today! Reduced conference rates are only available here onsite and do not apply to purchases made after the conferences. Publication sales will take place at the Registration Desk in the Strand Foyer at the following times:

Friday, January 17, 8:30 a.m. - 5:00 p.m.

Saturday, January 18, 8:00 a.m. - 12:00 p.m.

Nursing Space

A room will be available for registered conference attendees in need of a nursing area during the conference. This space will be available in the Mother's Room on level four of the hotel at the following times:

Wednesday, January 15, 7:00 a.m. - 5:00 p.m.

Thursday, January 16, 7:00 a.m. - 5:00 p.m.

Friday, January 17, 7:00 a.m. - 5:00 p.m.

Saturday, January 18, 7:00 a.m. - 12:00 p.m.

Open Recovery Space

An open, unfacilitated space is available for conference attendees identifying on any spectrum of recovery. This space will be open Thursday, January 16 and Friday, January 17 from 7:00 p.m. - 10:00 p.m. in Imperial 7 on level four of the hotel.

Quiet Space/Sensory Room

The quiet room in Strand 9 is intended to provide a quiet, calm space where conference attendees can spend time away from noise, lights, and other stimuli of conference spaces. NASPA staff will periodically monitor this space but we ask that any users of this space be courteous and respectful of one another. This space is not available for conversations, meetings, or phone calls. This space is sponsored by the College Autism Network.

This space will be available Thursday, January 17, 7:30 a.m. - 5:00 p.m. and Friday, January 18, 7:30 a.m. - 5:00 p.m.

WiFi

For your convenience, the 2020 NASPA Strategies Conferences are providing WiFi.

Network: Hyatt_Meetings
Password: STRATEGIES2020



Drug Enforcement Administration

Have You Visited Our Website Lately?

- Prevention Profiles: Take Five Podcast Series
 - Practitioner's Toolbox
 - The Student Center
- Sign up for email updates
- Follow us on Twitter @deahq, #deacampus

Campus Drug Prevention

www.campusdrugprevention.gov



Professional Competencies

IN JULY 2015, the NASPA Board of Directors approved Professional Competency Areas for Student Affairs Practitioners. The set of professional competency areas is intended to define the broad professional knowledge, skills, and in some cases, attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field. Within the conference program, sessions that fall into particular competency areas are marked with the icons as indicated below.



A/S

Advising and Supporting



PPF

Personal and Ethical Foundations



AER

Assessment, Evaluation, and Research



SJI

Social Justice and Inclusion



LPG

Law, Policy, and Governance



SLD

Student Learning and Development



LEAD

Leadership



TECH

Technology



OHR

Organizational and Human Resources



VHP

Values, Philosophy, and History

PERSONALIZE YOUR EXPERIENCE

Conference Indicators

GIVEN THE INTERSECTIONALITY OF OUR FOUR EVENT TOPICS, we encourage you to attend sessions for any event. This convergence of topics is your opportunity to take a cross-functional approach to student success. During each programming block, sessions will have an acronym indicating the conference for which it is intended. Please note: a conference indicator does not preclude you from attending a session if it is of interest. Conference indicators are:

AODVP

Alcohol, Other
Drug, and
Campus Violence
Prevention

MH

Mental Health

SVPR

Sexual Violence
Prevention and
Response

WHPL

Well-being and
Health Promotion
Leadership



What We Do

EVERFI helps colleges and universities address the most critical issues facing students through evidence-based prevention education solutions.

Topics covered include:



Alcohol & Other Drugs



Sexual Assault Prevention



Diversity, Equity & Inclusion

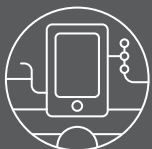


Mental Health & Well-being

Newly Updated: AlcoholEdu™ for College

EVERFI is proud to announce the latest refresh of our industry-leading course, AlcoholEdu for College. This best-in-class solution incorporates key concepts from its original evidence-based curriculum, as well as new content related to cannabis and vaping.

EVERFI offers a different approach:



Online Training



Data & Analytics



Research & Insights



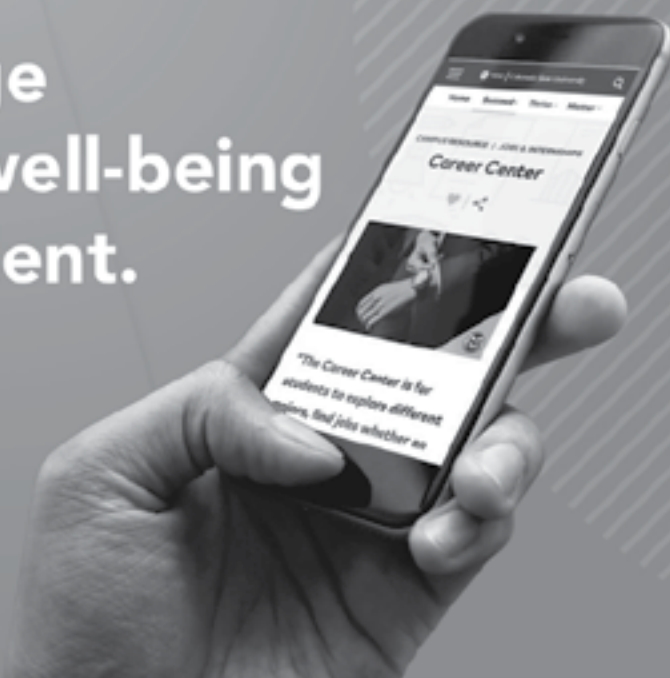
Events & Networking



Compliance

Visit [EVERFI.com/HigherEd](https://www.everfi.com/HigherEd) to learn more

YOU at College personalizes well-being for every student.



With foundations in suicide prevention, YOU is a comprehensive well-being portal that promotes student health and success across three domains:

Succeed: academic and career success

Thrive: physical and mental health

Matter: purpose and connection

1. Customized for your campus and personalized for each student
2. Delivers 1,000+ evidence-based/informed proprietary, online and campus resources
3. Assessments connect students to content created and vetted by behavioral health experts to foster grit and resilience
4. The Campus Analytics Dashboard provides a real-time snapshot of the most pressing student issues



Visit YOUatCollege.com or reach out to inquiries@gritdigitalhealth.com to learn more about our human-centered research and design, campus partner experience and how we can customize a solution for your campus.

KEYNOTE SPEAKERS



Opening Keynote

Jennifer J. Freyd

Jennifer J. Freyd, Ph.D., is a researcher, author, educator, and consultant. She is Professor of Psychology at the University of Oregon, Visiting Scholar at Stanford Medical School, and Faculty Affiliate of the VMware Women's Leadership Innovation Lab at Stanford University. She is also a Member of the Advisory Committee (2019-2023) for the Action Collaborative on Preventing Sexual Harassment in Higher Education, National Academies of Science, Engineering, and Medicine, and leader of a Working Group on Addressing Sexual Violence at the Center for Advanced Study in the Behavioral Sciences at Stanford University.

Jennifer Freyd is a widely published and nationally-renowned scholar known for her theories of betrayal trauma, institutional betrayal, institutional courage, and DARVO. She is the author of the Harvard Press award-winning book *Betrayal Trauma: The Logic of Forgetting Childhood Abuse*. Her most recent book, *Blind to Betrayal*, co-authored with Pamela J. Birrell, was published by John Wiley, with seven additional translations. She has received numerous awards including being named a John Simon Guggenheim Fellow, an Erskine Fellow at The University of Canterbury in New Zealand, and a Fellow of the American Association for the Advancement of Science. In April 2016, Dr. Freyd was awarded the Lifetime Achievement Award from the International Society for the Study of Trauma & Dissociation. She currently serves as the editor of *The Journal of Trauma & Dissociation*.



Closing Keynote

Penny Rue

Since July 2013, Dr. Penny Rue has served as the Vice President for Campus Life and Professor of Counseling at Wake Forest University. She is broadly responsible for the well-being and safety of students and their education outside the classroom. Dr. Rue served as Vice Chancellor for Student Affairs at the University of California San Diego for six years and for eight years as Dean of Students at UVA. She is nationally known for her creative leadership in strengthening campus communities. She served for five years as Senior Associate Dean of Students at Georgetown University and for seven years as Georgetown's Director of Student Programs.

Dr. Rue has a master's degree in student personnel services from The Ohio State University, from which she received the Maude Stewart Outstanding Alumna Award in 2011, and an A.B. magna cum laude in English and Religion from Duke University. In 2011, she was named a Pillar of the Profession by the NASPA Foundation. She has served as the Public Policy Division Chair, Chair of the NASPA Board of Directors and currently serves as Past Chair.

FEATURED SPEAKERS



Kevin Bailey

Dr. Kevin W. Bailey started on July 24, 2017 as Vice Chancellor for Student Affairs. He has worked at Indiana University of Pennsylvania, Bowling Green State University, Millersville University of Pennsylvania, Tulane University, and the University of West Florida before returning to UNC Charlotte after a 21 year absence.

Bailey holds a doctorate in higher education administration from Bowling Green State University and is a graduate of the Management Development Program sponsored by the Graduate School of Education at Harvard University. He is an only child originally from Philadelphia, PA, is an avid Philadelphia Eagles fan, member of Kappa Alpha Psi Fraternity, Inc., and volunteers with Big Brothers Big Sisters of Central Carolinas.



Shannon Bailie

Shannon Bailie is Director of Livewell at the University of Washington and has worked in educational, medical, and clinical settings as well as extensively with institutions of higher education. In 2007, Shannon became the Director of Livewell (formerly Health & Wellness) at UW where she formed a holistic program addressing the overlap of multiple topics on college campuses through prevention, intervention, and strategic outreach. Livewell offers evidence-based services to students on a variety of issues, including suicide prevention, alcohol and other drug education, sexual assault, relationship violence, stalking, harassment advocacy, student coaching, and peer education. She has published on college student health and wellness issues, provided keynote addresses, and presented on college student wellness focusing on ways to bridge the gap between research, what science says is effective, and best practices on campus.



Marjan Coester

Marjan Coester is the Director for Student Engagement at Umpqua Community College and works with the Associated Students of Umpqua Community College (ASUCC) Leadership Team, Student Ambassadors, Peer Mentors, and UCC Scholars, and has administrative responsibility for the college Information Desk and Veterans Student Center. She completed her 14th year at UCC in August and her 28th year in student services, having previously served as the Director for Student Life/Multicultural Affairs at Clark College in Vancouver, Washington and as the Assistant to the Director for Student Activities at Skagit Valley College in Mount Vernon, Washington.

Marjan received her M.Ed. in Student Personnel Administration in Higher Education in 2001 from Western Washington University and a B.S. in Business in 1991 from the University of Oregon. As a leadership development educator and advocate, she has served in leadership roles at the college, local, statewide, and regional levels. On campus, she participates in several governance committees and councils, including the Diversity, Equity, and Inclusion Council. Statewide, she serves on the Executive Officer team for the Oregon Student Leadership and Activities Professionals.

FEATURED SPEAKERS



Diana Doyle

Diana Doyle has been President of Arapahoe Community College (ACC) since April 2010 and has more than 41 years of professional experience in higher education. Under her leadership, ACC has addressed student success rates in completion; established a Veterans Services Center, a Diversity & Inclusive Excellence Council, and a President's Student Advisory Council; grown the online learning program and the Concurrent Enrollment program of qualified high school students taking college classes; completed a multi-million dollar science facility project; began offering a Bachelor of Science in Nursing degree and a Bachelor of Applied Science degree in Emergency Services Administration; and opened a newly constructed Collaboration Campus to provide students with seamless pathways through on-site partnerships with K-12, university, and employers.

She received the 2018 NASPA Region 4W Presidential Excellence Award, the 2016 Presidential Award of Distinction by the national honorary society Phi Theta Kappa, and the 2014 President of the Year Award from the State Student Advisory Council for Colorado community colleges. She served as NASPA President in 2008-2009 and was named a NASPA Foundation Pillar of the Profession in 2010.



Jennifer Jacobsen

Jennifer Jacobsen, MA, MPH, began her 22nd year in higher education as Macalester College's first Director of Sexual Violence Prevention Education. Previously, she spent over a decade in wellness and prevention at Grinnell College, leading campus student wellness efforts, including sexual respect, harm reduction, mental health promotion, active bystanderism, and overall well-being. Jen has served on the NCAA Sexual Assault Task Force (which authored a toolkit); the American College Health Association's Task Force on Addressing Sexual and Relationship Violence (which also authored a toolkit); and currently serves on NASPA's Culture of Respect Advisory Board and the NCAA Step UP! Advisory Board, where she writes the curriculum for sessions related to alcohol, sexual misconduct, and relationship violence.



Amaura Kemmerer

Amaura Kemmerer is a licensed independent clinical social worker and the Associate Dean for Wellness at Northeastern University in Boston. Amaura established the Office of Prevention and Education at Northeastern (OPEN) in 2008 as an evidence-based approach to alcohol and other drug prevention education and the program has grown to include sexual violence prevention and response as well as sexual health initiatives. In addition to providing direction at OPEN, Amaura oversees broad-based wellness initiatives and health and counseling services at Northeastern University. Amaura is a national speaker and trainer, providing consultation to colleges and universities on evidence-based strategies to reduce college student substance use.

FEATURED SPEAKERS



Sarah Ketchen Lipson

Sarah Ketchen Lipson is an assistant professor in the Department of Health Law Policy and Management at the Boston University School of Public Health, the Associate Director of the Healthy Minds Network for Research on Adolescent and Young Adult Mental Health, and co-Principal Investigator of the national Healthy Minds Study. Sarah completed a dual Ph.D. at the University of Michigan in Health Services Organization and Policy at the School of Public Health and Higher Education at the School of Education.



Jason Kilmer

Dr. Jason Kilmer is an Associate Professor in Psychiatry and Behavioral Sciences at the University of Washington in Seattle, and serves as an investigator on several studies evaluating prevention and intervention efforts for alcohol, marijuana, and other drug use by college students. Jason also serves as the chairperson of Washington State's College Coalition for Substance Abuse Prevention.

Jason was the 2014 recipient of the National Prevention Network's Award of Excellence for outstanding contributions to the field of prevention; a 2017 recipient of the Sue Kraft Fussell Distinguished Service Award from the Association of Fraternity/Sorority Advisors; the 2017 recipient of the Washington State Prevention Professional Award of Excellence. He received the 2018-2019 Research Award from NASPA's Student Athlete Knowledge Community for outstanding contributions to scholarship highlighting the shared interests of athletics and student affairs.



J Mase III

J Mase III is a Black/Trans/Queer Poet and Educator based in Seattle, by way of Philly. He is the author of "If I Should Die Under the Knife, Tell my Kidney I was the Fiercest Poet Around," as well as "And Then I Got Fired: One Transqueer's Reflections on Grief, Unemployment, and Inappropriate Jokes about Death." As an educator, J Mase has worked with thousands of community members in the US, the UK, and Canada on the needs of LGBTQIA youth and adults in spaces such as K-12 schools, universities, faith communities, and restricted care facilities among others. He is the founder of awQward, the first ever trans and queer people of color specific talent agency. Currently, he is co-editing The #BlackTransPrayerBook with awQward artist Lady Dane Figueroa Edidi.

As a performer, he has shared stages with world renowned artists like Chuck D and the Indigo Girls. His work and musings have been featured on MSNBC, NBC OUT, Essence Live, Atlanta Black Star, GO Magazine, Believe Out Loud, Everyday Feminism, Black Girl Dangerous, Upworthy, the New York Times, BuzzFeed, the Root, the Huffington Post and more.



Scott Peska

Dr. Scott Peska serves as the Assistant Vice President of Student Services at Waubensee Community College in Sugar Grove, IL. He previously served Waubensee as Dean for Students from 2012 to 2018. Prior to Waubensee, Dr. Peska worked at Northern Illinois University. After a tragic shooting on NIUs campus in 2008, Scott was asked to establish and lead the Office of Support & Advocacy, a unique unit designed to provide holistic support to those individuals directly impacted by the tragic shooting. As this Office of Support & Advocacy fulfilled its purpose, Scott also established and served as the Director of the Military Student Services department.

He received a doctoral degree in higher education administration at the University of Illinois at Urbana-Champaign with his research focusing on the adjustment of community college transfer students to four-year universities. He is an active member of NASPA, serving as the Region IV-E Public Policy Division Representative and as the Enough is Enough Coordinator for the Campus Safety & Violence Prevention Knowledge Community. He also serves as a reviewer for the Journal of Student Affairs Research and Practice.

Health and Well-being in Higher Education: A Commitment to Student Success

As of December 2019, there are 15 higher education associations who have signed onto the commitment. This group of associations have been working towards a common definition for well-being. The current (abbreviated) draft definition reads:

We define well being as an optimal and dynamic state that allows people to achieve their full potential. Our focus is on two interdependent types of well being: 1) individual and 2) community.

Individual well being is defined by three interrelated components – subjective well being, objective well-being, and civic well-being.

Community well being is defined by the systems and norms of an environment that contribute to an equitable infrastructure of opportunities, access, resources, conditions, and other socio ecological supports that make it possible for all individuals to achieve their full potential.

By focusing on the whole – the whole person, the whole educational experience, the whole institution, the whole community – well being becomes a multifaceted goal and a shared responsibility for the entire campus.

To learn more about the Health and Well being in Higher Education: A Commitment to Student Success and the associations who've signed it, please visit: <http://bit.ly/WBCommitment>

To read the full version of the well being definition or learn about its purpose and background, please visit: <http://bit.ly/WBDEF20>

To learn more, visit with representatives from participating associations outside of the Exhibit Hall on Thursday or Friday at the Inner association table.



WELLBEING
COLLABORATIVE

How do you measure wellbeing on your campus?

Bring the **Wellbeing Assessment** to your Campus in 2020.

Developed by a multidisciplinary team of researchers and program staff at Wake Forest University, the Wellbeing Assessment is designed to help higher education institutions develop targeted, effective, and data-driven programming to support student wellbeing.

Each spring, the Wellbeing Assessment is administered as an online survey to undergraduate students at universities across the country, with more than 45 schools having participated since 2017. The Assessment is unique in that it:

- Accounts for the developmental needs of undergraduate students in early adulthood
- Evaluates whether students are well, and whether they have the resources they need to be well
- Focuses on areas potentially responsive to intervention that can be supported in a campus environment

Schools have until **March 12** to register for the Spring 2020 administration, which offers two levels of participation. The Core level is available to schools at no cost, and the Plus level offers additional support to school with custom modules, interactive data reports, and hands-on training and implementation support.

“The survey and conference were valuable for me and will be for Lafene Health Center at K-State. I strongly appreciate the integration of the survey results in Power BI.”

Jim Parker
Director of Lafene Health Center
Kansas State University

To learn more online, visit:

WellbeingCollaborative.wfu.edu/2020-Survey

For questions, please email Laura Hix at:

hixle15@wfu.edu



WAKE FOREST
UNIVERSITY

7:00 AM - 8:00 PM **REGISTRATION** Strand Foyer

9:00 AM - 5:00 PM **PRE-CONFERENCE INSTITUTES** (additional registration required)

AODVP



Building Capacity and Engagement for Evidenced-based Campus Hazing Prevention

Bolden 2

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Elizabeth Allan**, Professor, University of Maine; **David Kerschner**, Research Associate, StopHazing and Doctoral Candidate, University of Maine; **Timothy Marchell**, Director of the Skorton Center for Health Initiatives, Cornell University; **Meredith Stewart**, Graduate Student Research Intern, University of Maine

A foundational understanding of campus hazing and its prevention, with a particular emphasis on building capacity and engagement, is the focus of this pre-conference session. Presenters will provide an overview of the Hazing Prevention Framework (HPF), key indicators of the HPF components, the research base supporting it, along with promising strategies for campus hazing prevention. The intersection of hazing with other campus safety concerns will also be explored.

Learning Outcomes:

1. Describe how hazing intersects with other campus concerns including sexual violence, alcohol and other drug misuse, bullying, and student mental health.
2. Explain how the Hazing Prevention Framework (HPF) can be used in guiding efforts to mitigate hazing while promoting a more inclusive and safe campus climate.
3. Explain several evidence-informed implementation strategies for campus hazing prevention including evaluated workshops and trainings, a social norms marketing campaign, organizational transparency, and ethical leadership statements and development.

SVPR



Implementing Respondent Support Services in Title IX Cases

Bolden 1

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Jill Dunlap**, Director for Research and Practice, NASPA; **Jennifer Henkle**, Program Manager, Culture of Respect Collective, NASPA; **Joan Tabachnick**, Department of Justice Fellowship SMART Office, Department of Justice

Based on data from a national landscape survey, the presenters will explore the myriad factors to consider when providing responsible support services for responding parties in Title IX cases. Participants will engage in discussions about what specific duties respondent support services personnel have in helping a responding party navigate the Title IX investigation, interim measures, sanctioning, and re-entry processes. Presenters will help participants understand the importance of creating clear distinctions between complainant advocacy services and respondent support services to prevent re-traumatization of survivors while creating equitable systems of support.

Learning Outcomes:

1. Identify a range of perpetration behavior with which students might engage.
2. List a range of community resources to which respondent support personnel might connect respondents.
3. Identify privacy constraints in working with respondents and understand how to document and maintain records of support services provided.



Evidence-based telepsychiatry

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MH



Let's Make One Thing Perfectly Queer: Mental Health Providers' Roles in Transgender Care

Bolden 4

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenter: Barry Schreier, Director, University Counseling Service, University of Iowa



We live in a world where gender identity is not a binary concept. When working with trans identities, these evolving communities encourage us to update our practice. This program provides fundamental information about trans identities including culture, language, and how sexual orientation/sex/gender intersect and vary. The presenter will share advanced theories, exploring the queer theory constructs of Essentialism and Constructionism, as well as focus on intersectionality of trans identities with other identities such as race and ethnicity. The presenter will examine the "informed consent" model and how this is changing the "gatekeeper" role and ethical considerations, and will finish with a complex case examination of sexual orientation, gender identity/expression, sex, and other intersectionalities.

Learning Outcomes:

1. Increase knowledge concerning the clinical needs of people with trans identities.
2. Increase knowledge concerning the WPATH-7 Standards of Care.
3. Increase knowledge concerning: the nomenclature of trans communities; understanding the multiple identities of people with trans identities; and advanced queer theory and constructs of gender identity/expression.

AODVP



Peer Education Advisors Academy

Hyatt House
Meeting
Room

CONTINUING EDUCATION: CHES

Presenters: NASPA Peer Education Advisors Faculty

The role of collegiate peer education advisor is complex, ever changing, and sometimes poorly defined. There is no handbook, training, or manual when it comes to working with peer education groups. At the NASPA Strategies Conferences, NASPA Advising and Peer Education Faculty will provide participants with the training, skills, and knowledge needed to be an effective collegiate peer education advisor.



Learning Outcomes:

1. Identify two key components to an advisor's role.
2. Discuss two challenges and two opportunities associated with being an advisor to a peer education group.
3. Describe three ways in which advisors can hold peer educators accountable for meeting program expectations.

9:00 AM - 5:00 PM

PRE-CONFERENCE INSTITUTES (additional registration required)

WHPL

**Restorative Practices: An Innovative Prevention Framework for Advancing Health and Well-being**

Strand 11

CONTINUING EDUCATION: APA; CHES/MCHES; NASW; NBCC

Presenters: **Gina Abrams**, Director of Research and Program Evaluation and Assistant Professor, International Institute of Restorative Practices; **Ashleigh Hala**, Director for Wellness and Prevention Services, Babson College; **Elizabeth Smull**, Lecturer, International Institute of Restorative Practices

Restorative practices can create supportive environments for students to thrive by strengthening relationships between individuals as well as social connections within the campus community. Presenters will discuss restorative practices as an innovative prevention framework for improving social determinants of health known to influence well-being, including connectedness and belonging, sense of community, resilience, and flourishing. Participants will consider their settings and discuss how restorative practices can address multiple health and well-being issues from a strengths perspective.

Learning Outcomes:

1. Describe restorative practices concepts and principles.
2. Evaluate how restorative practices can create the social conditions to advance the health and well-being of a campus community.
3. Develop restorative skills and leave with tangible resources to infuse restorative practices into prevention efforts.

AODVP

**Drug Abuse Prevention: Getting Back to Basics to Move Us Forward**

Bolden 3

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Fran Harding**, Independent Consultant; **Richard Lucey**, Senior Prevention Program Manager, Drug Enforcement Administration; **Katrin Wesner-Harts**, Director, Abrons Student Health Center, University of North Carolina Wilmington

Whether you are new to drug abuse prevention on your campus, or have worked on these issues for years, the presenters in this session will provide attendees with the information and resources to best support prevention efforts. With nearly a century of experience in drug abuse prevention at the federal, national, state, and campus levels, the presenters will guide attendees through an overview of the Strategic Prevention Framework (SPF) and its five steps; a review of the seven keys to a successful drug abuse prevention program; lessons learned from a university health center, including successes, challenges, and outcomes; resources from the Drug Enforcement Administration; and ample time for attendees to share their experiences and learn from others.

Learning Outcomes:

1. Understand the current scope of drug use among college students and learn in-depth information about the SPF's five steps.
2. Identify the seven keys to a successful drug abuse prevention program and discuss challenges with drug abuse prevention on campus.
3. Identify potential strategies to incorporate the SPF's five steps on campus and identify resources to support prevention efforts.

MH



Incorporating Trauma-informed Principles in Student Affairs Practice

Foster 1

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Joshua Hine**, Assistant Director of Student Services, University at Buffalo School of Social Work; **Dana Horne**, Assistant Dean for Academic and Student Affairs, University at Buffalo School of Social Work; **Samantha Koury**, Project Manager, The Institute on Trauma and Trauma-Informed Care, University at Buffalo School of Social Work

Students entering college with a history of trauma is becoming more prevalent. Moreover, attending college may increase students' chances of experiencing trauma or a re-traumatizing event. Trauma-informed approaches, common in social work practice, provide principles that can guide student affairs professionals toward better meeting the needs of trauma survivors. The presenters in this pre-conference workshop will provide an overview of trauma-informed care (TIC) in educational settings and will explore methods of applying TIC principles to student affairs practice.

Learning Outcomes:

1. Recognize the prevalence of trauma among college students and the risks associated with re-traumatization.
2. Engage with fellow participants to explore methods for incorporating trauma-informed principles to their own practice.
3. Identify concrete next steps to further integrate trauma-informed principles into their practice.

WHPL



Leadership Development for New Employees

Foster 2

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Charla Blumell**, Assistant Director of Health Promotion, University of North Carolina at Chapel Hill; **Shawnté Elbert**, Associate Dean of Health and Wellness, Central Washington University; **Kristina Mereigh**, Director of Wellness Programming, Smith College; **Eric Smith**, Director of Health Promotion and Wellness Services, Auburn University; **Brittany Todd**, Director Risk Intervention and Safety Education (RISE), Texas Tech University

Administrators and directors will introduce practitioner skill sets, leadership and supervision tips, and techniques they learned along the way in their transition from a new employee to senior management. The presenters will cover background theory and knowledge of health promotion/education, navigating the day-to-day, supervision, resiliency, advancement, assessment, program development, implementation, and evaluation. Particular attention will be paid to ensure participants are learning transferable skills to apply after the conference.

Learning Outcomes:

1. Learn 3-5 practical strategies to navigate program planning, implementation, and evaluation.
2. Learn time management techniques that are helpful when workload increases or is challenging.
3. Learn how to navigate campus life and transitions in higher education.

9:00 AM - 5:00 PM **PRE-CONFERENCE INSTITUTES** (additional registration required)

SVPR



Unmet Needs, Unexpected Allies: Engaging Upper-Level, Graduate, and Professional Students in Prevention Work

Bolden 6

CONTINUING EDUCATION: CHES/MCHES

Presenters: **Melanie Boyd**, Assistant Dean of Student Affairs/Office of Gender and Campus Culture, Yale University; **Katrina Garry**, Student Affairs Fellow, Yale University; **Jennifer Jacobsen**, Director of Sexual Violence Prevention Education, Macalester College; **Margaret Reynolds**, Senior Health Promotion Specialist, Tulane University

We all know that sexual violence prevention cannot begin and end in orientation, but how do we meet the diverse needs of more advanced students and draw them into our broader prevention and culture change work? Through a series of case studies from Grinnell, Tulane, and Yale, the presenters in this interactive workshop will offer concrete strategies and a range of approaches. Participants will work together to develop individualized plans to take home to their own institutions.

Learning Outcomes:

1. Develop programming opportunities that will interest and engage upper-level, graduate, and professional students at their institution in sexual misconduct prevention and positive culture change.
2. Learn concrete strategies for leveraging campus partnerships, institutional compliance expectations, and student community interests to increase participation of upper-level, graduate, and professional students.
3. Assess campus collaborations, resources, needs, and barriers to working with working with upper-level, graduate, and professional students at participants' home institutions.

NIAAA's College Alcohol Intervention Matrix

Developed by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) with leading college alcohol researchers and staff, *CollegeAIM*—the College Alcohol Intervention Matrix—is an **easy-to-use** and **comprehensive** booklet and website to help schools identify effective alcohol interventions.



CollegeAIM was updated in 2019 to include new research findings from peer-reviewed studies published from 2013 through 2017.



Download a free copy of *CollegeAIM* today at <https://www.CollegeDrinkingPrevention.gov/CollegeAIM>.



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7:00 AM - 5:00 PM	REGISTRATION	Strand Foyer
8:30 AM - 10:00 AM	<p>CONFERENCE WELCOME & OPENING SESSION Harnessing the Power of Institutional Courage to Address Campus Sexual Misconduct and Promote Student Well-being <i>CONTINUING EDUCATION: NASW</i></p> <p>Presenter: Jennifer J. Freyd, Professor of Psychology, University of Oregon</p> <p>Colleges and universities are inextricably linked to the experiences of the students who attend them, including experiences of sexual violence. How institutions of higher education respond to these experiences can have a tremendous impact on both the individual survivor and the campus community at large. In this keynote, Jennifer Freyd will explore the power of institutions to act with institutional courage, and the importance of accountability and transparency in these critical moments. She will provide concrete steps for both individual campus stakeholders and colleges and universities to address sexual misconduct by promoting student well-being through a lens of institutional courage.</p> <p><i>Learning Outcomes:</i></p> <ol style="list-style-type: none"> 1. Define institutional betrayal and institutional courage. 2. Identify harm that institutional betrayal can cause to victims and survivors of sexual misconduct. 3. Identify policies and practices that inhibit institutional betrayal and promote institutional courage. 	Elite B
9:30 AM - 4:30 PM	EXHIBIT HALL	Elite A
10:00 AM - 10:30 AM	<p>MORNING BREAK & NETWORKING Please enjoy a refreshment break and chair massage in the Exhibit Hall.</p>	Elite A
10:00 AM - 10:30 AM	<p>FIRST TIME ATTENDEE SESSION As a first time attendee, get excited to experience unparalleled education to help you navigate a variety of topics on your campus around student success in higher education. Join us for this session to learn not only about the various educational sessions, exhibits, and networking opportunities at this year's event, but to also learn about ways that NASPA can enhance your personal and professional growth as a higher education professional both during and after the event.</p>	Strand 1

WHPL



A Systemic Approach to Building an Environment and Culture of Well-being Strand 13A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Richard Demerjian**, Assistant Vice Chancellor of Physical and Environmental Planning, University of California, Irvine; **Doug Everhart**, Director Center for Student Wellness and Health Promotion, University of California, Irvine; **Rachel Harvey**, Sustainability Program Manager for Student Housing, University of California, Irvine; **Douglas Haynes**, Vice Chancellor of Equity Diversity and Inclusion, University of California, Irvine

The University of California, Irvine is strategically moving towards becoming a health-promoting university campus. Learn how our Inclusive Excellence initiatives have helped us become the nation's #1 campus serving the "American Dream" for underrepresented student populations. Hear from campus planners who are using biophilic design, guided by LEED Standards, to enhance our built environment with well-being in mind. And hear how UCI is rated the #1 "Cool School" for its comprehensive sustainability efforts.

Learning Outcomes:

1. Understand the meaning and value of minority-serving institutions (MSIs) and how intentional and strategic efforts helped UCI become one of the nation's most diverse campuses.
2. Learn how biophilic design and the built environment contribute to the overall culture and well-being of a campus community.
3. Learn how a comprehensive approach, using a variety of sustainability efforts and strategies, helped UCI be among the Top Ten "Cool School" campuses ten years in a row.

MH



A University-Wide Team Approach to Behavioral Intervention Strand 11B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Mike Holt**, Commander of Public Safety, University of Denver; **Molly Hooker**, Strategic Planning Analyst, University of Denver; **Michael Johnson**, Director of Student Outreach and Support, University of Denver; **Michael LaFarr**, Executive Director of Health and Counseling, University of Denver; **Niki Latino**, Associate Vice Chancellor, University of Denver; **Kristine McCaslin**, Director for Student Rights and Responsibilities, University of Denver

In this interactive session, presenters will cover ways to train and educate faculty and staff about early intervention and demystify the scope and work of the CARE team. Presenters will showcase their proactive Traveling Road Show for faculty and staff. Participants are encouraged to bring copies of their own CARE Team promotional and educational materials to share, and will leave with a variety of resources to bring back to campus.

Learning Outcomes:

1. Explain how the Crisis Assessment Risk Evaluation (CARE) Behavioral Intervention Team process and procedures function at the University of Denver.
2. Explain how CARE Teams and the Disabilities Services Programs can work together to cultivate responsibility for behavior, uphold academic standards, and prevent discrimination against student with disabilities while teaching faculty how to best address the behavior.
3. Explain methods of training the community on proactive measures to identify and appropriately address concerns directly with students.

AODVP

**Being Prevention When Prevention Isn't "Cool"***CONTINUING EDUCATION: CHES/MCHES*

Presenters: **Peggy Glider**, Coordinator Evaluation and Research, University of Arizona; **Kaye Godbey**, Program Coordinator, Polysubstance Misuse Prevention, University of Arizona; **Jessica Keene**, Assistant Director, ASU Wellness, Sun Devil Fitness, Arizona State University

Through shared story, creative interaction, and facilitative activities, the presenters will outline how a group of "rival" universities worked together to balance the desires of reactionary state and federal funding mandates, less than enthusiastic administrations, and conflicting student priorities. Participants will engage in activities to highlight how they can plan and act strategically; forge new and unexpected relationships; and elicit campus-wide behavior shifts, all the while forwarding the principles of prevention.

Learning Outcomes:

1. Outline benefits of continued statewide collaboration and support.
2. Discuss how to assess the political climate and create adaptive strategies and reframe directive funding goals to better serve campus realities.
3. Strategize ways to expand and develop new key stakeholder relationships and enlist administrative champions for your efforts.

AODVP



Building a Comprehensive and Sustainable Campus Peer Education Program: Lessons from a Program That Has Thrived for 50 Years

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **M. Dolores Cimini**, Director Center for Behavioral Health Promotion and Applied Research, University at Albany, State University of New York; **September Johnson**, Graduate Student School of Public Health, Boston University; **Estela Rivero**, Assistant Vice President for Student Affairs and Director Counseling and Psychological Services, University at Albany, State University of New York; **Natalie Sumski**, Alcohol and Other Drug Prevention Coordinator, University at Albany, State University of New York

While peer assistance and education programs addressing alcohol and other drug use have existed at colleges and universities for several decades, many are faced with challenges to long-term success and sustainability. Using an example of a thriving 50 year old peer assistance program, presenters will examine what has contributed to the program's success and has sustained the long-term commitment of the university to support the program. Presenters will address: development of infrastructures; engagement of stakeholder support; and support of students who both provide and receive services. Additional topics include how program evaluation has helped the program continually evolve to meet the changing and increasingly complex behavioral health needs of students and how the program has been influential in changing and saving the lives of college students who utilize and provide peer services.

Learning Outcomes:

1. Describe the development, structure, and operation over the past 50 years of a peer education program that operates a hotline service, peer wellness coaching intervention, and peer-to-peer education initiative.
2. Discuss how a peer education program can establish vital linkages with stakeholders to secure financial and space resources, establish the availability of academic credit-bearing peer assistance training courses, and engage with campus stakeholders to sustain support.
3. Identify ways to measure program effectiveness and address administrative, training, supervisory, recruitment, retention, and liability issues in a manner that is responsive to the changing and increasingly complex needs of college students.

AODVP



Collaborative Approach to Opioid Overdose Prevention and Naloxone on College Campuses

Bolden 2

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Melanie Bernitz**, Associate Vice President and Medical Director, Columbia University; **Bonnie Li**, Research and Quality Assurance Manager, Columbia University; **Michael McNeil**, Chief of Administration, Columbia University; **Lisa Rosen-Metsch**, Dean School of General Studies, Columbia University

College campuses are an understudied context for opioid education and naloxone training. Nationally, universities have different opioid prevention approaches, and little is known about stakeholder perceptions of the impediments and facilitators towards adopting and implementing training and education. The presenters will explore the research, development, implementation, and evaluation of a registered opioid overdose prevention (Naloxone) program focused on undergraduate students, student affairs leaders, and other student-supporting staff. Emphasis on replication opportunities for other campuses is included.

Learning Outcomes:

1. Describe the rationale for opioid overdose prevention efforts on college campuses.
2. Discuss the data guiding the development and implementation of a campus-based opioid program, including the findings from the opioid education and training (Naloxone) program.
3. Describe the process of implementing, evaluating, and replicating a registered opioid overdose prevention program.

WHPL



Defining Well-being through a Community-based Participatory Approach to Ignite Organizational Change

Strand 12B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: **Raphael Coleman**, Director, Alice! Health Promotion Columbia Health, Columbia University

Higher education professionals across functional areas have begun to use wellness and well-being as interchangeable buzzwords. Sharing the charge of cultivating a health-promoting campus environment is crucial to sustained impact. However, some redundancies may present inconsistencies that undermine collective efforts. The presenter will discuss how they utilized a community-based participatory approach to engage campus stakeholders in a collective process of defining well-being, positioning the process as one that could incite organizational transformation.

Learning Outcomes:

1. Explain how community-based participatory approaches can be used to advocate for and facilitate organizational change toward a health promoting institution.
2. Facilitate a consensus process to garner campus support for a shared definition and understanding of well-being.
3. Implement strategies to motivate colleagues across functional areas to engage in a community effort to cultivate health and well-being.

SVPR

**Drunk Sex? Finding Common Language to Discuss Incapacity with Students**

Empire D

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Aimee Hourigan**, Director of Substance Abuse Prevention and Education, University of South Carolina; **Shannon Nix**, Associate Director Sexual Assault and Violence Intervention and Prevention, University of South Carolina; **Marc Shook**, Dean of Students and Deputy Title IX Coordinator, University of South Carolina

How do we define alcohol incapacitation so that students, educators, advocates, and investigators all have common language? How do we educate students about incapacity so they feel empowered to intervene? In this session, presenters will describe their process of creating common language through focus groups and campus conversations with the goal of aligning messages related to this challenging topic. Presenters will discuss candid scenarios common to the student experience at the intersection of incapacity and consent.

Learning Outcomes:

1. Describe the process used to gather data on student and staff perceptions around the topic of incapacity and consent through the use of targeted scenarios in focus group sessions.
2. Explain the systematic plan to engage multiple stakeholders in developing common language to ensure that education around the topic of consent and incapacitation match adjudication processes.
3. Discuss the intersection of incapacitation and consent from the student perspective and allow participants to ask questions in a nonthreatening environment in order to work towards finding common language on their own campus.

AODVP

**Everyone Needs an Ally: Recovery Ally Training for Targeted Populations**

Foster 1

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Logan Davis, Outreach and Engagement Manager, The Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery; **Ahmed Hosni**, Director of Recovery, The Higher Education Center for Alcohol and Drug Prevention Misuse and Recovery

In the last 15 years, the collegiate recovery field has grown exponentially. In 2013, Ohio State University started its own collegiate recovery program (CRP) and soon after began implementing its recovery ally training to better equip university staff, faculty, and students with tools to support other students in or seeking recovery. Since then, the recovery ally program at Ohio State University through the Higher Education Center for Alcohol and Drug Misuse and Prevention (HECAOD) has been shared with many other campuses and replicated by even more. Presenters will explore how the work of creating recovery-friendly environments and increasing help seeking behavior around AOD misuse can be extended into other campus subcultures, specifically fraternity and sorority life and athletics, and the unique challenges of doing so.

Learning Outcomes:

1. Evaluate the prevalence of substance use disorders on college campus around the country.
2. Define allyship and discuss its application to substance users and those in recovery.
3. Engage in dialogue with other campus professionals about how to do targeted work with specific populations who pose difficulty through either access and/or risk levels.

MH

**From the Ground Up: Building a Community College Counseling Service**

Foster 2

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: Arellys Aguinaga, Staff Psychologist, College of Lake County; **Sue Stock**, Dean of Counseling Advising and Transfer, College of Lake County

The increase in demand for mental health services on college campuses has steadily risen over time. However, less is known about how to meet this need on community college campuses. Presenters will share insights from their experience developing a culturally responsive counseling service, including sustained efforts to prioritize the needs of a diverse, thriving community college campus. Ongoing efforts for addressing community college students' mental health needs will be included via poignant discussions.

Learning Outcomes:

1. Learn about the mental health needs of college students, and of community college students in particular.
2. Explore one college's experience in building a counseling service.
3. Engage in assessment and identification of next steps toward offering equitable mental health services on participants' own campuses.

SVPR



How Can We Stay? Burnout and Vicarious Trauma in Prevention Work

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Kate Hildebrandt**, Campus Coordinator, Oregon Sexual Assault Task Force; **Ritu Roy**, Assistant Director for Sexual Violence Prevention and Education, University of Oregon

We often talk about compassion fatigue (CF), vicarious trauma (VT), and burnout in sexual violence advocacy and response work, but what about for preventionists? In this session, presenters will discuss how burnout, CF, and VT can manifest for campus preventionists, and will provide strategies to prevent and reduce all three. Participants will leave with tools and skills that go beyond individual-level self-care to address systemic, structural, and institutional factors that impact long-term sustainability in the field.

Learning Outcomes:

1. Understand the unique challenges preventionists face working at the intersections of higher education and anti-violence work.
2. Define theories of vicarious trauma, compassion fatigue, and burnout to develop a healthier environment that models a campus culture of care which contributes to student success.
3. Practice wellness and coping tools to build self-care and group-care in the workplace.

MH



McGill's New Student Wellness Hub: A Holistic Approach to Student Mental Health

CONTINUING EDUCATION: APA; CHES/MCHES; NASW; NBCC

Presenters: **Lina Di Genova**, Director of Strategy Assessment and Evaluation, McGill University; **Martine Gauthier**, Executive Director of Student Services, McGill University; **Rick Hink**, Director of Communications, McGill University; **Vera Romano**, Director of Student Wellness Hub, McGill University

McGill University recently developed and implemented a unique interprofessional-care hub and spoke model, including a virtual hub. The model is designed to enable the entire campus community to be responsive to student mental health while empowering students to take charge of their own mental fitness. The model focuses on awareness, prevention, and early intervention practices. Presenters will discuss key learnings, the implementation process, and progress to address student mental health service demands.

Learning Outcomes:

1. Understand the process to identify gaps and pain points in student mental health.
2. Gain insight into the development process of a student mental health plan.
3. Learn about the progress of the hub development and evaluation plan.

Strand 11A

MH



Mental Health Support Strategies for Diverse Student Populations

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Kristelle Aisaka**, Campus Advisor, The Jed Foundation; **Diana Cusumano**, Senior Campus Advisor, The Jed Foundation; **Erica Riba**, Senior Campus Advisor, The Jed Foundation

Institutions across the country use collaborative mental health action planning to increase capacity to support students and proactively cultivate communities of care. Presenters will share examples and resources to build collaborations and partnerships around student mental health, substance misuse, and suicide prevention that addresses both the unique needs of marginalized and underrepresented populations and the well-being of all students. Attendees will leave with an action plan and specific suggestions to bring back to their own campuses.

Learning Outcomes:

1. Learn about JED's comprehensive approach as a cross-campus, collaborative model for protecting emotional health and preventing suicide for young people on their campuses.
2. Learn about national trends in data and best practices addressing disparities in access to mental health care and resources for diverse student populations.
3. Learn about the Equity in Mental Health Framework (EMHF) and expanded approaches to be more inclusive of students of color and other underrepresented student populations.

SVPR



More Than Words: Embedding an Intersectional Praxis in Campus Sexual Misconduct Initiatives

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Sarah Colome**, Director Women's Resources Center, University of Illinois at Urbana-Champaign; **Jaya Kolisetty**, Associate Director Women's Resources Center, University of Illinois at Urbana-Champaign

To fully achieve a world without sexual violence, all forms of oppression must be dismantled. While often purported in speech, the operationalization of this assertion can be challenging for practitioners and administrators. Through interactive learning and practice sharing, the presenters will explore how a social justice paradigm can disrupt dominant sexual violence narratives. Presenters will offer replicable operational, hiring, and programmatic practices that reimagine how we engage in campus sexual violence prevention and response work.

Learning Outcomes:

1. Explain how a social justice paradigm can be used to prevent and address campus sexual violence.
2. Identify at least three new strategies for embedding a social justice paradigm into recruiting and onboarding practices.
3. Illustrate innovative approaches for interrupting problematic dominant narratives in our sexual violence prevention and response efforts.

Bolden 1

WHPL



The Key to Success: The Impact of Mentoring on Women of Color Health Educators in Higher Education

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Alicia Battle**, Clinical Assistant Professor, Tulane University School of Public Health and Tropical Medicine; **Charla Blumell**, Assistant Director of Health Promotion and Prevention, Texas A&M University; **Shawnté Elbert**, Associate Dean of Health and Wellness, Central Washington University; **Jazmin Jones**, Interpersonal Violence Prevention Specialist, Texas A&M University

This presentation will share the experiences of women of color (WOC) health educators in higher education who have succeeded professionally due to mentorship. Data from a dissertation study which focused on the lived experiences of WOC health educators in higher education will be shared. This qualitative study examined mentoring's influence on women of color health educators' leadership style, effect on competence and confidence in the workplace, and the role race plays in the workplace. Additionally, barriers and challenges within the workplace were examined. This study provided a foundation to share experiences through their own voices and contribute to the literature from the practitioner's perspective.

Learning Outcomes:

1. Explain the benefits of mentoring on women of color (WOC) health educators in higher education.
2. Describe the challenges faced by WOC health educators in higher education.
3. Define the differences and similarities between formal and informal mentoring.

Strand 13B

WHPL



Using Improvement Science to Transform the Lives of 20 Million Students by 2030

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Karen Moses**, Director Wellness and Health Promotion, Arizona State University; **Allison Smith**, Assistant Director, Population Health, New York University

20X30 is a diverse network of 380+ people and 30 organizations working together to catalyze campus-level and national action to transform the lives of 20 million college students by 2030. Success will require new ways of learning and innovating. Presenters in this session will introduce the science of improvement, including practical tools to disrupt the status quo and accelerate the pace of sustainable improvement of college student outcomes across diverse settings.

Learning Outcomes:

1. Articulate the vision, goals, guiding principles, and shared priorities of the 20x30 Network.
2. Describe ways to use the science of improvement to develop, test, implement, and spread innovative and impactful ideas for change on your campus.
3. Identify opportunities for self-organizing into cross-institution, transdisciplinary innovation teams to accelerate learning and scaling impactful practice.

Bolden 6

12:00 PM - 1:30 PM	CONFERENCE BREAK Lunch on own. Lunches will be available for purchase in the Exhibit Hall (Elite A).	
12:00 PM - 1:15 PM	COUNSELING CENTER DIRECTORS NETWORKING MEETING Please join members of the Association for University and College Counseling Center Directors (AUCCCD) Governing Board for an informal gathering of counseling center leaders. Non-AUCCCD members are welcome. Light refreshments will be served.	Strand 4
12:15 PM - 1:15 PM	LET'S DO LUNCH: CAMPUS HEALTH PROFESSIONALS ROUNDTABLE We welcome all attendees to bring your lunch and meet with the local New Orleans health services staff. This hour is aimed to create conversation and share experiences with our peers. Attendees will be able to have casual conversation about day-to-day operations of their organizations and current practices. The time is intended for participants to meet, eat, and mingle with professional staff from peer institutions to gather new insights into the field.	Strand 8



WHAT'S THE #1 ALCOHOL-RELATED ISSUE ON YOUR CAMPUS?

If you don't know, how can you address it?

Meet 360 Proof: The free alcohol prevention program that lets you strategically plan your campus' approach to reducing high-risk alcohol use. Take a campus assessment, get advice from the National Institute on Alcohol Abuse and Alcoholism (NIAAA), strategize plans, and find affordable tools on 360proof.org.




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WHPL



Adopting the Okanagan Charter: Exploring the Impact on Canadian Campuses

Empire D

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Chad London**, Dean, College of Kinesiology, University of Saskatchewan; **Vicki Squires**, Associate Professor, University of Saskatchewan

The purpose of this study was to examine the potential of the Okanagan Charter as a foundational building block for developing a systemic approach to well-being on Canadian campuses. Using a case study methodology, data was collected from ten initial signatory campuses of the Charter. Emergent themes include approaches to: ease website navigation to promote self-efficacy, increase visible importance of well-being, and explain the crucial role of collaborative leadership and well-being champions on campuses.

Learning Outcomes:

1. Define advocacy coalitions.
2. Identify how collaborative leadership promotes health promoting practices on campuses.
3. Explain how community and sector networks can form advocacy coalitions to support whole campus well-being.

SVPR



An Intersectional Theory of Change and Logic Model for Prevention and Response

Strand 13A

CONTINUING EDUCATION: CHES/MCHES

Presenters: **Jackie Deitch Stackhouse**, Director, SHARE Office, Princeton University; **Avina Ross**, Prevention Curriculum and Assessment Manager, Princeton University

One of the challenges of violence prevention and response can be reactionary-only approaches, whereby staff do not have the capacity to strategically plan their work in intentional, systematic, evaluative, and goal-oriented ways. In this session, presenters will describe the process of developing a logic model and theory of change using the Socio Ecological Model and intersectionality. Participants are encouraged to explore the utility of such models for prevention and response work on their campus.

Learning Outcomes:

1. Acknowledge the necessity of intentional strategic work in violence prevention and response work.
2. Explore the process of developing a prevention- and response-based theory of change and logic model using intersectionality and the Socio Ecological Model.
3. Learn tips and challenges to developing a theory of change and logic model.

AODVP



Building LGBTQ Alcohol and Substance Use Outreach and Education with Key Stakeholders

Strand 12A

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: Vy Hoang, Alcohol and Other Drugs Educator, Stanford University

There is a growing desire to tailor alcohol and substance use education programming, outreach, and interventions to address the unique experiences and needs of diverse populations, including the LGBTQ+ communities. With the heterogeneity of the LGBTQ+ community comes the distinct need for effective AOD program design and collaboration. This program features different approaches to engage with key stakeholders to build LGBTQ+-affirming AOD initiatives.

Learning Outcomes:

1. Identify conditions that promote partnership and collaboration in a traditionally decentralized campus climate.
2. Identify substance use related themes, myths, and stressors specific to LGBTQ+ college student populations in order to contextualize current and emerging LGBTQ+ affirming education and programming.
3. Review and discuss two examples of LGBTQ+ alcohol and substance use projects to assess opportunities and forecast potential outreach and education initiatives in the audience's respective institutions.

AODVP



Building Upon Our History: Sensible Strategies Blending Head and Heart

Strand 11A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: David Anderson, Professor Emeritus, George Mason University

Success with drug and alcohol abuse prevention is enhanced by blending historical and current approaches (the "head") with perspectives from long-term professionals (the "heart"). The presenter in this session will address areas of a comprehensive campus effort: policies and procedures; evaluation and data collection; strategic planning and organization; prevention, education and training; and support services. Data from The College Alcohol Survey (1979-2018) is blended with insights from interviews with a range of long-term professionals. Participants will discuss specific action steps, resources, and collaborative efforts.

Learning Outcomes:

1. Understand current and long-term strategies, policies, and strategic planning efforts addressing drug and alcohol abuse.
2. Gain insights from long-term professionals and researchers about appropriate approaches for inclusion in a comprehensive campus strategy.
3. Identify reasonable approaches for immediate and longer-term implementation by campus leaders, including resources and tools.

SVPR



Empowerment Self Defense as a Tool for Healing

Foster 2

Presenters: **Magdalena Diaz**, Campus Confidential Advocate, California State University, Fullerton; **Michelle Pereira Henriquez**, Trauma Therapist, East Los Angeles Women's Center

Empowerment Self-Defense (ESD) is a comprehensive and holistic method that is utilized to support survivors through their healing. Presenters received intensive training through ESD without prior martial arts training, and will facilitate a discussion of how campus advocates have incorporated the curriculum in a manner that is supportive of the needs of the campus community. The presentation will include successful case studies. The presenters will discuss the importance of trauma-informed practices when incorporating self-defense.

Learning Outcomes:

1. Identify the importance of trauma-informed practices and how to incorporate them when teaching empowerment self-defense.
2. Discuss the mission and philosophy behind empowerment self-defense.
3. Discuss the benefits of providing empowerment self-defense courses at higher education institutions as a preventative and healing tool for survivors of interpersonal violence.

MH



Fostering International Student Success with International Student Peer Educators

Strand 11B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Amjad Alqahtani**, International Student Peer Educator, Cleveland State University; **Denise Keary**, Health and Wellness Coordinator, Cleveland State University; **Anil Lalwani**, PhD student, International Student Peer Educator, Cleveland State University

This program highlights a panel of International Student Peer Educators (ISPE) discussing challenges that many international students face on our college campuses. During this session, participants will have the opportunity to engage with ISPE members in an honest, authentic dialogue about these challenges and how they are connecting and helping peers overcome barriers. The presenters will explore possibilities for replicating certified peer education results in underrepresented populations.

Learning Outcomes:

1. Gain valuable knowledge around the mindset of international students and how they approach personal challenges.
2. Identify a successful framework of training components used for training International Student Peer Educators.
3. Establish the ability to duplicate a successful Peer Education approach in underrepresented populations.

WHPL



Inter-association Well-being Research Update

Strand 13B

Presenters: **David Arnold**, Assistant Vice President for Health, Safety, and Well-being Initiatives, NASPA; **Mary Hoban**, Chief Research Officer, American College Health Association (ACHA); **Erin O'Sullivan**, Director of Strategic Partnerships, NIRSA

In December of 2018 and in June of 2019, NASPA, NIRSA, and ACHA convened members and researchers to discuss the growing field of campus well-being programs, identify current research, and identify areas for developing research. Since then, a definition of well-being has been established and a research project is about to be underway. Join representatives from the associations in an interactive discussion to provide an update on the association well-being efforts as well as share their own experiences and ideas related to integrated wellbeing efforts.

Learning Outcomes:

1. Communicate the current status of the inter-association research on campus well-being.
2. Identify the associations who've signed onto the Health and Well-being in Higher Education: A Commitment to Student Success.
3. Develop skills to support well-being across personal, institutional, cultural, political, and environmental spheres.

MH



Introducing the Clinical Load Index: a New Metric for Counseling Center Staffing

Strand 10

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Peter LeViness**, Director, University of Richmond; **Ben Locke**, Senior Director, Penn State; **Sharon Mitchell**, Director, University at Buffalo SUNY; **David Reetz**, Director of Counseling and Psychological Services, Rochester Institute of Technology

The Clinical Load Index (CLI) was developed to help colleges and universities make more informed decisions about staffing for counseling centers. Development of the CLI was managed by a collaborative working group representing the Center for Collegiate Mental Health (CCMH), the Association of University and Counseling Center Directors (AUCCCD), and the International Association of Counseling Services (IACS). The presentation will include key concepts, background, and a walk-through of using the CLI (including online tools).

Learning Outcomes:

1. Understand the history of metrics used to guide counseling center staffing decisions, including key problems with the standard student to staff ratio.
2. Explain the development of the Clinical Load Index (CLI), including the key data points used and the underlying national distribution.
3. Learn how to use the web-based CLI tools for understanding staffing at an institution.

WHPL



It Takes a Village to Raise a Mindful Community

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Diana Cusumano**, Senior Campus Advisor, The Jed Foundation; **Angie Lusk**, Program Director, Student Affairs Wellness Initiatives, Carnegie Mellon University; **Roger Mancastroppa**, Associate Director, Academic Skills Center, mindfulness leader and well-being coach, University of Richmond; **Justina Siuba**, Stress Management Program Coordinator, University of South Carolina

Recognizing emotional health directly ties to students' holistic success, the presenters in this session will highlight how to build campus partnerships and capture student buy-in to embed mindfulness practices into daily life for students, faculty, and staff. Learn about how three schools built their mindfulness programming and what their learning outcomes have been. The presenters will include recent data surrounding mindfulness and mental health; JED's comprehensive approach to creating campus buy-in; and how to build mindful programming on campus.

Learning Outcomes:

1. Review and understand key lessons learned from school's mindfulness activation, implementation, and work on campus.
2. Ability to use research, data, and mindfulness practices to help in the strategic planning of buy-in and program creation.
3. Review strategic planning formation and ways to incorporate this programming on other campuses.

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SVPR



Late Breaking Session: Title IX in 2020

Bolden 6

In late 2018, the Department of Education released their proposed overhaul to Title IX, and the public responded with over 100,000 comments on the suggested rule. Since then, educational institutions have waited for the final rule to be shared. In this late breaking session, experts from the fields of student affairs and sexual violence prevention and response will discuss the latest Title IX news and the implications for students, practitioners, and institutions of higher education.

AODVP



Princeton U_Matter: Developing and Sustaining a Collaborative Cross-Topic Active Bystander Initiative

Bolden 1

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Janine Mascari, Health Promotion Specialist, Princeton University

Active bystandership initiatives may address intervening around mental health distress, interpersonal violence and abuse, and high-risk drinking as separate issues. After evaluating successful initiatives from other campuses, Princeton University developed U_Matter, a collaborative health communications initiative using a common prevention framework across topical areas. The presenter in this session will provide an overview of the development, implementation, and evaluation of the initiative, as well as share sustainability challenges and opportunities for the initiative's next steps.

Learning Outcomes:

1. Describe theoretically-grounded strategies for enhancing individual and community skills around active bystandership and contextualized self-care.
2. Understand the importance of concurrently developing, implementing, and evaluating any large-scale initiative.
3. Evaluate the strengths and challenges of a similar initiative at participants' institutions.

SVPR



Race Neutral or Racist: Analyzing Hidden Curriculums of Racism Within Prevention

Empire C

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Rae Chaloult, Prevention Specialist for Faculty, Staff, Graduate, and Professional Students, Michigan State University

The field of prevention has and continues to center the voices of White women, both as survivors and practitioners, often ignoring the needs of people of color. The presenter in this session will analyze historic and current racism through interactive discussion and examination of commonly used, but problematic, phrases in the field of prevention. Participants will gain a deeper understanding how to utilize an anti-racism framework in their work, starting with the language and visuals being used.

Learning Outcomes:

1. Articulate how at least two commonly used phrases in the field of prevention are rooted in racism.
2. Identify tactics to disrupt racist images, phrases, or scenarios practiced in the field.
3. Connect anti-racism and Black feminist frameworks and theories to practical content being used in collegiate programs.

AODVP



Stats on Stats: How We Prevent Our Students From Becoming Another National Statistic

Bolden 2

CONTINUING EDUCATION: CHES; NASW

Presenters: **Raymond Fisco**, Prevention and Outreach Manager, University of Colorado Colorado Springs; **Carlie Snethen**, Office of the Dean of Students Graduate Assistant, University of Colorado Colorado Springs

Student wellness and risk reduction go hand in hand when addressing college drinking. Sixty percent of students at the University of Colorado Colorado Springs (UCCS) choose to drink, while 40% choose not to. Join presenters as they drive home the message about the long-term risk prevention initiative know as #SmartmoveUCCS. Learn how they encourage the 40% of students that choose not to drink, and how they positively impact the 60% of students who do choose to drink.

Learning Outcomes:

1. Understand specific details, logistics, and strategies in developing and implementing a social norming campaign.
2. Learn about successful approaches for integrating learning across multiple mediums of programming.
3. Learn ways to apply various concepts in devising a program on their own campus.

AODVP



The Collective Impact Model: Effective Backbone Support for Reducing High-Risk Behaviors

Bolden 5

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Margo Leitschuh**, Communications Coordinator, Missouri Partners in Prevention; **Joan Masters**, Senior Coordinator, Missouri Partners in Prevention

Collaboration is an effective way to address high-risk behaviors of college students, but can be difficult to cultivate. The presenters in this session will describe the Collective Impact Model as a way to facilitate prevention efforts and achieve success, emphasizing the need for backbone support. Join Missouri Partners in Prevention, a statewide coalition of colleges and universities, in discussing Collective Impact, their coalition, and evaluation efforts to reduce high-risk behaviors.

Learning Outcomes:

1. Understand the Collective Impact Model and how it drives collaboration.
2. Describe why backbone support is instrumental to Collective Impact.
3. Learn about Missouri Partners in Prevention and their role in facilitating evaluation of college student health behaviors.

MH



The Road Home: Supporting Students Navigating Their "Return to UNC"

Foster 1

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Jessica Lambert Ward**, Counselor and Coordinator for Academic Appeals, University of North Carolina at Chapel Hill; **Trista Law**, Counselor and Student Success Specialist, University of North Carolina at Chapel Hill

Students take leave from their institutions for many reasons -- mental and physical health challenges, family and personal issues, financial challenges, and more. When situations arise that necessitate a break, students often find the processes for leaving and returning to their institutions elusive. This past spring, the Office of Undergraduate Retention launched the "Return to UNC" website in an effort to welcome and support returning students as they transition back to UNC after an extended absence.

Learning Outcomes:

1. Provide tangible examples of the ways in which the UNC Office of Undergraduate Retention reduces barriers to student success.
2. Outline the importance of establishing a culture of care as it relates to student success, retention, and persistence.
3. Share the impact of Returning Student Consultations and other returning student supports at UNC.

SVPR



Roundtable Session: From Recommendation to Realization: Sexual and Gender-Based Harassment Support for Graduate Students

Strand 1

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Ashlee Carter**, Investigator for Student Concerns, University of Massachusetts Boston; **Danielle Farrell**, Title IX Coordinator for Students and Acting Director of Student Services, Graduate School of Arts and Sciences, Harvard University

Graduate students often face distinct challenges concerning sexual and gender-based harassment and discrimination because of the different settings in which they learn and work. The National Academies of Sciences, Engineering, and Medicine (NASEM) recently published a report on the influence of sexual harassment in the academy, particularly focusing on the impact it has on women. During this session, Title IX practitioners will discuss ideas for implementing recommendations from the report to better support graduate students.

Learning Outcomes:

1. Understand the role that power plays in the graduate student experience, particularly for women in the academic sciences, engineering, and medicine.
2. Recognize the need to alter current practices that reinforce the power imbalance by integrating NASEM's recommendations.
3. Engage with fellow Title IX professionals to learn best practices for creating an environment of respect, diversity, and inclusivity.

WHPL



Roundtable Session: Wellness Promotion: Development, Collaboration, Action, and Transition

Strand 7

CONTINUING EDUCATION: CHES

Presenters: **Victoria Coates**, Program Coordinator Shaw Wellness Institute, Colgate University; **Katherine Griffes**, Director Shaw Wellness Institute, Colgate University; **Julie Weissbuch Allina**, Director Health Promotion, Portland State University

Campus-wide wellness initiatives, rather than individualized or topic-specific programming allows wellness centers and initiatives to reach a broader audience and have a greater impact on the campus environment. Portland State University and Colgate University use this approach in their wellness centers and initiatives. Join their conversation to learn about the strategies each school took to develop and implement their model using assessment, best practices, tools, and interdepartmental collaborations. Share your experiences in developing wellness programs and initiatives with the group and learn practical takeaways for future development.

Learning Outcomes:

1. Expand the understanding of how to utilize tools (dimensions of wellness, decision matrix), structures (healthy campus: cornerstone, community, culture) and theories (socioecological model) to expand the reach of wellness initiatives on college campuses.
2. Explore different ways to collaborate regarding wellness initiatives on college campuses.
3. Develop strategies for implementing wellness education using the SEM and SAMHSA's 8 Dimensions of Wellness

MH



Roundtable Session: Yes, And: Balancing Support and Accountability When Colleagues Struggle

Strand 8

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: **Ashley Maracle**, Senior Counselor, Buffalo State College SUNY

"Yes, and" is a familiar phrase in clinical work, used to acknowledge and accept the contradictions present in our daily lives. This idea, along with an understanding of trauma-informed care and Maslow's Hierarchy of Needs, can be applied to working with colleagues and supervisees who are on journeys toward wellness. Using presentation, story, discussion, and web-based surveys, the presenter in this session will provide practical suggestions for supporting colleagues while balancing professional ethics and accountability in clinical practice.

Learning Outcomes:

1. Evaluate the causes and manifestations of stigma within the mental health field and identify how this impacts clinicians, clients, and the larger community.
2. Understand how the principles of trauma-informed care and Maslow's Hierarchy of Needs can be used to support colleagues and supervisees.
3. Apply the knowledge gained through the presentation and discussion to identify ways to both support and hold accountable their colleagues and supervisees.

1:30 PM - 2:30 PM

YOU AT COLLEGE PARTNER NETWORK MEETING (CLOSED SESSION)

Bolden 3

Partners will convene for a workshop with a diverse array of campus administrators from across the YOU at College network. The discussion will focus on best practices to foster cross-departmental collaboration, student resource engagement, and a student-centered design activity.

2:45 PM - 3:45 PM

CONCURRENT SESSIONS 2

MH



Building and Sustaining a Comprehensive Suicide Prevention Program: Strategies for Success

Empire D

CONTINUING EDUCATION: APA; CHES/MCHES; NASW; NBCC

Presenters: **M. Dolores Cimini**, Director Center for Behavioral Health Promotion and Applied Research, University at Albany, State University of New York; **Joyce Dewitt-Parker**, Clinical Director Counseling and Psychological Services, University at Albany, State University of New York; **Melissa M. Ertl**, Project Coordinator University at Albany Garrett Lee Smith Suicide Prevention Grant Project, University at Albany, State University of New York; **Estela M. Rivero**, Assistant Vice President for Student Affairs and Director Counseling and Psychological Services, University at Albany, State University of New York

To address the critical issue of suicide among college students, it is important to consider expanding our traditional scope of mental health services and implement a comprehensive approach that reaches the broader campus culture as well as students who are at risk. Presenters in this workshop will highlight and explore strategies and best practices associated with building comprehensive, sustainable suicide prevention programs within college and university settings. They will examine prevention and intervention strategies informed by the public health approach and identify ways in which campus suicide prevention programs can establish a solid framework that will help them operate with a clear mission and focus; a safe, integrated, and effective service model; and a strong and sustainable core.

Learning Outcomes:

1. Identify and describe the elements of the Suicide Prevention Resource Center and Jed Foundation Comprehensive Suicide Prevention Model based on the public health approach.
2. Describe the key elements of comprehensive suicide prevention strategies implemented within a university campus representing diverse demographic characteristics and explain how these programs have been institutionalized and sustained over time.
3. Identify the goals and objectives of the Garrett Lee Smith Campus Suicide Prevention Grant Program; the JED Campus Program; and the Suicide Prevention Resource Center, and explore the ways these programs assist and support campuses in building, evaluating, and sustaining comprehensive campus suicide prevention initiatives.

WHPL



Ensuring Well-being Education for International Students: a Life Skills Course

Strand 12A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Kate Parnell, Academic Program Coordinator, Fraser International College

Sexual, mental, and physical health education are crucial topics within international student communities. The presenter in this session will examine one school's approach to ensuring all international students receive well-being education within the format of a required course. Logistics, implementation, and course curriculum will be explored, as well as possibilities for adapting a life skills course to various educational contexts. Connections to student success and engagement will highlight the wide-ranging positive impacts of holistically supporting international students.

Learning Outcomes:

1. Understand the unique sexual, mental, and physical health needs of international students.
2. Comprehend the connection between well-being education and student success for international students.
3. Apply a life skills course approach to various educational contexts.

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WHPL



Exploring the Role of the AVP for Student Health and Well-being

Strand 11B

CONTINUING EDUCATION: MCHES; NASW; NBCC

Presenters: **Jake Baggott**, Associate Vice Chancellor for Student Affairs and Executive Director of University Health Services, University of Wisconsin; **Traci Callandrillo**, Assistant Vice President, Campus Life, American University; **Ruperto Perez**, Associate Vice President Student Health and Well-being, University of Alabama; **Chris Wise**, Assistant Vice President for Student Affairs, Virginia Tech

A number of institutions have implemented organizational structures to better organize their efforts and resources to support and integrate well-being into the student and campus experience. One outcome is the establishment of a senior leadership position to oversee and coordinate departments and services for student health and well-being. Presenters will explore the role of four AVPs who serve as their institution's lead administrator for student health and well-being.

Learning Outcomes:

1. Describe the organizational structure, roles, responsibilities, and challenges for a senior leadership position for student health and well-being.
2. Identify various career paths that may direct individuals to gaining a senior leadership position (AVP/VP) for student health and well-being.
3. Engage in dialogue with participants and presenters to explore organizational and administrative issues regarding the role of a senior leader for student health and well-being.

MH



Leveraging the Power of Digital Health and Campus Culture to Combat Loneliness

Strand 11A

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Nathaan Demers**, VP & Director of Clinical Programs, Grit Digital Health; **Caroline Fitzgerald**, Project Lead, Hopelab; **Lionel Ramazzini**, Designer, Hopelab

Loneliness is a significant contributing factor to student attrition and poor mental health. It is a complex problem that requires an integrated individual level and campus-wide approach, with cross-departmental support. Presenters will highlight the impact of a recently piloted integrated approach to student loneliness comprised of a scalable individual level intervention delivered through a digital health app, Nod, and a campus-wide social connection campaign led by students. Presenters will highlight key transferable learnings.

Learning Outcomes:

1. Analyze the current state of loneliness on campuses across the nation and its associated mental health impacts.
2. Analyze the opportunity to proactively support student belongingness and support social connections to promote student well-being and success.
3. Develop awareness of approaches being applied to loneliness and assess promise of these efforts.



MH



Mental Health & College Transition: Mobile Technologies Fostering Campus Care Among First-year Students

Bolden 2

Presenters: **Scott Compton**, Associate Professor in Psychiatry and Behavioral Sciences, Duke University; **Teri Higgins**, Senior Campus Success Consultant, Ready Education; **Danial Jameel**, Co-founder/CEO, Ready Education

Research suggests that mental health challenges faced by first year students create a barrier to a successful college transition. Learn how expert researchers from Duke University Medical Center, in partnership with Ready Education, created a series of resources to proactively provide students with behavioral health information. Focus areas such as anxiety, depression, and substance abuse were mapped and delivered as interventions at different stages of the first year student life cycle.

Learning Outcomes:

1. Learn new strategies to improve mental health and well-being on for first year students.
2. Learn how to increase your students' awareness of mental health issues and other high-risk behavior.
3. Learn best practices on effective implementation and alignment of stakeholders around mental health interventions.

WHPL



Mining and Mapping: Combining Data from Different Surveys to Yield New Insights

Strand 12B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Nicole Brocato**, Director, Wellbeing Assessment, Wake Forest University; **Finn Luebber**, Research Assistant, Wellbeing Assessment, Wake Forest University

To evaluate well-being programming effectiveness and needs, practitioners need detailed information about students' well-being. That information is often gathered through surveys, but survey fatigue is increasing, and response rates are decreasing. Rather than create more surveys, practitioners can make better use of existing data sources. Using a belonging example, presenters will provide steps for mapping existing data sources and selecting the sources needed to guide an effective evaluation strategy.

Learning Outcomes:

1. Name at least one challenge presented by frequently surveying students.
2. Name at least one data source (measure, office, metric, etc.) that is new to you.
3. Explain how program evaluation and student assessment needs can profit from a mapping approach and how it can inform more targeted programming.

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AODVP



Prevention's Continuing Excellent Adventure: Where We've Been and Where We're Going

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Jason Kilmer**, Associate Professor in Psychiatry and Behavioral Sciences, University of Washington; **Richard Lucey**, Senior Prevention Program Manager, Drug Enforcement Administration

Many of today's college students experience a range of drug abuse issues while in school, including underage drinking and other forms of high-risk drinking, cannabis use, and prescription drug misuse. Throughout this session, the presenters, both of whom have worked in substance abuse prevention since the 1990s, will share lessons learned related to best practices in prevention; state-of-the-art resources to help guide prevention efforts; and their experiences in bridging policy and practice over the past 25 years. In this interactive session, the presenters will ask participants to share their own experiences and lessons learned; discuss emerging needs and promising prevention approaches that require further evaluation; and provide input on where they see the prevention field headed and where they would like it to go.

Learning Outcomes:

1. Learn about best practices in drug abuse prevention.
2. Learn about state-of-the-art resources to support drug abuse prevention efforts on campus.
3. Discuss emerging needs and promising practices that require further evaluation.

Empire C

SVPR



Prosocial and Resilience Centered Approaches to Sexual Violence Prevention

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: **Courtney Diener**, Assistant Director of Sexual and Interpersonal Violence, George Mason University

The presenter in this program will explore innovative strategies around prosocial behavior and resilience building on our campuses. The strategies discussed will draw upon relational and health promotion theories to expand current conversations on bystander intervention, risk reduction, and primary and secondary prevention to be more inclusive of opportunities for our communities to develop the skills required for healthy relationships. These include boundary setting, healthy communication, ending relationships, normalizing of help seeking, consent in every relationship, self-care, and well-being.

Learning Outcomes:

1. Describe and define prosocial resilience centered approaches to sexual violence prevention.
2. Identify three strategies to create programming on campus around prosocial behavior within the context of relationships.
3. Examine programs at participants' home institution to determine strategies to add prosocial behaviors or resilience building opportunities.

Bolden 1

SVPR



Responsibly Navigating Support Services for Both Survivors and Respondents

Strand 13B

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Jill Dunlap**, Director for Research and Practice, NASPA; **Jennifer Henkle**, Program Manager, Culture of Respect Collective, NASPA; **Joan Tabachnik**, Fellow, U.S. Department of Justice SMART Office

Schools are wrestling with the question: what are equitable services for both survivors and respondents? Based upon the results of a recent national landscape survey, presenters in this session will address a range of issues, including promising practices for both forms of services, discussions of equal versus equitable services, and the ways that both parties, and the institution, can be better served by providing equitable support services in sexual misconduct cases.

Learning Outcomes:

1. Understand the differences between services provided to survivors and respondents.
2. Identify ways that providing respondent services can serve both survivors and the institution.
3. Understand the national landscape of respondent support services at institutions across the country and implications for your own campus.

SVPR



Sliding Into Your DMs: Exploring Consent, Social Media and Inclusive Survey Design

Strand 10

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: **Hannah Retzkin**, Sexual and Relationship Violence Prevention Specialist, DePaul University

Student populations navigate sexual encounters and consent through sexual scripts, which are often influenced by mass media like television, music, and magazines. In today's digital age, young adults spend large amounts of time on sites like Instagram, Snapchat, or Twitter: what is the impact of social media on sexual scripting and in turn, sexual consent? The presenter in this session will explore inclusive survey design as well as how different gender identities and sexual orientations understand consent in social media.

Learning Outcomes:

1. Understand student misconceptions related to consent and social media.
2. Explore ways to implement inclusive survey design for diverse student populations.
3. Evaluate prevention programming as it relates to consent, sexual scripts, and inclusivity.

SVPR



State Policies on Campus Sexual Assault

Bolden 6

CONTINUING EDUCATION: NASW

Presenters: **Molly Sarubbi**, Senior Project Manager, Education Commission of the States; **Erin Whinnery**, Policy Researcher, Education Commission of the States

State statute serves an important role in directing campus safety intervention strategies. Through legislation, states are promoting policy and programmatic efforts to educate, prevent, and respond to issues related to postsecondary campus sexual assault. The purpose of this session is to share information regarding legislative efforts and discuss the policy relevance to student affairs practitioners. Presenters will engage participants in a discussion of how state policy affects institutional practice.

Learning Outcomes:

1. Share the three major trends of 2019 legislation related to campus sexual assault.
2. Understand student affairs practitioners' experiences with campus sexual assault prevention practices, and how state policy affects institutional context.
3. Brainstorm key takeaways and action items for institutional and state education leaders to better support students involved in campus sexual assault.

MH



The Pathways to Flourishing: Changing Campus Culture to Promote Positive Mental Health

Bolden 5

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Helen Matusow Ayres**, Vice President for Student Affairs, Pratt Institute; **Rhonda Schaller**, Director of Career and Professional Development, Pratt Institute

The Pathways Project at Pratt Institute is promoting student well-being throughout the academic experience. Student affairs staff, faculty, and students are engaged in an inquiry and implementation process to change the culture of studio education from stressfully competitive to mindfully flourishing. Presenters in this session will engage participants in the inquiry and discovery process and provide guidelines for developing an inquiry team to study and change your campus culture to promote positive mental health.

Learning Outcomes:

1. Gain a better understanding of the impact of unhealthy competition and stress overload on the student experience.
2. Learn how positive psychology, mindfulness, and creating healthy learning spaces can influence student well-being.
3. Learn mindfulness and positive teaching practices that promote well-being in the academic environment.

AODVP



Together We ROAR: Creating Collaborative Partnerships to Reduce Alcohol Abuse Among Students

Foster 2

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Emery Gower**, Director of Substance Education and Alcohol Resources, University of Arkansas; **Sarah Stokowski**, Assistant Professor, University of Arkansas; **Anne Velliquette**, Clinical Assistant Professor, University of Arkansas

Campus wide programming that reduces alcohol misuse among students is warranted. Effective programming involves the integration of student, campus, and community partnerships. Razorbacks Offering Accountability Resources (ROAR) is a student organization that has partnered with a multitude of campus and community entities to reduce alcohol abuse among students. Presenters will provide best practices for forming collaborative partnerships which have led to a 22% decrease in alcohol related offenses.

Learning Outcomes:

1. Explain how to form a student organization to mitigate alcohol-related risk behaviors among college students and why a peer to peer approach was implemented.
2. Explain how to identify and partner with campus entities to mitigate alcohol-related risk behaviors among college students.
3. Explain how to identify and partner with community organizations to mitigate alcohol-related risk behaviors among college students.

AODVP



When the Sun Goes Down: Using Data to Assess Holistic Approaches to Alcohol-Free Programming

Foster 1

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Ralph Castro**, Associate Dean of Students and Director of the Office of Alcohol Policy & Education, Stanford University; **Meg Munley**, Director, Assessment and Student Life Curriculum, Lehigh University; **Jenna Papaz**, Director, Health Advancement and Prevention Strategies, Lehigh University; **Trista Shideler**, Director, Cardinal Nights, Stanford University

Presenters from Stanford University and Lehigh University will share assessment data from their multi-year studies measuring the impact of late-night programming on students' drinking behaviors. When each program was created, the goal was to reduce the prevalence and severity of high-risk drinking and has since evolved to include mental health and well-being, community, and belonging indicators. Both programs will offer insight as to how and why the programs have grown and increased impact over time.

Learning Outcomes:

1. Review program evaluation and outcome data to support the key takeaways.
2. Understand the role of late-night programming as an institutional-level prevention strategy to combat high-risk drinking and enhance mental health and well-being outcomes.
3. Explain the value and importance of using program evaluation data to inform and discover novel ways to institute strategic planning and goal-setting processes, as well as establish branding and marketing techniques.

MH



Where Wellness Lives: Non-Clinical Explorations of Emotional and Community Well-being Strand 13A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Tracy George, Director of the Good Life Center, Yale University

The presenter will introduce participants to unique and effective programming for student mental well-being outside of clinical spaces, as executed at Yale University. Based on Yale's most popular class, Psychology and the Good Life, the Good Life Center is a physical manifestation of evidence-based practice that drew over 1,200 students to the class. Topics discussed include motivational interviewing and mindful inquiry; passive and active wellness programming; and peer-to-peer support. Campus survey data will be presented.

Learning Outcomes:

1. Understand how non-clinical student affairs and wellness staff can effectively address student mental well-being challenges traditionally dealt with in clinical mental health spaces only.
2. Define motivational interviewing and explain how it can support student mental well-being through programming at the individual and community level.
3. Build awareness of how different non-clinical spaces (internal-external, indoors-outdoors) can support student mental well-being work through a community development lens, and remove the burden of wellness from the individual alone.

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MH

**Roundtable Session: Acknowledging the Elephant: Ethical Self Disclosure in the Clinical Space**

Strand 8

*CONTINUING EDUCATION: NASW; NBCC***Presenter: Nicole Madonna**, Director, Counseling Services, Johnson & Wales University Charlotte

Clinicians have been trained to never discuss personal aspects of their lives, identities, and beliefs: doing so can cause ethical dilemmas and breaches of boundaries. This training will help clinicians to learn how to utilize pieces of their professional and personal identities to assist clients in the therapeutic alliance and growth process. The presenter will identify and discuss the types of self-disclosure that occur in sessions, ethical dilemmas, and theoretical orientations that support ethical self-disclosure.

Learning Outcomes:

1. Identify four or more specific therapeutic orientations that support appropriate self-disclosure.
2. Compare the five types of self-disclosure and be able to describe clinical practice examples.
3. Recognize specific ethical standards that can be compromised by self-disclosure and cite examples of ethical dilemmas.

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SVPR



Roundtable Session: Man in the Mirror: Examining Our Own Practices and Behaviors in Prevention

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Jean Semelfort**, Prevention Programs Manager, Princeton University; **Malik Washington**, Acting Director, Sexual Violence Prevention and Education, University of Pennsylvania

National conversations and prevention educators on college campuses have put an emphasis on engaging young men around issues of masculinity as part of a larger strategy for violence prevention and gender justice, encouraging more men to take a more active role in prevention. But how are the men in prevention work, who are asking students to examine their own attitudes and behaviors, examining themselves? Facilitators in this roundtable discussion will ask participants to vulnerably share the ways that men in prevention can hold themselves accountable to applying and practicing the theory they are teaching, both in their personal and professional lives.

Learning Outcomes:

1. Examine and discuss the experiences and challenges of men in prevention work.
2. Identify principles for men in prevention work to practice accountability to gender justice and equity in their personal and professional lives.
3. Learn new ways to educate students by modeling healthier, more equitable behaviors.

WHPL



Roundtable Session: Racial Inequities in Preventive Health Behaviors between Black and White College Students

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Alicia Battle**, Assistant Professor, Tulane University School of Public Health and Tropical Medicine; **Kenneth Campbell**, Health System Operations Analyst, Cook County Department of Public Health; **Susan Cheng**, Chair, Department of Public Health, Benedictine University; **Isabella Parise**, Manager of Instructional Training and Continuing Education, Tulane University School of Public Health and Tropical Medicine

When physical access to quality preventive health care is not a concern, what accounts for the differences in African American and Caucasian college men seeking health care? Presenters in this session will explore why differences exist by providing causal foundations grounded in identity development, social political dynamics, and program and service development and delivery on campuses.

Learning Outcomes:

1. Provide awareness of gender based, racial, and ethnic differences in health care-seeking behaviors on campuses.
2. Identify equity-minded approaches to increasing the number of African American male college students seeking preventive health care.
3. Facilitate dialogue about identity development and its impact on health-seeking behaviors among African American college men.

Please enjoy a refreshment break and chair massage in the Exhibit Hall.

WHPL



Building Capacity to Lead: Holistic Wellness for Men of Color

Strand 11B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Cesar Jimenez**, Dean of Counseling and Guided Pathways, Compton Community College; **Paul Jimenez**, Counselor, Santa Monica College; **Greg Toya**, Director of Student Activities, El Camino College; **Robert Williams**, Counselor, El Camino College

There is a need for cross-campus partnerships and culturally relevant activities that increase the success for men of color. Presenters from El Camino College, Santa Monica College, and Compton College will discuss their collaborative project: the second annual Men of Color Conference: Embrace Your Truth. This free of charge conference promotes holistic wellness for men of color who attend the community college system as well as faculty and staff who support them.

Learning Outcomes:

1. Discuss how funding for the conference and campus initiative may be procured through data collection, analysis, and institutionalized programming.
2. Explain how the collaboration of men of color from various campuses can develop a source of empowerment for their students and colleagues.
3. Explain the real-world results of sharing best practices across campuses which led to educational and professional benefits to students at Santa Monica College, El Camino College, and Compton College.

AODVP



Cannabis vs. the 'M' Word: an Institutional Process to Using Anti-oppressive Language

Empire C

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Alexis Drakatos**, Coordinator of Substance Abuse Prevention, University of Oregon; **Kerry Frazee**, Director of Prevention Services, University of Oregon; **Katy Larkin**, Director of Student Conduct and Community Standards, University of Oregon

It's easy to get stuck in colloquialisms used within student affairs. But what happens when these terms cause harm and further oppress already vulnerable community members? As laws regarding cannabis shift, there's an opportunity for language to shift as well. Learn how using an anti-oppressive lens in educational efforts led to an institutional shift to remove the "m" word from all policies and educational materials specific to cannabis.

Learning Outcomes:

1. Understand the historical context through an anti-oppression lens of cannabis prohibition, legalization, and criminalization in the United States.
2. Understand strategies for approaching a multi-dimensional language and policy shift on campus.
3. Understand how to use and implement the provided toolkit designed to start this process on campus.

WHPL



Catching up with the ACHA Research Team: NCHA, NFSHA, and CCHN Updates

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Mary Hoban**, Chief Research Officer, American College Health Association; **Christine Kukich**, Research Coordinator, American College Health Association

Building health promoting campus communities requires access to reliable data. As we celebrate 20 years of the ACHA-National College Health Assessment, presenters will review trends observed in data collected with the NCHA II and introduce NCHA III. Findings from the National Faculty Staff Health Assessment will also be presented. Finally, institutional-level data from the Connected College Health Network Institutional Profile Survey on health promoting policies and practices will be shared.

Learning Outcomes:

1. Describe 10 year trends in data collected with the ACHA-NCHA II.
2. Identify new measures and validated scales within the ACHA-NCHA III.
3. Explain insights gleaned from the newly launched NFSHA and IPS.

Bolden 6



AODVP



Consent with Benefits: Getting Students to Talk About Sex, Alcohol, and Consent

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Kathleen Koviak**, Health Promotion Specialist, University of South Florida; **Dani Smith**, Violence Prevention Specialist, University of South Florida

Consent with Benefits is a collaborative initiative that promotes safer sex, alcohol safety, and violence prevention using consent metaphors. Facilitators will guide participants through the inspiration, design, and implementation of this high impact brief intervention, while also having attendees partake in a metaphorical consensual activity. Participants will develop their own adaptation and vision for a comprehensive, sex-positive consent health education event.

Learning Outcomes:

1. Apply consensual situations to multiple avenues of health promotion and student well-being.
2. Formulate next steps to adapt comprehensive health education programming with an underlying theme of consent for their specific audience.
3. Discuss potential successes and challenges related to implementing a collaborative high impact brief intervention.

Bolden 1

SVPR



Culturally Competent Sex Communication

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Brooke DeSipio**, Assistant Dean and Director of Gender Violence Education and Support, Lehigh University; **Christina Pallotti**, Counseling Psychology Doctoral Candidate, Lehigh University

Based on original research on the nuances of sexual consent on college campuses, the presenters have developed a consent education model: Culturally Competent Sex Communication. This educational framework is comprised of awareness, attitudes, knowledge, and skills that work towards optimal interactions during sex through effective communication and the ability to understand and know the person(s) an individual is going to have sex with. Individuals can continue the process of competence through a variety of educational interventions.

Learning Outcomes:

1. Understand the nuances of sexual consent among college students based on the original research being presented.
2. Understand and articulate the Culturally Competent Sex Communication educational model and its key components of awareness, attitudes, knowledge, and skills.
3. Translate the Culturally Competent Sex Communication model to individual participant campuses and student populations so that it can be implemented into prevention programming efforts.

WHPL



Existential Humanistic Psychology and Higher Education: A Renewed Intersection in Well-Being

CONTINUING EDUCATION: APA; NASW; NBCC

Presenter: **Glen Sherman**, Associate Vice President and Dean of Students, William Paterson University of New Jersey

Current approaches to well-being focus on “well,” addressing symptoms, not causes, of the degree of experienced ill-being. What has not yet been articulated is the “being” half of the expression. The presenter in this presentation proposes a conception of well-being that explores the meaning of “being” as described in existential philosophy, humanistic psychology, and philosophical eudaimonism. Well-being is then re-formulated in terms of students’ subjectivity, approaches to knowledge and learning, and development of a sense of social justice.

Learning Outcomes:

1. Connect well-being theory to student development theory, with their common emphases on expanding beyond rationalism to the whole person, and that learning exceeds information absorption and even critical thinking.
2. Learn how developing students’ subjectivity to inform learning and interpersonal relating - key aspects of well-being - are connected to foundational concepts in existential philosophy and humanistic psychology.
3. Learn how well-being theory is a theory of justice.

MH



Helping Chinese Students Thrive: the Role of Health Promotion in a Global University

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Carly Siuta**, Senior Specialist, Health Promotion and Student Well-being, New York University Shanghai; **Chelina Wang**, Assistant Director Health and Wellness, New York University Shanghai

Chinese students experience high rates of medical, emotional, and relationship challenges, yet are less likely than Western and Asian peers to access campus health and wellness services. The bicultural presenters will share context about the Chinese health system and student experience and explore how health promotion programming can support the physical, emotional, and developmental issues most relevant to students' lives. This approach can be incorporated into any university's broader strategy to help Chinese students thrive.

Learning Outcomes:

1. Learn about China's current public health system and health-related values in order to better assess the health and wellness needs of Chinese students.
2. Share examples of health promotion initiatives that have successfully engaged and supported Chinese students.
3. Generate actionable health and wellness strategies to effectively support Chinese students' holistic development within their own educational community.

SVPR



Moving Beyond Compliance: Trauma-informed Response to Disclosure Among Faculty and Staff

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Allison Kumar**, Student Engagement Coordinator, Women and Gender Resource Center, University of Alabama; **Zoe Winston**, Peer Education Programs Coordinator, Women and Gender Resource Center, University of Alabama

Institutions often require faculty and staff to maintain minimum compliance in responding to disclosures of sexual assault; however, compliance does not ensure positive disclosure experiences. In this session, the presenters will explore the evidence around outcomes related to positive disclosure experiences. Presenters will highlight Harbor Training, a program designed to train faculty and staff in trauma-informed response. Participants will explore strategies to build partnerships and develop a program to foster a community of trauma-informed response.

Learning Outcomes:

1. Understand the role of faculty and staff in creating a culture of care through trauma-informed response to disclosures of sexual violence.
2. Understand the effects of a positive disclosure experience and its impact on recovery outcomes.
3. Identify strategies for implementing a program to help equip faculty and staff in responding to disclosures of sexual violence.

MH



Real Students Real Stories: an Orientation Video to Promote Student Mental Health and Well-being

Foster 1

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Laura Santacrose**, Assistant Director, Skorton Center for Health Initiatives, Cornell Univeristy; **Catherine Thrasher-Carroll**, Mental Health Promotion Program Director, Cornell University

Cornell University has developed a new orientation video for all incoming first-year and transfer students to lay a strong foundation that health and well-being is critical to academic and life success. Presenters will describe the development of Real Students Real Stories and the importance of promoting social belonging, self-care, resilience, facing setbacks, and a growth mindset through the use of anecdotes from Cornell students, faculty, staff, and the University President in the film.

Learning Outcomes:

1. Learn about Cornell's comprehensive mental health framework and how the Real Students Real Stories orientation video was designed to promote social belonging, resilience, and help seeking behavior among incoming first-year and transfer students.
2. Learn how to develop and implement a campus-specific mental health promotion orientation video.
3. Understand the importance of clear leadership messages from senior university officials and student leaders, which support the comprehensive approach to mental health and well-being.

AODVP



Redefining Social Norms Campaigns and Interventions in an Era of Fake News

Foster 2

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Jenna Gehl Jones**, Assistant Director, University of Notre Dame; **Emily Schulze**, Grant Coordinator, University of Notre Dame

How do we develop effective and impactful interventions for tech-savvy Generation Z in an era of fake news? In this presentation, participants will explore a comprehensive process for developing and implementing a social norms campaign and alcohol education designed with and for today's college students. Utilizing insights from an ongoing successful intervention, presenters will discuss ways to engage students, side-step defensiveness, and encourage open conversation about alcohol use, student well-being, and campus culture.

Learning Outcomes:

1. Define and describe social norms theory, unique characteristics of Generation Z, and the Strategic Prevention Framework.
2. Examine ways to use foundational knowledge and research to innovate new and evolving best practices that engage skeptical students.
3. Describe potential pitfalls and translate successful interventions to home institutions.

MH



SANA SANA: Creating a Community Healing Space for Latinx Students at PWIs

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenter: Rosemary Magaña, Licenced Clinical Professional Counselor
Liaison to Latinx Community, Northwestern University

Predominantly white institutions (PWIs) are part of system of oppression, often creating unhealthy and challenging environment for students who hold marginalized identities. These challenges create barriers in students' academic success and overall well-being. The presenter will discuss challenges and stressors Latinx-identified students face at PWIs and emphasize the value of creating outreach support groups in an effort to build community and support students wellness on campus. The presenter will discuss the intention, purpose, and process in developing the Latinx support group at a PWI, using the example of the "SANA SANA gathering space." Through discussion, participants will learn from each other's challenges and successes in creating outreach support groups for students who hold intersecting marginalized identities.

Learning Outcomes:

1. Describe how navigating a PWI as a college student who holds marginalized identities may impact the student's wellness and academic success.
2. Describe the liaison work and relationship building strategies needed for the development of a support group for students who hold marginalized identities at a PWI.
3. Explain how to create a support group for students who hold marginalized identities at a PWI.



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The Social Ecological Model: Enhancing Your Mental Health and Suicide Prevention Initiatives

Strand 11A

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Kristi Bussell**, Assistant Director for Suicide Prevention and Mental Health Initiatives, Clemson University; **Jennifer Goree**, Director of Healthy Campus, Clemson University

Mental well-being plays a pivotal role in college students' academic success. Approximately 63% of students reported feeling overwhelming anxiety in 2018, and about 42% said they felt so depressed that it was difficult to function. The presenters will highlight an effective framework for mental health promotion on campus and its use at Clemson University. Presenters will engage participants in an analytical discussion regarding current and potential uses of the framework at their institutions.

Learning Outcomes:

1. Evaluate examples of a comprehensive mental health and suicide prevention strategy along the social ecological model.
2. Engage in critical discussion surrounding the application of the social ecological model to participants' campus mental health and suicide prevention initiatives.
3. Develop action plans to address current strategy gaps identified along the social ecological model.

SVPR



Training Resident Assistants as First Responders: Utilizing Technology to Increase Effectiveness

Strand 13A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Brigid Hart-Molloy**, Deputy Title IX Coordinator, Northeastern University; **Megan O'Hara**, Associate Director, Northeastern University

How effectively does a lecture prepare Resident Assistants (RAs) to respond to disclosures of sexual violence? How can we create an opportunity for 200+ RAs to practice the necessary skills to respond to disclosures in a way that is trauma-informed? In response to these questions, campus partners at Northeastern University worked collaboratively to produce a video training tool and create an RA training model that challenged students to apply the information rather than to simply understand it. In this session, the presenters will: show a condensed version of their training model utilizing the video tool; share the benefits and outcomes of this collaboration and training model; and reflect on lessons learned.

Learning Outcomes:

1. Think critically about how goals inform teaching methodology when developing training.
2. Understand the benefits of this particular campus collaboration and training model.
3. Observe three different activities that could be replicated in similar trainings.

SVPR



Why Can't We Be Friends? Aligning Violence Prevention and Alcohol Initiatives

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Alex Nelson**, Violence Prevention Specialist, University of Wisconsin-Madison; **Reonda Washington**, Substance Abuse Prevention Specialist, University of Wisconsin-Madison

Colleges typically conduct alcohol education and sexual violence prevention separately. At UW-Madison, work is being done to align these forces to better address high-risk alcohol climate and climate around violence. The presenters will illustrate the ways they have collaborated to better address alcohol-facilitated sexual assault, including aligning their online program evaluation measures; co-authoring key messages to campus partners; and innovating improvements to processes and systems to best respond to these intersecting climates.

Learning Outcomes:

1. Develop alliances to more effectively accomplish violence prevention and alcohol education goals.
2. Convey advantages to aligning alcohol education and sexual violence prevention program evaluation strategies to better understand how students experience the intersections between a campus' alcohol climate and climate around sexual violence.
3. Think creatively about how to leverage partnerships to affect greater change regarding alcohol-facilitated sexual assault and environments that normalize high-risk alcohol usage.

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MH



Roundtable Session: Power of Positive Psychology: Harness the Evidence-Based Skills of Positive Education to Promote Student Resilience and Success

Strand 8

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Delvina Miremadi-Baldino, Owner and Chief Resilience Officer, Realize Your Resilience

Colleges and universities today are faced with an unprecedented number of students struggling with stress, depression, anxiety, and other mental health concerns. Using a positive education approach has been shown to improve mental health and life satisfaction; reduce depression and anxiety; and improve academic success and creative thinking. It's imperative that we examine ways to foster resilience and use the science of positive psychology to help students become happier, healthier, and more resilient.

Learning Outcomes:

1. Examine the literature supporting the importance of positive psychology in education.
2. Explore the most prominent concepts in the field of positive education and their impact on college student well-being and resilience.
3. Learn specific strategies and tools that can be immediately implemented with students or groups.

WHPL



Roundtable Session: The Emerging Role of the AVP for Student Health and Well-being

Strand 1

CONTINUING EDUCATION: NASW; NBCC

Presenters: Jake Baggott, Associate Vice Chancellor for Student Affairs and Executive Director of University Health Services, University of Wisconsin-Madison; **Traci Callandrillo**, Assistant Vice President Campus Life, American University; **Ruperto Perez**, Associate Vice President Student Health and Well-being, University of Alabama; **Chris Wise**, Assistant Vice President for Student Affairs, Virginia Tech

A number of institutions have implemented organizational structures to better organize efforts and resources to support and integrate well-being into the student and campus experience. An outcome of these efforts is the establishment of a senior leadership position to oversee and coordinate departments and services for student health and well-being. This roundtable discussion is designed as a follow-up to the program, "Exploring the Role of the AVP for Student Health and Well-being" and will engage participants in examining the role of a senior leadership position for student health and well-being and learning about efforts on other campuses to coordinate these efforts.

Learning Outcomes:

1. Engage in dialogue to explore the developing role of a senior leadership position for student health and well-being.
2. Explore institutional missions regarding student health and well-being and the role of a senior leadership position in promoting the institutional mission.
3. Support current and aspiring professionals in their current/aspirational roles as senior leaders for student health and well-being.

4:15 PM - 5:15 PM

CONCURRENT SESSION 3

MH



Roundtable Session: When Their World Falls Apart: Exercising Locus of Control in Crises Strand 7

CONTINUING EDUCATION: NASW; NBCC

Presenter: Jessica Lambert Ward, Counselor and Coordinator for Academic Appeals, University of North Carolina at Chapel Hill

The college years are fraught with stressors that have a tremendous impact on students. When traumatic events arise, the totality of these stressors create a sense of powerlessness, that, if left unchecked, may have a devastating impact on a student's academic success. In this session, the presenter will discuss the impact of crises in students' lives and how the development of an internal locus of control is a key predictor of future success and well-being.

Learning Outcomes:

1. Discuss the psychosocial impact of disasters on student development, academic achievement, and well-being.
2. Outline the differences between an internal and external locus of control orientation.
3. Discuss how to help students develop an internal locus of control to support recovery after trauma.

4:15 PM - 5:15 PM

WELLNESS AND HEALTH PROMOTION KNOWLEDGE COMMUNITY OPEN BUSINESS MEETING

Bolden 3

We welcome attendees to attend the WHP KC Open Business meeting to learn more about the KC, our strategic plan, open positions and opportunities to engage with your peers. We are looking for colleagues who want to share their expertise, grow, and learn with a great group of colleagues.

Please join our poster session presenters for networking and continued learning. Planning Committee members from each conference will also be hosting tables; join them for networking and to learn about future conference planning opportunities. Heavy appetizers will be served.

AODVP



Addressing Anxiety within a Brief Intervention for AOD Use Among Mandated Students

Presenters: **M. Dolores Cimini**, Director of the Center for Behavioral Health Promotion and Applied Research, University at Albany, State University of New York; **Melissa Ertl**, Doctoral Candidate, University at Albany, State University of New York; **Laura M. Longo**, Psychologist and Preventionist, University at Albany, State University of New York; **Estela M. Rivero**, Assistant Vice President for Student Affairs, University at Albany, State University of New York; **Karen L. Sokolowski**, Assistant Director, Center for Behavioral Health Promotion and Applied Research, University at Albany, State University of New York; **Vivian Wilson-Hwang**, Licensed Psychologist, University at Albany, State University of New York

Given the ubiquity of problematic substance use on college campuses, brief interventions to address alcohol and drug use are increasingly critical strategies to enhance well-being. Frequently, substance use co-occurs with psychiatric risk factors, including anxiety, yet brief interventions often do not address these co-occurring symptoms. Presenters will highlight outcomes of an innovative evidence-based intervention designed to address comorbid substance use and anxiety among mandated clients at a counseling center within a diverse public institution.

Learning Outcomes:

1. Identify two mental health-related outcomes that may co-occur with alcohol and drug use among college students.
2. Describe two evidence-based brief intervention strategies for reducing alcohol and drug use and addressing co-occurring mental health symptoms among college students.
3. Discuss two benefits and challenges associated with developing, implementing, and evaluating screening and brief intervention programs to address substance use and co-occurring mental health symptoms among mandated college students.

AODVP



An Approach to Promote Affirmative Consent, Safer Sex, and Safe Partyng

Presenter: Raeann Davis, Health Promotion Specialist, University of California, Davis

Messages about consent in the higher education setting often exclude nuanced discussions about how to establish consent in situations that involve alcohol. Given the pervasiveness of hookup culture and partying on many campuses, these issues must be openly discussed. In this poster session, participants will learn about using a harm-reduction approach to develop a student-centered campaign promoting affirmative consent, safer sex, and safe partyng.

Learning Outcomes:

1. Describe the need for addressing sex and drinking on college campuses.
2. Explain the rationale for using a harm-reduction approach when addressing sex and drinking.
3. Outline the basic components of a student-centered campaign that addresses sex and drinking.

AODVP



BASICS: What Are the Students Saying?

Presenter: Diane Fedorchak, Interim Director, Center for Health Promotion, University of Massachusetts Amherst

Research clearly indicates that BASICS is an evidence-based practice that assists students in reducing high-risk drinking and related consequences. What is not well documented is what students have to say about their experience of BASICS. Learnings from three years of qualitative satisfaction survey data collected from students completing the mandated BASICS program at University of Massachusetts Amherst will be shared. The discussion will include how these data are used to inform programmatic changes and assist in sustainability.

Learning Outcomes:

1. Discuss at least three ways to use qualitative data collected from a BASICS satisfaction survey while maintaining fidelity to BASICS.
2. Identify at least three themes emerging from University of Massachusetts Amherst qualitative data and how that can inform the program.
3. Identify at least three questions that could be asked on a BASICS satisfaction survey.

SVPR



Beyond Bystander Intervention: Engaging Faculty Staff and Administrators to Raise the Tides of Prevention

Presenter: Rachel DiBella, Assistant Director of Education Programs, Harvard University



University communities have made impressive strides in the past decade to engage students in primary prevention practices among peers. This session builds on established efforts to additionally engage high level academic and administrative leaders in culture change and improving climate in their institutions. Utilizing evidence-based approaches and data from the National Academies of Sciences, Engineering, and Medicine's 2018 Consensus Study Report, the case study will outline the inputs, insights, and intended outcomes of community-wide prevention efforts designed to include and benefit faculty, staff, and especially students.

Learning Outcomes:

1. Describe potent predictors of harassment in academic environments.
2. Recognize the role of faculty and staff engagement in prevention efforts to effect positive climate change.
3. Identify high-level stakeholders and leadership to engage on their campuses.

MH



Comparing an In-Person and Online College Student Suicide Prevention Program

Presenters: Janae Baiamonte, Undergraduate Student, High Point University; **Jenna Duncan**, Undergraduate Student, High Point University; **Sarah Ross**, Visiting Assistant Professor of Psychology, High Point University



In this poster session, presenters will examine the efficacy of a college student suicide prevention gatekeeper training program disseminated to students in two formats: online and in-person. Differences in student reported suicide prevention competence, stigmatizing beliefs, and knowledge about suicide will be examined. Additionally, the maintenance of these items at a 12-week follow-up will be discussed. Presenters will examine the strengths and weaknesses of each of the presentation modalities for campus prevention programs.

Learning Outcomes:

1. Acquire knowledge of a suicide prevention gatekeeper training program developed specifically for college students aimed at maximizing time and resource usage.
2. Analyze the differences in suicide prevention outcomes between the in-person and online training groups.
3. Evaluate the strengths and challenges of disseminating a suicide prevention training program across a college campus.

MH



Cope Notes: Understanding Student Experiences with Text Messaging Behavioral Health Interventions

Presenters: **Kristin Kosyluk**, Assistant Professor, University of South Florida; **Jana LeBert**, Undergraduate Student, Howard University

In this poster presentation, presenters will share research and data analyzed from the qualitative interview guide. The results of this ongoing qualitative study showed the aspects of personal stigma, effective technology use, and behavioral health interventions on a higher education student sample.

Learning Outcomes:

1. Understand the correlation between personal stigma reduction and help seeking strategies in a diverse demographic of students.
2. Evaluate effectiveness of received text message based on mHealth approaches to behavioral interventions.
3. Inspire innovative ways to reinforce positive behavioral patterns through culturally competent intervention and treatment programs on higher education campuses.

MH



Developing a Light Therapy Program: an Innovative Opportunity to Serve Students

Presenter: **Patrick Rossmann**, Behavioral Health Consultant, University of Iowa

Light therapy can be an effective method in treating symptoms of Seasonal Affective Disorder (SAD). In this poster presentation, the presenter will overview the process of creating a campus light therapy program where students check out light boxes to use on their own. The presenter will also explore the idea of innovative opportunities to create new ways to serve student needs. The light therapy program presents an opportunity to reach new students and provide an additional health resource.

Learning Outcomes:

1. Understand the symptoms of Seasonal Affective Disorder and its potential impact on college students.
2. Learn how light therapy can be effective in treating SAD symptoms and the steps to develop a successful light therapy program on campus.
3. Identify conditions that foster innovative opportunities and apply this knowledge to your own institution.

SVPR



Don't Be Afraid to Catch Feels: Facilitating Healthy Relationship Series for Students

Presenters: **Laura Luciano**, Associate Director Violence Prevention and Victim Assistance, Rutgers University-Camden; **Julie Millisky**, Program Coordinator Violence Prevention and Victim Assistance (VPVA), Rutgers University-Camden

Presenters will share tools to replicate a four-part healthy relationship series on their campus, and their experience facilitating this series with sessions for students. Presenters will also share information about effectiveness based on evaluation, as well as future plans for research evaluation.

Learning Outcomes:

1. Gain understanding of programming components for domestic violence prevention.
2. Gain understanding of the unique facets of LGBTQIA+ relationships and programming.
3. Develop skills to facilitate healthy relationship series.

AODVP



Emotional Intelligence as a Contributing Factor to Substance Use Among College Athletes

Presenters: **Alicia Battle**, Assistant Professor, Tulane University School of Public Health and Tropical Medicine; **Anthony Blevins**, Assistant Coach, Special Teams, New York Giants; **Newton Jackson**, Professor, University of North Florida; **Markisha Woodson**, Assistant Professor, Benedictine University

This study examined the role of emotional intelligence as a contributing factor for athletes who engage in substance using behaviors. The researchers employed a cross-sectional analysis of responses to a sampling of national substance use assessment questions and an emotional intelligence inventory. This research has resulted in a better understanding of the association between emotional intelligence and attitudes that drive substance using behaviors.

Learning Outcomes:

1. Determine if the level of emotional intelligence is a contributing factor in an athlete's desire to use alcohol and other drugs.
2. Examine the differences that shape substance use behaviors among college athletes compared to other student groups.
3. Explore the effects of emotional intelligence on frequency of use and drug of choice.

AODVP



Engaging Students in Reducing Binge Drinking: An Application of Expectancy Theory

Presenters: **Caden Harris**, Undergraduate Student, University of Alabama; **Jackson Munyon**, Undergraduate Student, University of Alabama; **Leah Pylate**, Director of Health Promotion and Wellness, Mississippi State University; **Delynne Wilcox**, Assistant Director, Health Promotion and Wellness, University of Alabama

Alcohol use remains one of the top public health issues facing college campuses. Approximately 75% of college students consume alcohol and 28% of them engage in binge drinking. The changing rate of alcohol use among college students presents new opportunities for campuses to engage students in the work of prevention. Presenters will discuss the implementation of a student-led ad campaign and the application of alcohol expectancy theory on a population level.

Learning Outcomes:

1. Explain alcohol expectancy theory and its application to population level alcohol prevention.
2. Describe the design and implementation of an anti-binge drinking campaign (LessThanUThink) on multiple campuses.
3. Discuss the results of a student-run campaign designed to examine college student expectations of alcohol use, along with their attitudes and beliefs; and determine the impact of the campaign on alcohol expectancies.

WHPL



Giving Student Well-being a Check Up

Presenters: **Beth Lohman**, Associate Director for Fitness and Wellness, Butler University; **Bridget Yuhas**, Director of Student Affairs Assessment and Planning, Butler University

Colleges and universities have begun to place more attention and resources on supporting student well-being. In this session, participants will learn about Butler University's model of well-being, development of tools to assess the model, and how we collaboratively share data across campus. Participants will also learn methods of drawing data from national data sources to inform home-grown assessment tools, and will share challenges and successes of assessing well-being on their own campuses.

Learning Outcomes:

1. Learn about the importance, challenges, and successes of assessing student well-being.
2. Learn two methods of designing student well-being assessment from the ground up.
3. Learn how to draw data from existing sources to inform home-grown assessment tools.

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MH



How Acculturation and Milieu Influence Use of Support Services Among International Students

Presenters: **Wendy Green**, Assistant Professor, Cleveland State University; **Karla Hamlen**, Associate Professor, Cleveland State University; **Anil Lalwani**, Doctoral Student, Cleveland State University; **Jonathan Messemer**, Associate Professor, Cleveland State University

Presenters will share results of an in-depth review of literature that addresses the question of what perceptions international students hold of campus support services, and how that may account for challenges they encounter while utilizing those services. Informed by concepts of acculturation and environmental stressors, the literature is analyzed with a focus on assessment of barriers for seeking help regarding issues of mental health and substance use that are impacted by ethnocentrism, prejudice, shame, and stigma.

Learning Outcomes:

1. Identify acculturative and environmental stressors impacting international students as indicated in theories of acculturation, student engagement, bias and prejudice, and ecological systems.
2. Employ a correlational design of matching etiological and outcomes variables to gain insight vis a vis international students' underutilization of mental health resources on campuses.
3. Apply knowledge of barriers in evaluating service provision on one's campus to enable increased access among international students and cultural sensitivity among student affairs professionals.

WHPL



Improving Student Success and Wellness Among University Students with Material Hardship

Presenters: **Rita DeBate**, Associate Vice President, Health and Wellness; **Professor**, College of Public Health, University of South Florida; **Amy Gatto**, Director Center for Transdisciplinary Research in College Health and Well-being, University of South Florida; **Thomas Miller**, Executive Advisor, University of South Florida

At the University of South Florida, there are approximately 400 students who need additional support as a result of systemic inequity. They are considered to be students with material hardship (SWMH), including former foster youth, those with housing insecurity, or family income in poverty. In this presentation, the presenters will detail the factors that affect persistence among SWMH by using institutional data to build on existing predictive models to determine what student characteristics classify a student as needing additional support.

Learning Outcomes:

1. Explain the factors that affect student success among students with material hardship.
2. Identify strategies to improve health, wellness, and student success among students with material hardship.
3. Recognize the significance of providing tailored interventions and increased support to students with material hardship.

WHPL



Inspiring Positive Well-being: Engaging Students in Research Leadership and Advocacy

Presenters: **Chloe Dixon**, Associate Director, Aspire to Be Well, Clemson University; **Jennifer Goree**, Director of Healthy Campus, Clemson University; **McKenzie McNamara**, Associate Director of Alcohol and Other Drug Initiatives, Clemson University

In this session, participants will engage with a model of assessment and research that promotes partnerships between undergraduate students, health promotion staff, and campus stakeholders. Undergraduate research has been proven as a high-impact practice that supports students' experience, career readiness, and personal growth. Assessment in higher education and student affairs has become an essential practice to departmental success. Through this session, participants will conceptualize a roadmap to assessment and dissemination of well-being knowledge utilized by Healthy Campus at Clemson University; participate in dialogue to troubleshoot barriers and opportunities to utilize the model; and develop an action plan for utilizing student and staff partnerships in health promotion.

Learning Outcomes:

1. Summarize Clemson University's practice of involving students in the data collection and dissemination process related to well-being and articulate the positive outcomes that participating in public health strategic planning has on student development.
2. Summarize the positive impact student participation in data dissemination has on collaboration among campus stakeholders and achieving university well-being goals.
3. Translate the example structure into a model fitting their campus environment and advocate for student participation in public health related strategic planning.

MH



Mental Health Concerns and Suicide Prevention Among Medical Students and Residents

Presenter: **Eugenia Curet**, Assistant Professor of Psychiatry, University of Texas Rio Grande Valley School of Medicine

This presentation will focus on mental health and suicidality among medical students and residents. Data about the prevalence of suicide and depression among medical students and residents, and findings indicating that suicide is the leading cause of death among male residents and second cause among female residents will be discussed. Description of the services at the UTRGV School of Medicine to address the mental health needs of the medical students and residents will be provided.

Learning Outcomes:

1. Understand the high level of depression and suicidality found among medical students and residents.
2. Understand the underlying causes for depression and suicidality among medical students and residents.
3. Understand the services needed in medical schools to address the mental health concerns of students and residents.

MH



Mental Health Social Marketing

Presenters: **Rita DeBate**, Associate Vice President of Health and Wellness; Professor, College of Public Health, University of South Florida; **Kaitlyn French**, Social Marketing Officer, University of South Florida; **Amy Gatto**, Director Center for Transdisciplinary Research in College Student Health and Wellbeing, University of South Florida

A social marketing campaign to increase mental health literacy (MHL) and encourage the utilization of an online self-help program was developed, implemented, and evaluated at a large public university. Materials were created with feedback from male undergraduate students and the campaign was disseminated across campus. Usage data (e.g., students accessed the program and completed the modules) was tracked. Presenters will share the results of the campaign and details the connection to improved MHL.

Learning Outcomes:

1. Apply a social marketing framework for mental health concerns among male university students.
2. Identify the components of a social marketing campaign and their relationship to professional help seeking behaviors.
3. Describe the practical utility of social marketing techniques on a university campus.

WHPL



Peer Education: a Sustainable Approach to Enhancing Student Well-being

Presenter: **Samantha Evans**, Health Promotion Specialist, GatorWell Health Promotion Services, University of Florida

Peer education programs often struggle with long term implementation and success. The presenter will highlight key components to sustainable peer education programs. Elements of one peer-based program committed to empowering students to achieve overall well-being and success will be shared. The presenter will also cover possible program challenges and lessons learned, and will allow participants the opportunity to consider future possibilities associated with a long-lasting approach to peer education.

Learning Outcomes:

1. Explain key components of a sustainable peer education program.
2. Describe examples from a case study overview of one sustainable peer education program.
3. Identify future possibilities of a sustainable peer education program.

AODVP



Prevention Partners: Campus Drug Prevention and Student Involvement

Presenters: **September Johnson**, MPH Candidate, Boston University School of Public Health; **Rich Lucey**, Prevention Program Manager, Drug Enforcement Administration

In 2017, the Drug Enforcement Administration (DEA) launched www.campusdrugprevention.gov (CDP). Recently, CDP added "The Practitioners Toolbox" and "The Student Center" as resources for campuses. Since students are stakeholders in prevention work, DEA has worked with student interns to incorporate their viewpoints and ideas into CDP as it has evolved. Presenters will review the website's new sections and the importance of student input in prevention work.

Learning Outcomes:

1. Recognize and use CDP as a resource for drug abuse prevention in higher education.
2. Identify ways to incorporate student perspectives in prevention efforts.
3. Suggest additional content for CDP.

AODVP



Results from the 2018 College Prescription Drug Study

Presenters: **Julia Dionne**, Research Analyst Center for the Study of Student Life, The Ohio State University; **Blake Marble**, Director Student Wellness Center, The Ohio State University

The College Prescription Drug Study (CPDS) is a multi-institutional survey of undergraduate, graduate, and professional students that examines non-medical prescription drug use, including the reasons for and consequences of use; access to prescription drugs; and perceptions of use among students. Presenters will highlight key findings from the most recent administration of the CPDS at 26 institutions across the United States. These results will help practitioners better understand the non-medical use of prescription drugs among college students.

Learning Outcomes:

1. Understand the College Prescription Drug Study, including its purpose and aims and the insights it could bring to campus.
2. Understand how the College Prescription Drug Study is implemented, as well as key findings from the Spring 2018 administration.
3. Understand how the College Prescription Drug Study can be utilized to enact positive change through prevention initiatives on campus.

WHPL



ROTC Injury Prevention Program: A Holistic Approach to Targeted Wellness Curriculum

Presenter: Gemma Skuraton, Health Promotion Coordinator, Georgia Southern University

This study examined functional movement screenings and health behavior assessments tested among ROTC. Data outcomes have been utilized to collaborate with Academics and University Housing to create targeted curriculum designed to reduce the incidence of musculoskeletal/orthopedic injuries while supporting positive health behaviors among cadets. Researchers leveraged the Department of Defense, Academia, and Student Affairs to increase program retention and commission rates, initiate sustainable wellness behavior, improve readiness to serve, as well as improve PT scores.

Learning Outcomes:

1. Explain how the Socio Ecological Model, Anderson Health Care Utilization Model, and Health Belief Model can be used as a framework when examining health behaviors and functional movement among ROTC.
2. Learn to mobilize resources and establish buy-in among existing campus and community resources to support ROTC as target population.
3. Develop strategies for replicating similar interventions at other institutions.

MH



The College Student Suicide Prevention Gatekeeper Training Program

Presenters: Tamara DeHay, President, Clover Educational Consulting Group; **Hannah Hicks**, Undergraduate Student, High Point University; **Kyle Levesque**, Undergraduate Student, High Point University; **Sarah Ross**, Visiting Assistant Professor of Psychology, High Point University

Presenters will introduce the Suicide Prevention for College Student Gatekeepers Program, a 90-minute training developed specifically for college students that is co-led by a licensed psychologist and undergraduate students. Outcome research examining the effects of program dissemination to approximately 300 undergraduate and graduate students will be examined. Specifically, the program's effects on self-efficacy in suicide prevention skills, use of skills at 12-week follow-up, knowledge about suicide, and stigmatizing beliefs will be discussed.

Learning Outcomes:

1. Utilize a suicide risk assessment and gatekeeper decision tree in order to determine how best to support a student with suicidal thoughts.
2. Analyze program outcomes at both the immediate post-test and 12-week follow-up survey points.
3. Examine factors common for college students that are associated with an increased risk for suicide.



WHPL



The Effects of Peer Influence on Improving College Health

Presenters: **Jonathan Lindner**, Senior Coordinator of Health Promotion Programs; Adjunct Faculty, Health Nutrition and Dietetics Department, Buffalo State College SUNY; **Jennifer Loft**, College Prevention Coordinator, Buffalo State College SUNY

In this presentation, presenters will describe initial findings of a doctoral study concerning the influence of a student leadership program -- the Student Health Ambassador Program -- on other students' perceptions, beliefs, and attitudes towards adopting and maintaining a healthy lifestyle, especially as related to substance abuse. Presenters will also offer further direction and insight into how we can better develop student leaders and more effectively align academic and student affairs in designing future campus promotion and prevention efforts.

Learning Outcomes:

1. Incorporate the Theory of Planned Behavior and Self-Efficacy Theory into campus peer leadership efforts to better address and improve overall student health and wellness.
2. Explain how to build capacity for student leadership so that students can acquire the professional development and applied training required for their future careers.
3. Explain how a peer leadership program can be designed to positively influence college students' perceptions, beliefs, and attitudes toward alcohol and substance use.

WHPL



The Emergence of the Chief Wellness Officer Role in US Higher Education

Presenter: **Bill Fox**, Dean of Students, Denison University

The presenter will describe a study on the emergence of a niche senior leadership role within the academe, the Chief Wellness Officer (CWO). Recently, an increasing number of institutions have responded to complex health-related problems of practice by empowering a CWO to organize around the concept of well-being as a core value and outcome. These new roles are responsible for developing wellness strategic plans and creating innovative organizational structures, policies, and programs that aim to improve the university ecosystem and transform culture. Student affairs practitioners will be invited to consider and discuss how the emergence of this role may shape their work on student wellness initiatives.

Learning Outcomes:

1. Explain the emergence of the Chief Wellness Officer role in the context of college and university systems and how it serves as an innovation in how health promotion work is organized to address local problems of practice.
2. Describe how the CWO role is situated within complex university systems to achieve its purpose of cross-functional leadership and change.
3. Engage professionals in considering the future of the CWO role by reflecting on lessons learned from the emergence of the CWO roles on campuses since 2011 and considering related research findings and conceptual frameworks applied to the emergence of other executive officer roles on college campuses.

WHPL



The Refresh Sleep Program: Helping Students Sleep Smarter

Presenter: Becca Don, Senior Behavioral Consultant (Health Educator), University of Iowa

Research shows that university students report significantly worse sleep quality than the general population, and yet, focused education for students about how to improve the quality of their sleep is lacking. The presenter will primarily address the implementation of the Refresh Sleep Program at the University of Iowa, offered as both an email and a smartphone application, while also providing opportunity for reflection and discussion around ways other institutions could increase campus education around sleep in manageable ways.

Learning Outcomes:

1. Articulate the value of and need for sleep and sleep education for college students success.
2. Increase understanding of the Refresh Program and how it could be relevant to campus health promotion efforts.
3. Identify the intersection of sleep and other wellness focus areas to develop strategies to promote sleep along with other education efforts that might already be in place.

SVPR



Tiny Staff, Large Reach: Building and Growing a Center Through Collaboration

Presenter: Rima Shah, Director, EmPOWER Center, The Claremont Colleges

The presenter will discuss the evolution of the EmPOWER Center, the violence prevention and advocacy center of the Claremont Colleges, founded in November 2015. Tasked with serving seven distinct colleges with only one full-time staff, campus and community collaborations enabled the Center to offer year-round, comprehensive programs and counseling services within one year of its existence. The presenter will look at how the Center built and expanded programming and partnerships, adopted best practices, and increased staff.

Learning Outcomes:

1. Understand successful approaches for integrating campus and community partnerships to establish, strengthen, and expand programming.
2. Identify steps and strategies for developing and implementing a campus-based education and advocacy program with a small staff.
3. Explain how data assessment can be used to develop, improve, and expand programming and services.

AODVP



Using Coursework to Augment Student Affairs Efforts to Reduce Student Drinking

Presenter: Kelly Parsley, Professor, Carroll College

Alcohol abuse can lead to increased sexual violence, accidents, lowered grades, and increased dropout rates. Student affairs offices and campus security have worked diligently to address these problems with limited success. One small, liberal arts college invited public health faculty and students into the equation and discovered evidence that classroom learning can help reduce harms associated with drinking and develop strong student assessment, leadership, and learning skills.

Learning Outcomes:

1. Learn that public health students and coursework can support campus prevention strategies and help reduce alcohol-related problems.
2. Understand the critical interchange of administration, faculty, and law enforcement to establish best practice harm reduction strategies.
3. Learn the specific public health and academic steps to make this program a reality for participants' own institutions.

WHPL



Using the Wholeness Framework to Establish a Campus-Wide Culture of Wellness

Presenters: Shay Jolly Schneider, Director of Retention and First Year Experience, Saint Mary's College; **Becky Lindstrom**, Life Coaching Consultant, Saint Mary's College

The unprecedented increase in stress and anxiety on college campuses over the past decade has brought about the need for a campus-wide cultural shift in perceptions about wellness. To educate the "whole student," schools must adopt a research-based, experientially validated vision of wholeness that provides effective training and practical strategies to help students help themselves. The Wholeness Framework offers a comprehensive approach to empowering students both during college and for the rest of their lives.

Learning Outcomes:

1. Understand how to effectively implement a campus-wide vision of wholeness that resonates with students and empowers each of them to meet their own unique needs.
2. Explain the importance of each of the nine interconnected domains that comprise the Wholeness Framework.
3. Compare and contrast the perceptions and experiences of the "whole student" at each participant's own institution with that of the Wholeness Framework

6:00 PM - 7:30 PM

JED CAMPUS GATHERING

Strand 12B

Join us for a JED Campus appetizer/meet-and-greet. This event will give us an opportunity to say thank you for the work you do and meet with you and your JED Campus peers in-person!

7:00 PM - 10:00 PM

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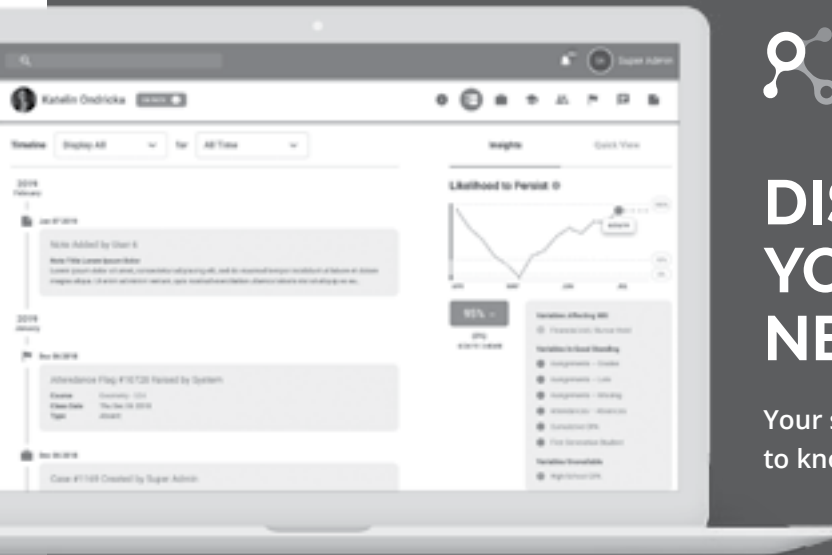
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- Chronic Health Conditions, Substance Use, and Physical Activity
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FRIDAY, JANUARY 17

7:00 AM - 5:00 PM	REGISTRATION	Strand Foyer
7:00 AM - 8:00 AM	MORNING ACTIVITY: BRAVE THE DAY Instructor: Eran Conforty , Founder, Courage Course <p>Learn effective special forces and martial arts secrets on how to use your body to prime your mood and mindset to powerfully jumpstart your day. The training will be structured as a combination of martial arts stretching and cardio training as well as a number of key distinctions on how posture affects your mindset and how to use it to empower how you feel and how you are perceived by others.</p>	Empire A
7:30 AM - 4:30 PM	EXHIBIT HALL	Elite A
7:30 AM - 8:30 AM	BREAKFAST WITH EXHIBITORS <p>Join us in the exhibit hall for a hearty breakfast</p>	Elite A
8:30 AM - 5:00 PM	POSTER PLAZA <p>Stop by the Poster Plaza to get another look at the exciting research that was shared during the Opening Reception Poster Sessions and engage with conference attendees.</p>	Empire B
8:45 AM - 10:15 AM	EXTENDED SESSIONS 2  Building Master's in Public Health Program Specifically for Collegiate Health Promotion <i>CONTINUING EDUCATION: CHES/MCHES</i> Presenters: Bernadette Boden-Albala , Founding Dean, Future School of Population Health, University of California, Irvine; Doug Everhart , Director Center for Student Wellness and Health Promotion, University of California, Irvine; Oladele Ogunseitan , UC Presidential Chair Department of Population Health and Disease Prevention, University of California, Irvine; Miryha Runnerstrom , Associate Professor, Department of Population Health and Disease Prevention, University of California, Irvine <p>For decades, the field of college health promotion has developed professionals that weren't specifically trained to do their job. People may have degrees in Public Health, Social Sciences, Health Sciences, Student Affairs and other related fields, but were taught college health promotion "on the fly." University of California, Irvine is looking to change that. Learn about the exciting development of an Master's of Public Health (MPH) in Collegiate Health Promotion and lend your voice to the development process.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Learn about the development of a Master's in Public Health program and the necessary elements that will specifically focus on the unique needs of the collegiate setting. 2. Learn how UCI's Center for Student Wellness & Health Promotion will serve as an internship site, giving students practical experience that prepares them for a career in collegiate health promotion. 3. Provide an experienced voice and share input for what should be included in this exciting new degree program. 	Strand 12A

AODVP



Creating a Culture of Care: Integrating Self-Care and Trauma-Informed Practices into Alcohol and Drug Interventions

Bolden 6

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Yoojin Kang, Coordinator for Alcohol and Other Drugs Initiatives, American University

In this presentation, the presenter will explore the applications of trauma-informed advocacy practices and self-care practices and their connections to providing holistic, student-centered alcohol and drug interventions and meetings. Furthermore, when discussing trauma, the presenter will explore connections to racial equity, discussing the ways racial trauma may also impact a students' use and help seeking behavior.

Learning Outcomes:

1. Define trauma and explore the various ways trauma may impact students' lives and substance use, both before and during their university years.
2. Learn about trauma-informed care and trauma-informed advocacy and its connections to alcohol and drug intervention and support meetings.
3. Explore how equity and self-care are tied to creating a culture of care and health in a university community.

WHPL



Healthy Campus: The Next Generation

Strand 10

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Scott Tims, Assistant Vice President, Tulane University; **Monica Webb**, Associate Director, University of Florida

The Healthy Campus framework, empowering campuses for 30 years, has evolved to focus on campus holistic well-being. Presenters will describe the new Healthy Campus framework and provides the scope of three entry points, allowing colleges and universities of various sizes, resources, and access to build their capacity to create healthier campuses. Institutional case studies across each entry point will be discussed along with tools and potential strategies for applying the framework on your campus.

Learning Outcomes:

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.

MH



Innovative Methods to Address Mental Health and Well-Being Through Collaborative Approaches

Bolden 1

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Micky Sharma**, Director of Counseling and Consultation Service, The Ohio State University; **Cory Wallack**, Interim Executive Director, Health and Wellness, Syracuse University

Given the prevalence of mental health concerns among college students, it is imperative that campuses develop innovative and collaborative approaches to support student mental health needs. The purpose of this program is to highlight several approaches that campuses can employ to enhance collaborative approaches. Specific approaches that will be highlighted included embedded therapists, peer access lines, drop in workshops, behavioral health care providers, and integrated wellness models that incorporate recreation services.

Learning Outcomes:

1. Review data that demonstrates the scope of mental health concerns among college students and the impact on academic performance and retention.
2. Demonstrate the positive impact of collaborative approaches such as embedded counselors, peer lines, and drop-in sessions.
3. Explain new approaches to integrated mental health care that incorporate recreation services.

MH



Encore Session: Mental Health Support Strategies for Diverse Student Populations

Bolden 2

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Kristelle Aisaka**, Campus Advisor, The Jed Foundation; **Diana Cusumano**, Senior Campus Advisor, The Jed Foundation; **Erica Riba**, Senior Campus Advisor, The Jed Foundation

Institutions across the country use collaborative mental health action planning to increase capacity to support students and proactively cultivate communities of care. Presenters will share examples and resources to build collaborations and partnerships around student mental health, substance misuse, and suicide prevention that addresses both the unique needs of marginalized and underrepresented populations and the well-being of all students. Attendees will leave with an action plan and specific suggestions to bring back to their own campuses.

Learning Outcomes:

1. Learn about JED's comprehensive approach as a cross-campus, collaborative model for protecting emotional health and preventing suicide for young people on their campuses.
2. Learn about national trends in data and best practices addressing disparities in access to mental health care and resources for diverse student populations.
3. Learn about the Equity in Mental Health Framework (EMHF) and expanded approaches to be more inclusive of students of color and other underrepresented student populations.

SVPR



Mitigating the Harm Caused by Sexual Violence Policies

CONTINUING EDUCATION: NASW

Presenters: **Rebecca Godderis**, Associate Professor, Wilfrid Laurier University; **Sonia Meeri**, PhD student and contract faculty member, York University and Wilfrid Laurier University; **Hayley Moody**, Research Assistant, Wilfrid Laurier University; **Jennifer Root**, Associate Professor, Wilfrid Laurier University

In this interactive session, presenters will discuss research that identified the potentially harmful impacts of sexual violence policies developed by universities in Ontario, Canada. Through a series of activities, presenters will explore key findings from the research related to “visible” and “invisible” harm, and work together to develop concrete strategies that student affairs professionals can use to mitigate these potential harms. Participants will have opportunities to consider how these issues may impact their own post-secondary institutions and recognize how sexual violence policies can create new types of harms to student survivors of sexual violence.

Learning Outcomes:

1. Recognize how sexual violence policies can create new types of harms to student survivors of sexual violence.
2. Consider how institutional policies and processes may be harming student survivors of sexual violence.
3. Develop concrete strategies related to the application of sexual violence policies to apply directly in work with students.

MH



Promoting a Non-Diet Weight-Inclusive Campus: Implementation of an Eating Disorder Prevention Model

Foster 2

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Makayla Davis**, Assistant Director, Health Promotion, Boston College ; **Kate Sweeney**, Registered Dietitian, Boston College

Eating disorders (EDs) are the deadliest psychiatric illness: prevention during the college years is critical given onset typically occurs during adolescence and impacts student health and safety. An ED prevention model that utilizes cross-collaboration will be described. Presenters will illustrate how evidence-informed approaches such as health promotion, intuitive eating, non-diet messaging, and body image programming can decrease risk factors for EDs among college students. Practical application of these approaches will be highlighted.

Learning Outcomes:

1. Understand eating disorders and their impact on student health.
2. Describe an innovative approach for eating disorder prevention.
3. Identify one cross collaborative opportunity on campus to reduce eating disorder prevalence.

WHPL

The “Heart” of Leadership

Bolden 5

*CONTINUING EDUCATION: NASW; NBCC*

Presenters: **Heather Cosgrove**, Training Director/Assistant Director, Syracuse University; **Niki Keating**, Associate Director of Counseling and Psychological Services, Colgate University; **Beth Salatti**, Interim Director of Counseling, Syracuse University

You have the ability to engage your leadership potential from an embodied, values-driven place, regardless of your role in higher education. Presenters will inspire you to reflect on values, acknowledge boundaries to connection, and rumble with vulnerability in order to fully “own” the leader that you are. Based on the work of Brené Brown, participants will leave with an understanding of their authentic leadership style and strategies for the workplace.

Learning Outcomes:

1. Explore how values impact leadership style and how to use them to your advantage in order to be an effective leader.
2. Reflect on common barriers to effective leadership and identify ways to navigate them from a unique, individual perspective.
3. Identify specific tools to enhance leadership style and develop a plan to implement these tools in the work environment.

AODVP

The Importance of Strategic Planning in Drug Abuse Prevention (Part 1)

Strand 13

*CONTINUING EDUCATION: CHES; NASW; NBCC*

Presenters: **David Arnold**, Assistant Vice President for Health, Safety, and Well-being Initiatives, NASPA; **Richard Lucey**, Senior Prevention Program Manager, Drug Enforcement Administration

The Strategic Prevention Framework (SPF) is a widely used planning process to guide the selection, implementation, and evaluation of effective, culturally appropriate, and sustainable prevention activities. This session will include an overview of the Drug Enforcement Administration’s new strategic planning guide to preventing drug abuse among college students; a statewide coalition’s efforts to incorporate the SPF in its prevention efforts; and resources from DEA and other federal agencies to support prevention efforts. This session will be especially helpful to prevention practitioners who are unfamiliar with the SPF or need a refresher. Immediately following this workshop session will be a roundtable discussion, in which campus-based subject matter experts will be on hand to lead small group discussions on attendees’ successes and challenges with the SPF’s various steps.

Learning Outcomes:

1. Learn in-depth information about the SPF’s five steps and helpful guidance from practical experiences on campuses around the nation.
2. Identify specific challenges with the SPF’s steps on campus and potential strategies to address these challenges.
3. Learn about current resources to support drug abuse prevention efforts on campus.

SVPR



The Value in the Valley: Lessons Learned While Leading Change

Foster 1

CONTINUING EDUCATION: CHES; NASW

Presenters: **Sue McCarthy**, Associate Dean, Title IX Coordinator, Pomona College; **Pat Smiley**, Professor of Psychological Science, Pomona College

The purpose of this program is to share the difficult experience of suspending a campus-based, peer support, victim advocate program; supporting our campus through that change; and building a new advocate program. Presenters will walk participants through the various stages of the process and share some of the toughest challenges. Through this experience, a lot was learned. Presenters will share lessons learned, joys and concerns experienced along the way, and reflections on the value of this difficult and challenging time.

Learning Outcomes:

1. Identify common challenges to and strategies for supporting a community through and managing change.
2. Understand the complexities involved in addressing problems in and/or creating sexual violence programs and/or services.
3. Find inspiration and encouragement for making really hard decisions.

SVPR



Transcending White Supremacist Violence Towards Healing and Accountability Within Communities of Color

Empire D

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: **Malik Washington**, Acting Director, Sexual Violence Prevention and Education, University of Pennsylvania

The legacy and enduring threat of racism often facilitates resistance to accountability for intra-community harms among people of color. Those impacted by sexual and relationship violence may avoid acknowledging harm out of distrust of racist institutions, or fear of repercussions for them, their community, and the individual responsible. Those who cause harm may be unduly protected by the community in ways that silence and invalidate survivors' experiences. Examples of this are wide-ranging and particularly true for students of color on historically white college campuses. The presenter will trace the use of sexual violence in the interest of white supremacy throughout United States history and its present-day implications, and offer guidance for navigating these realities in prevention, accountability, and healing for students and individuals within communities of color.

Learning Outcomes:

1. Understand the role of sexual violence in furthering and maintaining white supremacist patriarchy throughout United States history and its present-day implications on narratives and beliefs about sexual violence.
2. Adopt a historically informed anti-racist lens for violence prevention and education work, specifically with communities and men of color.
3. Learn strategies for working towards accountability and healing when interpersonal violence occurs within communities of color.

SVPR



Transforming the Physical/Built Environment to Prevent Sexual Violence on Campus

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Ashleigh Klein-Jimenez**, Project Manager, California Coalition Against Sexual Assault/PreventConnect; **Holly Rider-Milkovich**, Senior Director of Prevention Education, EVERFI; **Kelly Schweda**, Director Prevention Outreach and Education Department, Michigan State University

To create safe environments for everyone, sexual violence prevention programs must consider how campus environments shape social connections, behaviors, and motivations influencing violence perpetration. Situational prevention employs environmental strategies to change factors that facilitate sexual violence. These efforts complement existing prevention strategies by gathering and assessing environmental data to support decision-making on educational, policy, and built environment interventions. Through case studies, activities, and research, participants will assess how this approach may strengthen their efforts.

Learning Outcomes:

1. Define situational prevention.
2. Describe how situational prevention may strengthen campus comprehensive sexual assault prevention plans.
3. Provide examples of on the ground situational prevention strategies.

WHPL



Using Data to Identify and Address Health Equity Gaps on Our Campuses

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Karen Moses**, Director, Wellness and Health Promotion, Arizona State University; **Allison Smith**, Assistant Director of Population Health, New York University

Greater diversity in today's student populations creates an imperative for colleges to understand and address the needs of these populations. Disaggregated data are critical to identifying health equity gaps across different student identities and life experiences. Presenters in this session will examine key health indicators of underrepresented subpopulations of college students and provide practical strategies for campus professionals to leverage their data to identify equity gaps and garner stakeholder motivation to make impactful change.

Learning Outcomes:

1. Describe techniques for identifying differences in health and well-being outcomes across different subpopulations of students.
2. Discuss strategies for illustrating and disseminating subpopulation specific data to garner motivation among key stakeholders at the campus and national levels to address health trends and disparities.
3. Identify opportunities for self-organizing into cross-institution, transdisciplinary innovation teams to accelerate learning and scale impactful practices.

Empire C

AODVP



Why Students Deserve Adequate Support Services

Strand 11A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Christopher Campau, Director of Scholastic Recovery, Addiction Professionals of North Carolina

Young adulthood is a complicated time for individuals, and this is compounded dramatically when the student is in recovery. The presenter will cover the neuroscience of adolescent and young adult addiction recovery. Furthermore, a frank discussion will be had about the gaps in collegiate recovery services and what can be done to bring services to students in recovery. The presenter will also cover the lack of diversity and how to change the face of collegiate recovery.

Learning Outcomes:

1. Describe specific changes happening in the young adult recovering brain that makes services for people in recovery on campus a necessity for every college and university
2. Recognize the challenges of community colleges in building and sustaining collegiate recovery, and why many students start their higher education process in that system.
3. Challenge preconceived notions of recovery, and expand to a broader definition that will be more inclusive of cultures, races, and identities.

10:15 AM - 10:45 AM

MORNING BREAK & NETWORKING

Elite A

Please enjoy a refreshment break and chair massage in the Exhibit Hall.

10:15 AM - 10:45 AM

MID-MORNING ACTIVITY: YOGA

Empire A

Come by for a few morning stretches to get you through the day. Poses will be modified for conference attire. All skill levels are welcome.

10:45 AM - 11:45 AM

PLENARY SESSION: ON FAITH AND THE CRIMINALIZATION OF THE BLACK TRANS BODY

Elite B

Presenter: J Mase III, Poet, Educator, and Founder of awQward

In this session, plenary speaker J Mase III will look at the ways religion has been used to legislate specifically against Black and Brown trans bodies on the North American continent. Participants coming to this session will be able to identify various levels of colonial and theological violence to institutional transphobia and how it impacts vulnerable survivors of violence.

Learning Outcomes:

1. Connect transphobia to white supremacy.
2. Gain a timeline of transantagonism in North America.
3. Understand how to talk about trans issues from a racial justice perspective.



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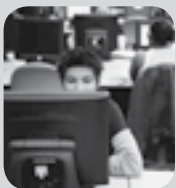
Our nation's institutions of higher education (IHEs) are entrusted to provide a safe and healthy learning environment for students, faculty, and staff. Faced with emergencies ranging from active shooter situations to fires, tornadoes, floods, hurricanes, earthquakes, and pandemic influenza, this is no easy task. Many of these emergencies occur with little to no warning. It is critical for all IHEs—state and private, large and small, rural and urban—to plan ahead to help ensure the safety and general welfare of all members of their campus community.

What is the REMS TA Center?

The U.S. Department of Education (ED), Office of Safe and Healthy Students (OSHS) administers the REMS TA Center to serve as a hub of information and services. We support IHEs and their community partners in the development of high-quality emergency operations plans (EOPs) and the implementation of comprehensive emergency management planning efforts.

Who do we serve?

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SVPR

**All In: Tulane's Evidence and Theory Informed Response to Sexual Violence on Campus**

Bolden 6

*CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC***Presenters: Alicia Czachowski**, Director of Public Health Initiatives and Assessment, Tulane University; **Scott Tims**, Assistant Vice President, Campus Health, Tulane University

Sexual violence is a pervasive issue on campus and a public health matter. Tulane University implemented its first climate survey and the initial institutional response left a great divide between students and administration. Campus Health was asked to bring together and lead a new effort, convening a group of multidisciplinary staff, faculty, and students. Presenters will discuss the history of the climate survey release and initial institutional response; the process of developing the All In plan; the implementation; and the evaluation conducted.

Learning Outcomes:

1. Describe the process of planning a sexual violence prevention initiative.
2. Describe the implementation process of a comprehensive sexual violence prevention initiative.
3. Identify an evaluation plan for a comprehensive sexual violence prevention initiative.

WHPL

**All is Well in FSL: A Student-Centered Approach to Wellness Programming**

Foster 1

*CONTINUING EDUCATION: CHES; NASW; NBCC***Presenters: Juan Franco**, Assistant Director in Residential Life and Explorations, Rollins College; **Bronwyn Holder**, Director of Fraternity and Sorority Life, Rollins College

In 2017, the Rollins College Fraternity and Sorority community began to implement the Wellness Series Program model. Using the conceptual framework of the Nine Dimensions of Wellness, this model allowed for the creation of a student-centered, data-driven, chapter-specific approach to wellness programming. The presenters aim to educate foundational and intermediate level higher education professionals on how to implement this model; troubleshoot for potential obstacles; and identify the benefits of implementing this programming model.

Learning Outcomes:

1. Educate participants on the Nine Dimensions of Wellness and how this model can be implemented on a campus-wide level.
2. Explain the Wellness Series programming model, discuss how this model is transferable to other communities, and share ways to troubleshoot and overcome challenges when implementing the model.
3. Engage participants in a program design process to help them envision how they would replicate this programming model on their campus.

AODVP



Creating a Health Communication Campaign to Address the Intersection of Alcohol and Sexual Consent

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Jessica Hughes Wagner**, Assistant Director, University of Texas Center for Health Communication; **Katy Redd**, Associate Director for Prevention Development and Media Relations, University of Texas at Austin

The combination of alcohol and sex is a reality for many college students, and alcohol is implicated in the majority of sexual assaults. Campuses need effective messages to convey how alcohol impacts students' ability to give and get consent. Presenters will describe an evidence-based approach to building a health communication campaign to address the intersection of alcohol and consent. Presenters will describe the mixed methods research results that led to consumer insights and ultimately to messages and campaign concepts.

Learning Outcomes:

1. Understand how health communication is a public health tool that can be used prevent high-risk drinking and promote sexual consent.
2. Describe the formative research process for health communication message testing.
3. Explain how research findings were mapped to messages and creative ideas.

Foster 2

WHPL



Creating Cultures of Health and Well-being: Insights and Lessons Learned

CONTINUING EDUCATION: CHES

Presenters: **George Brown**, Assistant Vice Provost and Director of University Recreation and Wellness, University of Minnesota; **Shannon DuPree**, Director of Wellness, North Carolina State University; **Dax Kuykendall**, Director of Campus Recreation, University of Texas at Arlington

Fostering a culture of health and well-being in postsecondary education is integral to student success. Panelists will share their strategies, successes, and lessons learned in implementing proactive, upstream, and integrated approaches to well-being for their campus communities.

Learning Outcomes:

1. Evaluate 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.

Strand 12B

WHPL



Death Happens. Are You Prepared?

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Gene Chintala**, Educator/Professor, Tiffin City Schools; **Lisa Kirchner**, Educator, Tiffin City Schools

Student death can take an emotional toll on a campus community, but the priority for responders is to ensure that necessary tasks are completed, while addressing the needs of the family and the campus community. Proactive and ongoing preparation of staff, faculty, and students may help to foster a more effective institutional response. The approach student affairs officers take can have powerful ramifications. Death happens, and administrators must ensure that personal and professional preparation occurs.

Learning Outcomes:

1. Discuss and interact with colleagues about student death experiences encountered and/or managed and reflect upon the ways new leadership constructs emerge as a result of critical incident management involving student death.
2. Develop strategies for promoting teamwork, collaboration, response, and healing for a campus community and for those who respond to and manage student death.
3. Consider the congruence between one's professional leadership actions and the personal experience one undergoes when managing a student death.

AODVP



Do Good Fences Make Better Neighbors: Environmental Change to Reduce Underage Drinking

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Ian Cyr**, Deputy Chief University of Massachusetts Amherst Police, University of Massachusetts Amherst; **Bill Laramée**, Amherst Police Department Neighborhood Liaison Officer, Amherst MA Police Department; **Sally Linowski**, Associate Dean of Students, University of Massachusetts Amherst

Crime Prevention Through Environmental Design (CPTED) offers solutions to combat large off-campus parties that defy traditional prevention and enforcement tactics. A multi-disciplinary approach, CPTED incorporates theories of design, psychology, and sociology, and suggests that physical environments, structures, and landscaping can be created to change behavior, reduce crime and fear, and improve quality of life. A new partnership between town and university police, landlords, town inspectors, university officials, faculty, and students transformed off-campus gatherings.

Learning Outcomes:

1. Explain the principles of Crime Prevention Through Environmental Design and how they can be applied as a problem solving model in addressing high risk drinking environments off-campus.
2. Demonstrate how law enforcement, institutions of higher education, and community partners can collaborate to improve aspects of the built environment that contribute to large scale alcohol parties, fights, vandalism, property damage, and decreased quality
3. Discuss how town-gown partnerships, coalitions, and campus prevention experts can advance interventions to reduce high risk drinking and its related consequences among college students and the neighboring community.

Bolden 1

SVPR

**Managing Task Forces: Exploring Best Practices for Task Forces Charged with Addressing Issues of Sexual Misconduct**

Empire D

*CONTINUING EDUCATION: NASW***Presenters: Tanya Jachimiak**, Director, Title IX Office, Wake Forest University; **Olivia Ying Bray**, Case Coordinator, Wake Forest University

The task force is a standard tool used to address pressing institutional challenges. Despite higher education's reliance on task forces, there is no agreed upon set of best practices for task force leadership in the higher education context. In this session, presenters will provide student affairs practitioners the opportunity to explore theoretical frameworks of task force management; a case study from Wake Forest University; and participants' own expertise. Participants will leave with a set of guidelines for effective task force management.

Learning Outcomes:

1. List key components of Tuckman's stages of group development and Ware's steps to task force leadership.
2. Demonstrate application of theoretical frameworks for developing and managing task forces in the higher education context to case studies.
3. Reflect on personal experiences working on task forces and, utilizing theoretical frameworks, strategize ways to overcome challenges for optimal achievement of task force goals.

MH

**Meeting the Mental Health Needs of Student Veterans**

Strand 10

*CONTINUING EDUCATION: APA; CHES; NASW; NBCC***Presenter: Elizabeth Louer-Thompson**, Acting National Director, VITAL Program, U. S. Department of Veterans Affairs

More than 600,000 veterans are using the GI Bill in post-secondary education. Through the Veterans Integration to Academic Leadership (VITAL) program, clinicians from the U. S. Department of Veterans Affairs (VA) conduct therapy, care coordination and faculty training on college and university campuses. The presenter will cover the development of VITAL, its four core components, and recommendations for engaging with local VA Medical Centers to facilitate access to mental health services for student veterans.

Learning Outcomes:

1. Identify the strengths, challenges, and expectations student veterans bring to campus.
2. Explain how the Student Integration Model can be used as a framework for understanding and meeting the needs of student veterans.
3. Develop cross-campus and interagency partnerships to address student veteran's wellness in comprehensive and collaborative ways.

MH



Promoting First-Year College Student Well-Being and Academic Retention through Peer-Delivered Interventions

CONTINUING EDUCATION: APA; CHES/MCHES; NASW; NBCC

Presenters: **M. Dolores Cimini**, Director Center for Behavioral Health Promotion and Applied Research, University at Albany, State University of New York; **Melissa M. Ertl**, Project Coordinator University at Albany Garrett Lee Smith Suicide Prevention Project, University at Albany, State University of New York; **Estela M. Rivero**, Assistant Vice President for Student Affairs and Director Counseling and Psychological Services, University at Albany, State University of New York; **Karen L. Sokolowski**, Assistant Director Center for Behavioral Health Promotion and Applied Research, University at Albany, State University of New York

Research indicates that connection to peers, faculty, and staff, and the broader campus community contributes to well-being among college students and is associated with improved academic outcomes. However, many students, particularly those from underrepresented and marginalized backgrounds, report experiencing homesickness and a lack of a sense of belonging and connection to others, especially during their first year of college. The presenters will highlight an innovative peer intervention program designed to promote connection and a sense of belonging in a diverse college student population at a large public university. Key program elements will be outlined, and successes, challenges, and lessons learned will be explored.

Learning Outcomes:

1. Identify two ways in which enhancement of well-being among college students contributes to their academic success, persistence, and retention in college.
2. Describe two methods of designing and delivering empirically-informed peer-to-peer interventions promoting connection and a sense of belonging among first-year college students.
3. Discuss two benefits and challenges associated with developing, implementing, and evaluating peer-to-peer interventions to promote connection among college students.

WHPL

**Scalable, Data-Driven Health Promotion: Outcomes of a Digital Well-being Platform***CONTINUING EDUCATION: NASW; NBCC***Presenter: Nathaan Demers**, VP & Director of Clinical Programs, Grit Digital Health

Unsustainable increasing demands for mental health services on campuses demand innovative campus programming and intimate cross-departmental collaboration to ensure success. In this case study presentation, the presenter will provide an overview of a universal approach to well-being, YOU at College, a scalable intervention implemented at 50+ campuses nationwide. The presenter will highlight the formative research, implementation, and outcomes of the campus partner network with specific emphasis on the importance of garnering cross-departmental support for such initiatives.

Learning Outcomes:

1. Analyze the role of technology to inform the development of proactive outreach programming, behavioral health policies, and resource planning while protecting student confidentiality and anonymity.
2. Evaluate the importance of adopting a holistic approach to well-being to speak to students on their terms to promote positive health related behaviors.
3. Understand the importance, and means to garner cross-departmental support in addressing the behavioral health challenges facing campuses across the nation.

Bolden 4

MH

**Strategic Initiatives in Mental Health, Alcohol and Other Drug, Violence Prevention, and Wellness***CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC*

Presenters: Vivan Barnette, Executive Director, Counseling Services, North Carolina A&T State University; **Ruperto Perez**, Associate Vice President, Student Health and Well-being, University of Alabama; **Elle Shaaban-Magaña**, Executive Director Women and Gender Resource Center, University of Alabama; **John Stein**, Vice President for Student Life and Brandt-Fritz Dean of Students Chair, Georgia Institute of Technology

This cross-cutting program will present a variety of initiatives from different campuses that address the NASPA Strategies Conferences themes, including: creating a campus mental health triage center; developing a themed housing community and mentoring program focused on addressing sexual assault prevention; establishing an HBCU collegiate recovery program (CRP); and developing and launching a comprehensive assessment of student well-being.

Learning Outcomes:

1. Learn about innovative campus initiatives and campus collaborations to address mental health, alcohol and other drugs, sexual violence prevention, and student well-being.
2. Learn avenues of campus collaboration and address challenges that lead to opportunities to develop and establish innovative programs and services.
3. Explore ways to develop collaborative initiatives to address mental health, alcohol and other drugs, sexual violence prevention, and student well-being on campus.

Strand 11B

AODVP

**Streamline Alcohol Prevention Planning with 360 Proof**

Bolden 5

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Jennifer Jacobsen**, Director of Sexual Violence Prevention Education, Macalester College; **Leah Kareti**, Program Director, 360 Proof; **Jason Kilmer**, Associate Professor Psychiatry and Behavioral Sciences, University of Washington; **Julie Muller**, Consultant, 360 Proof

Presenters will showcase the most important steps to create a comprehensive prevention plan in the most efficient manner using 360 Proof. 360 Proof is a comprehensive, evidence-based alcohol prevention program. Serving all students on campus, 360 Proof also includes additional resources for student-athletes. It is designed to give small colleges tools to reduce the consequences of high-risk alcohol use and enhance collaboration between student affairs and its campus partners. The free, web-based program was developed for NASPA Small College and University Division members and NCAA Division III members.

Learning Outcomes:

1. Develop strategies for student affairs professionals to effectively collaborate with colleagues in athletics and other campus departments to efficiently address high-risk drinking for all students on campus.
2. Engage with national prevention experts to learn about successes, challenges, and strategies for 360 Proof implementation.
3. Build relationships with peers and the 360 Proof team for further collaboration and support.

SVPR

**The Date: a Collaborative Student-Led Approach to Sexual Assault Orientation Programming**

Bolden 2

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Elizabeth Amezcua**, Senior Learning Consultant, Kaiser Permanente; **Rima Shah**, Director, EmPOWER Center, The Claremont Colleges; **Alex Washburn**, Coordinator, Health Education Outreach, The Claremont Colleges

The Claremont Colleges utilize a stage reading workshop called "The Date" for new student orientation. The workshop addresses sexual assault, dating violence, bystander intervention, rape culture, and survivor support using an engaging, interactive, student-led format. During this session, attendees will view a brief recording of the stage reading, learn about the evolution of the program into an evidence-based, multi-college and multi-stakeholder collaboration, and discuss ways to implement this free program on their campus.

Learning Outcomes:

1. Identify an evidence-based, free, interactive, student-led program for new student orientation.
2. Describe a multi-stakeholder collaborative approach to addressing sexual assault and dating violence during new student orientation.
3. Understand the role data assessment played in the development and growth of a multi-stakeholder collaboration.

MH



Violence Prevention and Mental Health Care Within a New Zealand Tertiary Institution

Strand 12A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Courtney Bromwich**, Mental Health Nurse, University of Waikato; **Kelly Redman**, Violence Prevention Coordinator, University of Waikato

Presenters will discuss the development of violence prevention and mental health nurse roles within a New Zealand institution. Future initiatives such as programs, strategies, and policy will be discussed. Presenters will provide insight into how they manage working in both the prevention and response space, and what education and care is currently provided to students and staff. This may include education, formal staff training, e-learning initiatives, student lectures, and more.

Learning Outcomes:

1. Replicate a developed violence prevention and mental health service specific to the needs of the student population.
2. Identify developing initiatives to enhance the university community's knowledge regarding violence prevention and mental health.
3. Define specific groups who are overrepresented in mental health and violence statistics.

AODVP



Will Students Drink? Ask Their Families First

Strand 13

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Jenna Parisi**, Director Office of Health Promotion, Gonzaga University; **Amy Swank**, Director Parent and Family Relations, Gonzaga University

Parents and families are important stakeholders in a campus plan to address student drinking and other substance use. The presenters will provide concrete examples of how they built a partnership that produces tangible messaging and programming throughout the course of an academic year.

Learning Outcomes:

1. Explore multiple initiatives and programs for engaging parents and families as key stakeholders in addressing high risk student drinking.
2. Identify shareable and/or adaptable parental/familial communication tools.
3. Consider methods for establishing an effective partnership with parent and family professionals at participants' home institution.

WHPL



Roundtable Session: Addressing the Sexual Health Needs of College Students in an Abstinence-Only State

Strand 8

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Bilqis Amatus-Salaam, Wellness Coordinator, University of Tennessee, Knoxville

Because of college student sexual behavior and national trends in STI rates, many institutions provide sexual health education for their students. Doing so can be difficult for institutions located in states with abstinence-only education laws and/or where there are limitations on sexual health initiatives. The presenter will share the strategies used to work through these challenges to host a sexual health event and provide critical, comprehensive sex education.

Learning Outcomes:

1. Identify resources to determine the scope of sexual behavior and risk in a population.
2. Compare sexual health guidelines to additional reports and local documentation to determine sexual health knowledge gaps.
3. Describe three approaches to ensure the credibility of sexual health education.

AODVP



Roundtable Session: The Importance of Strategic Planning in Drug Abuse Prevention (Part 2)

Strand 7

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Dave Closson, Project Director, Mid-America Prevention Technology Transfer Center; **Diane Fedorchak**, Interim Director, Center for Health Promotion, University of Massachusetts Amherst; **Peggy Glider**, Coordinator, Evaluation and Research, Campus Health Service, University of Arizona; **Richard Lucey**, Senior Prevention Program Manager, Drug Enforcement Administration; **Karen Moses**, Director of Wellness and Health Promotion/ASUHS Executive Team, Arizona State University; **Eric Smith**, Director, Health Promotion & Wellness Services, Auburn University; **Katrin Wesner-Harts**, Director, Abrons Student Health Center, University of North Carolina Wilmington

The Drug Enforcement Administration's new strategic planning guide to preventing drug abuse among college students focuses on the SPF. The SPF is a widely used planning process to guide the selection, implementation, and evaluation of effective, culturally appropriate, and sustainable prevention activities. During this roundtable discussion, campus-based subject matter experts will be on hand to lead small group discussions on attendees' successes and challenges with the SPF's various steps. Following brief welcoming remarks, time will be dedicated to facilitated discussions about the SPF's five steps and attendees will get advice and guidance from subject matter experts around the SPF's five steps.

Learning Outcomes:

1. Receive technical assistance and guidance on the SPF's five steps from subject matter experts.
2. Identify challenges and potential strategies with the SPF's specific steps.
3. Learn about resources to assist in drug abuse prevention efforts on campus.



CAMPUS

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JED Campus is a nationwide initiative of The Jed Foundation (JED) designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build upon existing student mental health, substance abuse and suicide prevention efforts.

jedcampus.org

MH



Roundtable Session: What If Your Cup Is Empty? How Secondary Stress Impacts Student Affairs Professionals

Strand 1

CONTINUING EDUCATION: NASW; NBCC

Presenters: **R. Jason Lynch**, Adjunct Assistant Professor, Department of Educational Foundations and Leadership, Old Dominion University; **Leah Ward**, Community Coordinator, University of Dayton

Student affairs professionals, regardless of the functional area, are assisting students through traumatic experiences on a regular basis. The support that student affairs professionals give to students usually includes serving as a social worker, a counselor, and a first responder. This material investigates trauma vocabulary, the current trends in student trauma, and what is published that focuses on the secondary trauma that student affairs professionals have to manage.

Learning Outcomes:

1. Understand trauma vocabulary (burnout, compassion fatigue, secondary traumatic stress, trauma, and vicarious trauma).
2. Identify the impact of trauma-support work on professional helpers in higher education.
3. Identify at least two ways attendees can create trauma-informed work environments in their department or institution.

11:45 AM - 1:15 PM

CONFERENCE BREAK

Lunch on own. Lunches will be available for purchase in the Exhibit Hall (Elite A).

11:45 AM - 1:15 PM

20X30 NETWORK MEETING

Strand 1

Bring your lunch and meet together with the 20x30 Network. This diverse network of people and organizations is working together to catalyze action to transform the lives of 20 million students in higher education by 2030. Together, we aim to:

1. Improve student well-being now to improve lives for a lifetime
2. Remove health related barriers to learning, academic achievement, and overall student success
3. Close equity gaps for students who are not thriving
4. Inspire and prepare students to become future leaders and engaged citizens who actively build a culture of health and well-being for all

Whether you are already a part of the network or simply curious, please join us to learn where we are headed and how you can get involved at a level that matches your interest. There is no cost to be part of 20x30.

Lunch can be purchased on site and brought to the meeting.

12:00 PM - 1:15 PM

GARRETT LEE SMITH CAMPUS SUICIDE GRANTEE AND ALUMNI MEETING

Bolden 3

Join fellow SAMHSA GLS campus grantees and alumni for an opportunity to network and share successes, challenges, and lessons learned. Please feel free to bring your lunch to the meeting.

1:15 PM - 2:15 PM

PLENARY SESSION: "THE NEW NORMAL:" CAMPUS VIOLENCE PREVENTION PANEL

Elite B

Moderator: Scott Peska, Assistant Vice President of Student Services, Waubonsee Community College;

Panelists: Kevin W. Bailey, Vice Chancellor for Student Affairs, UNC Charlotte; **Marjan Coester**, Director for Student Engagement, Umpqua Community College; **Diana Doyle**, President, Arapahoe Community College

In the wake of acts of violence, particularly gun violence, headline after headline questions: "Is this America's 'new normal'?" Colleges and universities and their surrounding communities are not immune from acts of violence and trauma. In this panel discussion, leading student affairs professionals from campuses directly impacted by trauma will discuss how their communities came together during these events and found their way to their own "new normal."

Learning Outcomes:

1. Discuss the impact acts of violence may have on those at the impacted college or university, as well as the surrounding community.
2. Discuss the immediate actions that may help move institutions forward in the immediate wake of acts of violence.
3. Identify effective strategies for supporting members of the campus community in managing their trauma and minimizing re-traumatization.

1:15 PM - 2:15 PM

CONCURRENT SESSIONS 5

AODVP



Addressing Cannabis and Alcohol Problems: Federal Initiatives Promoting Positive Student Outcomes

Strand 12B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: David Anderson, Professor Emeritus of Education and Human Development, George Mason University; **Richard Lucey**, Prevention Program Manager, Drug Enforcement Administration; **Marion Pierce**, Public Health Analyst, Substance Abuse and Mental Health Services Administration

Alcohol and cannabis are commonly misused by young adults. Using both substances simultaneously increases the risk of academic, physical, and mental health issues. This presentation highlights recent findings linking student underage drinking and high-risk alcohol use with cannabis misuse and examines evidence-based prevention approaches. The presentation includes an overview of the Substance Abuse and Mental Health Services Administration's (SAMHSA) resources, findings from the College Alcohol Survey, and the Drug Enforcement Administration's (DEA) prevention efforts.

Learning Outcomes:

1. Share data and insights with university administrators and other campus stakeholders about the increased risks associated with co-use of alcohol and cannabis by college students.
2. Gain an understanding of the evidence-based action steps for preventing underage drinking and high-risk alcohol use with cannabis use.
3. Describe how campus professionals can integrate supportive prevention strategies with SAMHSA's and DEA's resources to reduce underage and high-risk drinking as well as cannabis use among students.

AODVP



Adverse Childhood Experiences: Why Does It Matter?

Strand 10

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenter: Rebecca Juarez, Wellness Coordinator, University of Tennessee, Knoxville

What are adverse childhood experiences (ACEs) and what does it have to do with our work in higher education? ACEs have become a critical factor when looking at health outcomes because ACE scores can impact everything from physical health to mental health to substance misuse/use disorders. Student affairs professionals equipped with a better understanding of ACEs and resiliency can have a greater impact on students through improvements in services, resources, and programs.

Learning Outcomes:

1. Define adverse childhood experiences.
2. Identify impact of ACEs to current work in higher education.
3. Examine implications for practice in Higher Education as it relates to ACEs and resiliency.

MH



Building Gatekeeper Skills Among Latinx and Hispanic Students Through a Virtual Role-Play Simulation

Bolden 5

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenter: Glenn Albright, Associate Professor, Baruch College, City University of New York

Latinx and Hispanic students have higher anxiety and depression levels and are less willing to seek help compared to African American and Caucasians students. The presenter will review the impact of an online virtual human role-play gatekeeper simulation on a national sample of 6,239 Latinx and Hispanic students from 37 colleges. Participants reported significant increases in preparedness, likelihood, and self-efficacy in gatekeeper skills and in the number of fellow students referred to support services. Implementation strategies will be discussed.

Learning Outcomes:

1. Recognize the unique challenges Latinx and Hispanic students experience and understand the results of a national longitudinal study examining the impact of a virtual human gatekeeper simulation on this population.
2. Understand how virtual human role-play simulations teach students evidenced-based communication strategies like motivational interviewing to manage conversations with fellow students in psychological distress and to make a referral to the counseling center.
3. Describe successful implementation strategies that have been adopted by numerous colleges and universities to recruit students to support campus mental health by becoming gatekeepers.

MH



Case Management in Higher Education: Trends, Standards, and Future Directions

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Laurel D. Banks**, Clinical Case Manager, University of North Carolina School of the Arts; **Noah Henry-Darwish**, Case Manager, University of California, Berkeley

Case management is a growing functional area and important approach to addressing the mental health, well-being, harm and violence prevention, and basic needs of students in higher education. Presenters from the Higher Education Case Managers Association (HECMA) will provide an overview of the field and its foundations; discuss data and current trends identified in HECMA's 2019 Membership Survey; highlight the new CAS standards for case management services; and share thoughts on future directions for the field.

Learning Outcomes:

1. Understand the evolution and growth of case management services in higher education; current scope of practice among clinical and non-clinical case managers; and current topics of relevance to the field.
2. Benchmark their own programs against national practices and data in terms of staffing patterns, salaries, policies and procedures, demographic data, office configuration, and other good practice recommendations.
3. Articulate the purpose and value of professional standards for case management services.

WHPL



Community of Practice: Creating Synergy to Advance Well-being

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Nikki Brauer**, Director, Health Promotion and Wellness, Illinois State University; **Sandy Colbs**, Director, Student Counseling Services, Illinois State University; **Christina Nulty**, Director, Student Health Services, Illinois State University; **Dawn Pote**, Executive Director, Campus Recreation, Illinois State University

Many campuses are developing and implementing organizational structures, programs, and services focused on the overarching theme of "well-being." This program will focus on the early development of a truly collaborative Well-Being Community of Practice at Illinois State University. The presenters will emphasize both the structural changes that had to take place and the process of aligning our focus and taking advantage of the diversity of our backgrounds and experiences in approaching well-being from multiple perspectives.

Learning Outcomes:

1. Share the advantages of utilizing a Community of Practice Model to advance well-being for students, staff, and faculty.
2. Understand a process of developing synergistic collaborations that ensure a focus on population level initiatives.
3. Communicate plans to undergo a strategic planning process with the intention of developing a shared agenda and goals for the Community of Practice.

Bolden 6

MH



GT CARE: An Innovative and Collaborative Model for Mental Health Access

Strand 12A

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Carla Bradley**, Director, Counseling Center, Georgia Institute of Technology; **Shannon Croft**, Lead Psychiatrist, Georgia Institute of Technology; **Tiffany Hughes-Troutman**, Director of the Center for Assessment Referral and Education (CARE), Georgia Institute of Technology; **John Stein**, Vice President for Student Life and Brandt-Fritz Dean of Students Chair, Georgia Institute of Technology

There is a great need for innovative approaches to address the increased demand for mental health services on college and university campuses; to streamline access so that wait times are decreased; and to reduce mental health system barriers. Presenters will describe the successful collaborative efforts at Georgia Institute of Technology in the development of a new department, GT CARE, that serves as the single point of entry for the assessment, triage, and referral of mental health services and resources for students.

Learning Outcomes:

1. Communicate the value of a collaborative approach that addresses silos and reduces mental health system barriers on college and university campuses.
2. Understand the tenets of a mental health triage system and how this can be applied to a college or university setting.
3. Evaluate the strengths and challenges of collaboration across units to promote student-centered care in a college or university environment.

AODVP



Meeting Students Where They Are: Implementing Digital SBIRT Across Campus

Bolden 1

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Melissa Griffin**, Health Promotion Director, Northern Arizona University; **Nikki Meline**, Alcohol and Other Drug Program Coordinator, Northern Arizona University

Engaging campus partners in substance misuse prevention is not always easy. However, it is vital to student success. Presenters in this session will outline an innovative approach to expanding the use of digital screening, brief intervention, referral to treatment (SBIRT) program across campus. Such an approach makes it easy for campus partners to address students' substance misuse in their everyday work; significantly expands program reach; and physically meets students where they are by taking the screenings to them.

Learning Outcomes:

1. Explain the SBIRT model (including ScreenU's digital adaptation of the model) and the evidence for its efficacy.
2. Identify strategies for gaining buy-in and scaling SBIRT in key partner offices.
3. Discuss ways to implement SBIRT expansion strategies into practice.

SVPR



No Longer a Footnote: Beyond Surface-Level LGBTQ+ Inclusion in Violence Prevention

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: Hannah Lipstein, Violence Prevention Coordinator, Williams College

Efforts to make prevention programming inclusive of LGBTQ+ students often fall into one of two traps: offering a heterosexual, cisgender narrative with an afterthought assurance that violence happens to queer and trans people, too; or, removing gender and sexuality entirely, and assuming LGBTQ+ people will identify with the neutral space. The presenter will offer strategies for violence prevention professionals to go beyond surface-level inclusion and substantively center the experiences of LGBTQ+ students in mainstream programming.

Learning Outcomes:

1. Distinguish between surface-level inclusion and robust integration of LGBTQ+ identities and experiences in intimate violence prevention work.
2. Assess participants' own prevention curriculum for places where heteronormative, cisnormative assumptions can be disrupted, and LGBTQ+ experiences can be made more explicit.
3. Identify strategies to both improve the inclusiveness of participant's own prevention curriculum and to conduct targeted outreach and publicity to relevant groups for specifically catered programming.

Empire C

SVPR



Nonverbal Indicators of Sexual Consent in College Students

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Kristen Harrell, Associate Director, Texas A&M University

The presenter will review the theoretical framework, foundational assumptions, and results of a dissertation on nonverbal indicators of sexual consent in traditionally-aged college students. Participants will review and discuss a case study developed in the course of the dissertation research. The presenter will provide perspective on ways to incorporate this research into prevention education, policy development, and complaint response and resolution.

Learning Outcomes:

1. Understand basic principles of sexual script theory and its impact on higher education functions relating to sexual violence.
2. Utilize information to inform policy development and education.
3. Evaluate nonverbal consent communication as it applies sexual misconduct cases.

Foster 2

SVPR



Proven and Promising Strategies and Resources for Prevention and Postvention

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Elizabeth Brady**, Director, Sexual Violence Prevention, SUNY Administration; **Gemma Rinefield**, Director, Student Conduct Institute

Presenters will walk attendees through major sexual and interpersonal violence prevention and response initiatives in New York State created by SUNY and implemented at the system (and state) level. Programs to be discussed include the Student Conduct Institute (SCI) and the SPECTRUM Conference. The conversation will provide an overview of the programs, the development of the technology to deliver this work, and a discussion of how the programs interact with one another to create a holistic approach to better serving students.

Learning Outcomes:

1. Understand creative responses to compliance requirements as it relates to sexual violence prevention and response.
2. Learn what is required to implement programs of this scale and what New York State has been doing in this area.
3. Discuss approaches to SIV prevention and response for learners at all levels through showcasing each program to allow attendees to replicate, interpret, or build upon programs in their own state, region, or institution.

WHPL



Recruiting and Retaining People of Color in College Health Promotion

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Alicia Battle**, Clinical Assistant Professor Director of Online MPH, Tulane University School of Public Health and Tropical Medicine;

Charla Blumell, Assistant Director of Health Promotion and Prevention, UNC Chapel Hill; **Shawnté Elbert**, Associate Dean of Health and Wellness, Central Washington University; **Kristina Mereigh**, Director, Wellness Programming, Smith College

Professionals of color remain underrepresented in health promotion and senior leadership positions, and for this to change, it is important to create opportunities to explore how to recruit and retain professionals. The experiences of current professionals via narrative storytelling will be used as a method of exploring how they have navigated the higher education landscape. The presenters will provide an opportunity for self-reflection, discussion of current trends, data, and other implications for barriers, and best practices for professionals of color. The facilitators aim to create a space for open dialogue around how to build support for these professionals.

Learning Outcomes:

1. List three recruiting strategies for professionals of color.
2. List three retaining strategies for professionals of color.
3. Identify strategies to navigate systemic and cultural bias.

Foster 1

AODVP



The Color of Drinking: Alcohol as a Social Justice Issue

Empire D

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: Reonda Washington, Substance Abuse Prevention Specialist, University of Wisconsin-Madison

The “Color of Drinking” is an exploratory study of the impacts of the UW-Madison’s alcohol culture on students of color. The campus alcohol culture radiates implicit messages regarding who matters and belongs, and its impacts to racial climate. Color of Drinking has helped build capacity across campus to address alcohol as a social justice issue. The presenter will examine the intersection of alcohol prevention and social justice and strategies implemented with campus partners.

Learning Outcomes:

1. Define how alcohol is a social justice issue.
2. Identify two community-level strategies for addressing the secondhand impacts of high-risk drinking.
3. Understand the intersectionality of alcohol, racial climate, mental health, and sexual assault, and the impacts to student wellbeing.

WHPL



The Power of Data: Utilizing Assessment in Substance Use Intervention Programs

Strand 11B

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: Erica Phillipich, Associate Director of Health Promotion, Michigan State University; **Jordyn Salerno**, Graduate Evaluation Coordinator, Health Promotion, Michigan State University

Whether program assessment is required by the university, recommended by biannual review, or requested by students and staff, the need to understand learning that takes place through substance use programs is crucial on college campuses. Creating intentional assessment from start to finish allows professionals to begin to understand student learning. Presenters will use the Spartan Smart course at Michigan State University as an example of an intentional approach to assessment processes.

Learning Outcomes:

1. Consider the use of student learning outcomes to drive program/ intervention assessment.
2. Explore strategies for successful implementation of assessment processes.
3. Identify ways to utilize assessment data for the betterment of programs and interventions, offices, students, and the university as a whole.

SVPR



Using the Clery Act to Create a Sustainable Sexual Violence Conduct Process

Bolden 2

Presenter: S. Daniel Carter, President, Safety Advisors for Educational Campuses LLC

In today's rapidly changing campus sexual violence institutional disciplinary law and policy landscape, the presenter in this session will offer clear guidance on how to utilize the Jeanne Clery Act's standards for conduct proceedings to establish a consistent, sustainable framework. The presenter will offer participants concrete takeaways on how to develop a sustainable conduct process that affords both complainants and respondents a "prompt, fair, and impartial process from the initial investigation to the final result."

Learning Outcomes:

1. Explain which sexual violence institutional conduct cases the VAWA amendments to the Clery Act apply to.
2. Explain the specific procedural safeguards for both the "accuser" and "accused" that apply in Clery conduct proceedings.
3. Explain how to effectively implement policies that integrate Clery requirements into Title IX and other institutional conduct policies (student code of conduct, faculty handbook, etc.).

AODVP



Roundtable Session: Geaux Team! Addressing Tailgating and Game Day Drinking

Strand 7

CONTINUING EDUCATION: CHES

Presenter: Alicia Baker, Assistant Director, GatorWell Health Promotion Services, University of Florida

The first tailgate has been said to have taken place in 1869 at a football game between Princeton and Rutgers. Since then, tailgating and drinking on game days are both commonplace and problematic. Now, universities and their associated athletic conferences are considering the sale of alcohol inside their stadiums and sports complexes. With competing interests between student affairs, athletics, alumni associations, and athletic boosters, how can we work towards creating a safer fan experience for students?

Learning Outcomes:

1. Explore current issues regarding game day drinking and alcohol policies for college sporting events.
2. Identify at least one successful intervention that impacts student behavioral and health outcomes during college sporting events.
3. Identify at least one new resource for practitioners to use when implementing interventions for alcohol and other drug use at college sporting events.

MH



Roundtable Session: Global Minds Alliance: Offering Support for International Students to Prevent Acculturative Stress

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Smita Majumdar**, Director, Center for Prevention and Outreach, Stony Brook University; **Danielle Merolla**, Assistant Director Center for Prevention and Outreach, Stony Brook University

Higher education is critical in fostering global citizenship; international students bring global exposure to our campus doorstep. Creating supportive bridges via a peer platform for social integration and transition to a new culture can alleviate acculturative stress, increase connectedness, and positively impact well-being, academic success, and retention. Global Minds Alliance, created by and for international students, provides a forum to connect and break down barriers to help seeking.

Learning Outcomes:

1. Understand the theoretical underpinnings of acculturative stress from the cognitive-relational model of stress and the cross-cultural models focusing on the individual-contextual pairs of acculturation strategies as it applies to International students.
2. Explain the risk and resiliency factors that impact acculturative stress for international students and the complex interplay between acculturation and psychological distress.
3. Learn about the unique peer-based model, GMA: OASIS (Global Minds Alliance: Offering Active Support for International Students)

Strand 1

WHPL



Roundtable Session: On the Cusp of Culture Change

CONTINUING EDUCATION: CHES/MCHES

Presenter: **Jenna Parisi**, Director, Office of Health Promotion, Gonzaga University

Effective health promotion in higher education does not always lend itself to easy (or easily understood) fixes. We are experiencing some success in moving away from a short-term programming model toward a more holistic, socioecologically driven approach. Come discuss what it takes to educate others about public health and health promotion, and strategies to stimulate key stakeholders to envision a culture of well-being on your campus that is grounded in socio ecological-based practice.

Learning Outcomes:

1. Identify opportunities to apply and educate others about the public health principle of socio ecological-based practice in a higher education setting.
2. Explore experiences of transforming campus and community environments through population-level initiatives, and effectively telling the story.
3. Seek entrepreneurial, innovative, and new or different perspectives for inspiring student affairs professionals to lead cultural changes that foster health and well-being.

Strand 8

2:30 PM - 3:30 PM

PLENARY SESSION: CHALLENGES AND OPPORTUNITIES IN DISCUSSING THE OVERLAP OF ALCOHOL AND SEXUAL ASSAULT PANEL

Elite B

Moderator: Jason Kilmer, Associate Professor in Psychiatry and Behavioral Sciences, University of Washington

Panelists: Shannon Bailie, Director, Livewell, University of Washington; **Jennifer Jacobsen**, Director of Sexual Violence Prevention Education, Macalester College; **Amaura Kemmerer**, Associate Dean for Wellness, Northeastern University

Alcohol and sexual assault prevention are of paramount importance on college campuses. Addressing the overlap, however, can be challenging, particularly if there are unintended impacts. In this plenary panel, experts with experience addressing both domains on their campuses will consider opportunities to discuss the overlap of alcohol and sexual violence; identify strategies for overcoming challenges in discussing the overlap; propose a mix of strategies in addressing sexual assault; discuss promising practices; and share lessons learned.

Learning Outcomes:

1. Identify opportunities in prevention efforts to discuss the role alcohol can play in impacting consent, as well as the involvement of alcohol in sexual assaults.
2. Identify strategies for addressing or overcoming challenges related to addressing the overlap of alcohol and sexual assault.
3. Identify a possible mix of strategies essential to addressing sexual assault on campuses.

2:30 PM - 3:30 PM

CONCURRENT SESSIONS 6

MH



College Counseling and Men: Where the Boys At?

Foster 2

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: Christine D'Amico, Mental Health Counselor, SUNY Maritime College; **William Imbriale**, Dean of Students, SUNY Maritime College; **Arianne Romeo**, Senior Assitant, Dean of Students, SUNY Maritime College

Want to attract more male students to your counseling center? National and institutional data show several barriers to male participation in counseling. Our team will help shed some light on understanding the hesitation of college men in seeking counseling; ways to break down the stigma; and tips to get them in the door.

Learning Outcomes:

1. Understand why college men are hesitant to seek mental health treatment.
2. Address the stigma associated with men and mental health service.
3. Discuss how to create a mental health program centered around the needs of men.

AODVP



Creating a Culture of Assessment: Using Data to Drive Your Success

Strand 12B

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Dong Ding**, Research Coordinator, Missouri Partners in Prevention; **Joan Masters**, Senior Coordinator, Missouri Partners in Prevention

Creating a culture of assessment is a long-term process but has a great impact on prevention and environment shifting. Missouri Partners in Prevention, a coalition of 21 colleges and universities in Missouri, works with different stakeholders on campus or in the community to reduce risky behaviors among students by implementing data-driven strategies. To assist campus administrative staff in understanding and utilizing data from the assessment tool, we will share our experience and success stories to explain the key elements in creating a culture of assessment.

Learning Outcomes:

1. Explain key elements to build an assessment tool and create a culture of assessment, and identify stakeholders for collaborating on different strategies.
2. Utilize and interpret data to various audiences/campus staff members with diverse backgrounds.
3. Understand the strategies of using data and assessment to impact the campus/community environment.

MH



Creating Programs and Services that Promote the Mental Health of International Students

Strand 13

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: **Stephanie Chong**, Staff Psychologist, University at Buffalo SUNY; **Sharon Mitchell**, Senior Director, Counseling, Health, and Wellness, University at Buffalo SUNY

Adjusting to college can be challenging for many students, but especially for international students who may have to overcome unique challenges in navigating the current socio political climate. This program highlights current mental health trends with data and strategies for creating and evaluating innovative programs to foster resilience and well-being for this population, as well as building strong relationships with campus partners at one of the top 25 institutions for international student enrollment in the United States.

Learning Outcomes:

1. Identify current trends and needs in college mental health for international students.
2. Describe innovative outreach efforts and programs that foster inclusivity among students.
3. Understand strategies needed to create and evaluate programs for international students.

MH



Critical Incident Response and Recovery Efforts: a Case Study of UNC Charlotte

Bolden 5

CONTINUING EDUCATION: NASW; NBCC

Presenter: Katie Russo, Assistant Director for Case Management, UNC Charlotte

On April 30, 2019, UNC Charlotte experienced a critical incident when a gunman open fired in a classroom space. In the wake of this incident, Student Assistance and Support Services (SASS), a function of the Dean of Students Office, worked with the Office of Emergency Management and Counseling and Psychological Services on response and recovery efforts. The presenter will provide reflections on response and recovery efforts, using April 30 as a case study.

Learning Outcomes:

1. Gain an understanding of the incident that occurred at UNC Charlotte on April 30 and response efforts specifically conducted by case managers in Student Assistance and Support Services.
2. Identify response and recovery strategies for responding to a critical incident.
3. Discuss lessons learned regarding a critical incident.

SVPR



Development of a Prevention of Men's Violence Against Women Champion Committee

Strand 12A

CONTINUING EDUCATION: CHES/MCHES; NASW

Presenters: Lauren Patterson, Licensed Clinical Psychologist/Co-Chair of the Sexual Assault Response Team, Georgia Southern University; **Gemma Skuratton**, Health Promotion Coordinator, Georgia Southern University

The presenters will discuss the application of Social Capital Theory and the Socio Ecological Model (SEM) to develop and manage a Prevention of Men's Violence against Women Champion's Coalition. Learn to strategically select male stakeholders and members of the campus community presenting with social capital at each level of the SEM. Discuss strategies for obtaining gateway entry and trust among champions in an effort to expand reach across multiple satellite campus locations, and data outcomes to support program efficacy.

Learning Outcomes:

1. Understand application of the Socio Ecological Model and Social Capital Theory as it applies to violence prevention efforts.
2. Learn strategies for replicating similar coalitions at other colleges and universities.
3. Learn to mobilize existing campus resources to enhance sexual assault and gender violence prevention, as well as how to align messaging across campus entities.

WHPL



How to Embed an Ecosystem of Well-being and Happiness Across the University

Bolden 6

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Luis Gutierrez Aladro**, Provost, Universidad Tecmilenio; **Marco Jimenez**, Master in Communication, Universidad Tecmilenio

Presenters will discuss how Tecmilenio in Mexico deploys a scalable well-being and happiness ecosystem in Mexico, for creating the first Positive Education University in the world with 29 campus across the country. This ecosystem involves every stakeholder (students, staff, faculty, schools, alumni) and uses science-based interventions across both the curriculum and the student life for impacting 60,000 students which are then treated as competencies for measuring and development.

Learning Outcomes:

1. Learn to collaborate through the Institution to address students' well-being in a comprehensive, scientific way.
2. Lead the designing process for creating a well-being environment across stakeholders, promoting a positive environment for the promotion of wellness and positive relationships.
3. Assess the challenges and opportunities while implementing an ecosystem from a top-bottom approach, considering the voice of all stakeholders.

AODVP



Implementation Science's Role in the National Consortium of Statewide Campus AOD Coalitions

Foster 1

CONTINUING EDUCATION: CHES/MCHES; NASW

Presenter: **James Lange**, Executive Director, Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery, The Ohio State University

The Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery (HECAOD) and NASPA partners have created a consortium of statewide campus AOD coalition leaders. To help maximize the consortium's usefulness, implementation science principles and practices are guiding our effort. These include: social network systems and measurement, and strategic activities to shape the structure and connectedness of the network, highlighting the use of network measurement tools that facilitate evaluation and direct member communication.

Learning Outcomes:

1. Explain implementation science-based systems and tools being used to organize the consortium of statewide coalitions, including how interaction modes, intentionally guided by research, harness consortium members' collective expertise.
2. Use network measurement tools to assess social network reach, structure, and strength.
3. Explain theories of social-network systems' effectiveness and measurement within the context of ensuring effective program implementation.

SVPR



Interpersonal Violence in the Black Community at Predominately White Institutions

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Shanese McGregor, Survivor Advocate/ Educator, Kansas State University

Does slavery have an impact on how Black students respond to interpersonal violence at predominately white institutions (PWIs)? During this interactive session, the presenter will explore what rape culture looks like in the Black community; how it is related to slavery; the racial climate at PWIs; research that shows the true impact and barriers to reporting; and examine how to change the culture.

Learning Outcomes:

1. Provide education regarding how slavery impacts how Black students respond to interpersonal violence.
2. Identify and demonstrate change at predominately white institution to prevent hate crimes, and sexual and interpersonal violence.
3. Apply trauma-informed care for underserved communities.

Empire C

AODVP



Not Just Substances: Connecting Substance Abuse Prevention Efforts With Other Well-being Efforts

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: Jenny Damask, Substance Abuse Prevention Specialist, University of Wisconsin; **Brenda Faulkner**, Director, Student Counseling Services, Tarleton State University; **Caris Thetford**, Assistant Director, Student Counseling Services, Tarleton State University

Substance abuse is a pressing public health issue and it can be difficult to gain buy-in with competing health issues. Examining the intersection of alcohol and other public health issues and shifting to a more holistic approach has shown new promise in gaining buy-in, building new strategies, and forming new metrics. The presenters will examine how two universities have been shifting the way they talk about and use alcohol data with stakeholders.

Learning Outcomes:

1. Learn how to use multiple data sets to understand how substance abuse intersects with myriad health issues.
2. Understand strategies for shifting the conversation from alcohol and other drugs alone to a more holistic approach to well-being.
3. Gain insight into two different approaches from campuses with different dynamics.

Empire D

SVPR



Sexual Violence Prevention Using a Train-the-Trainer Model: Cost Savings, Creativity, and Community

CONTINUING EDUCATION: CHES

Presenters: **Katie Dalton**, Director, Women's Center, Boston College;
Samantha Goober, Bystander Intervention Graduate Assistant, Women's Center, Boston College

The presenters will outline a sexual violence (SV) prevention program where Boston College undergraduate students are trained to lead bystander intervention education sessions for first-year students (2,300 annually). Using BC's bystander program as a case study, the presenters in this session will outline the train-the-trainer model and the associated, multifaceted financial, educational, and community-building benefits. Presenters will also provide participants with opportunities to begin brainstorming ways they can utilize a train-the-trainer framework for SV prevention on their campuses.

Learning Outcomes:

1. Understand the benefits associated with implementing a train-the-trainer model for sexual violence prevention programming.
2. Recognize the ways a train-the-trainer model can help make programs more intersectional and gender-inclusive, particularly when student leaders help shape program content and bridge potential generational divides with professional staff.
3. Brainstorm ways to use a train-the-trainer framework in creating or expanding sexual violence prevention programs on individual campuses, particularly when resources are limited.

MH



Support Students in the Mental Health Crisis: Peer-Based Mental Health Programs

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenter: **Amy Blunck**, Coordinator of Mental Health Initiatives, Weber State University

As anxiety and depression rates continue to increase, universities must respond with innovative programs to better support student mental health. Professionals should understand how peer-based mental health support programs can be an impactful and economical choice. The presenter will explore the mental health crisis facing universities and explain components of peer-based mental health programs like WSU's Wildcat Support Network. Participants will leave with an understanding of which programs may fit with their university's needs.

Learning Outcomes:

1. Describe ACHA-NCHA data on the mental health crisis facing universities as a way to understand the level of student need.
2. Explain how peer-based mental health programs can help better support student mental health by exploring examples of programs such as awareness campaigns, peer counselor programs, and student-led initiatives.
3. Use the information and frameworks provided in the presentation to explore what peer-based mental health programs may best fit with the participant's student population.

WHPL



Translating Aspirations and Hope for a WellU: Persuasion Planning for Positive Results

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: David Anderson, Professor Emeritus, George Mason University

Garnering support for campus health promotion and well-being initiatives can be enhanced with skillful persuasion, planning, and implementation. Anchored in communication theory and practice, this session offers nine steps to prepare campus leaders to enhance persuasion and advocacy skills. Participants will observe examples of persuasive approaches; learn specific strategies; and identify opportunities for incorporating new techniques. A range of tools and tips will enhance participants' competence and confidence for successful outcomes.

Learning Outcomes:

1. Learn planning strategies for persuasive approaches with current examples and practical tips.
2. Gain confidence and skills to advocate for well-being and health promotion initiatives and issues.
3. Identify strategies for direct application with decision-makers.

What is a Launch Coach?

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WHPL



Using Assessment Methods to Inform Graduate Student Services Related to Well-Being

Bolden 1

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: Joanne Amposta Williams, Assistant Director for Student Engagement, Emory University Rollins School of Public Health

The American College Health Association - National College Health Assessment (ACHA-NCHA) is the largest known comprehensive dataset on the health of college and university students. In 2017, 63.1% of graduate students at the Rollins School of Public Health self-reported experiencing "above average" or "tremendous stress" which is higher than the average student at Emory University. Informed by the NCHA and other assessment methods, presenters will highlight collaboration between university units; student-driven programs and outreach initiatives; and faculty and staff training related to graduate and professional student health and well-being.

Learning Outcomes:

1. Describe how the NCHA and other assessment methods may be used to inform health promotion/health and well-being programs.
2. Identify successful approaches and strategies for addressing stress, resiliency, and well-being among graduate and professional students.
3. Discuss collaboration opportunities between graduate and professional schools, university partners, and community partners at their respective institutions.

WHPL



Well-Being in Academic Affairs: a Case Study in Collaboration Integration and Customization

Strand 11B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Jolene Bostwick, Associate Chair and Clinical Professor, University of Michigan College of Pharmacy; **Mary Jo Desprez**, Director, Wolverine Wellness, University of Michigan; **Nancy Mason**, Associate Dean for Student Affairs and Clinical Professor, University of Michigan College of Pharmacy; **Joy Pehlke**, Health Educator, Lead for Academic Partnerships, University of Michigan

In order to infuse an inclusive culture of well-being at the University of Michigan, health and wellness efforts need to exist in academic spaces as well as within student affairs. Presenters will demonstrate how the intentional development of "collective impact mutually reinforcing activities" can bring about sustained shifts in how students experience mental health and well-being in an academic unit, utilizing a case study with the College of Pharmacy.

Learning Outcomes:

1. Explain how the Collective Impact model can be used as a tool to shift campus culture around inclusive well-being.
2. Demonstrate how the broader campus "Health and Wellness Common Agenda" was utilized as the foundation and tailored for use in an academic unit.
3. Discuss a case study at the University of Michigan College of Pharmacy that highlights well-being integration into the college, detailing multiple strategies used to address faculty, staff, and student culture.

WHPL



Roundtable Session: Cura Personalis: Supporting Spiritually Diverse Students Through Mindfulness and Sleep

Strand 8

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Carly Lynch**, Director of Religious Diversity, Santa Clara University; **Kelly Schumacher**, Director of The Wellness Center, Santa Clara University

Care for the whole person (Cura Personalis) is a central Jesuit Catholic value of the mission of Santa Clara University. As we continue to recognize the growing effects of stress on student success, we must take into account religious diversity when addressing holistic wellness. The offices of Campus Ministry and the Wellness Center have collaborated to offer mindfulness and sleep programs to support holistic student well-being, regardless of religious or non-religious affiliation.

Learning Outcomes:

1. Demonstrate how traditionally independent campus partners can collaborate in support of holistic student wellness.
2. Explain how to promote holistic wellness given the current climate of spiritual diversity and the rising number of religiously non-affiliated students.
3. Illustrate the benefits of mindfulness and sleep hygiene in response to the effects of stress on student academic performance and personal wellness.

MH



Roundtable Session: Hear Me Out: Podcasting to Promote Resilience

Strand 1

CONTINUING EDUCATION: CHES

Presenter: **April Scott**, Associate Director of Mental Health Initiatives, University of South Carolina

Research posits that students are more likely to respond to messages from people who they believe have had similar experiences to them than those they perceive as professionals. Edison research noted that 44% of Americans 12 years old and up listen to podcasts. Using aspects of Social Learning Theory and the Diffusion of Innovation Theory, the presenter will highlight the strategies and lessons learned from developing a successful student-run podcast dedicated to promoting stories of resilience.

Learning Outcomes:

1. Learn about the importance of resilience and how it can lead to academic success.
2. Identify strategies to develop a podcast program at participants' home campus.
3. Apply Social Learning Theory and peer educator model to the development of student-led messaging and initiatives.

SVPR



Roundtable Session: Navigating Relationships Between Prevention Professionals, Victim Advocates, and Public Safety

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Jessica Mertz**, Executive Director, Clery Center; **Malik Washington**, Interim Director, Penn Violence Prevention, University of Pennsylvania; **Paige Wigginton**, Senior Associate Director, Special Services, University of Pennsylvania;

As leaders at colleges and universities across the country continue to write and rewrite their policies, procedures, and protocols in response to sexual and interpersonal violence, there remains a longstanding relationship (good or bad) between offices that have been tasked with supporting students on the ground. While educators and advocates may share common goals with public safety representatives, the strategies and underlying understanding of the issues, can be vastly different. How do you build partnerships despite these differences? Presenters will lead a restorative circle to discuss successes, challenges, and compromises in building relationships between these various stakeholders. The facilitators will also share their experience integrating restorative practices on campus as an example of building relationships across departments.

Learning Outcomes:

1. Explore the importance of cross-campus partnerships and identify shared goals between offices working with victims of interpersonal violence.
2. Discuss tensions that arise on campus between prevention professionals, victim advocates, and public safety.
3. Model how restorative circles can be used to facilitate difficult conversations and build collaborative relationships.

3:30 PM - 4:00 PM

AFTERNOON BREAK & NETWORKING

Please enjoy a refreshment break and chair massage in the Exhibit Hall.

Elite A

3:30 PM - 4:00 PM

AFTERNOON ACTIVITY: ZUMBA

Come by for a few Zumba moves to get your blood pumping. Moves will be modified for conference attire. All skill levels are welcome.

Empire A

4:00 PM - 5:00 PM

PLENARY SESSION: THE HEALTHY MINDS STUDY: WHAT 10 YEARS OF DATA TELL US ABOUT STUDENT MENTAL HEALTH AND COLLEGE RETENTION

Elite B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Sarah Ketchen Lipson, Assistant Professor, Boston University School of Public Health

Over the past 10 years, researchers at University of Michigan and Boston University have collected data from more than 300,000 undergraduate and graduate students on roughly 350 college campuses as part of the national Healthy Minds Study. This plenary session presents an overview of key prevalence statistics from Healthy Minds with a special emphasis on understanding disparities faced by students of color, gender and sexual minority students, and other minority populations. Professor Sarah Ketchen Lipson will then describe the relationship between mental health and student retention using data from Healthy Minds. She will demonstrate a newly enhanced Return on Investment Calculator designed to inform decision-making by campus leaders around estimated tuition dollars returned from new investments in mental health treatment and prevention.

Learning Outcomes:

1. Describe key statistics from the Healthy Minds Study in terms of prevalence and service utilization rates.
2. Understand the magnitude of disparities in terms of mental health symptoms and access to treatment among students of color, gender and sexual minority students, and students from other traditionally underrepresented and marginalized identities.
3. Make an economic case for new investments in mental health treatment and prevention based on the Healthy Minds Return on Investment calculator.

4:00 PM - 5:00 PM

CONCURRENT SESSIONS 7

AODVP



Correcting Misperceptions to Change Substance Use Behaviors: a Campus-Wide Prevention Approach

Strand 13

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Laura Longo, Staff Psychologist, University at Albany, State University of New York; **Karen Sokolowski**, Assistant Director of the Center for Behavioral Health Promotion and Applied Research and Staff Psychologist, University at Albany, State University of New York; **Natalie Sumski**, College Prevention Coordinator, University at Albany, State University of New York

The relationship between misuse of alcohol and other drugs, student well-being, and poor academic performance is well-established. Institutions are often tasked with implementing evidence-based prevention services to reduce substance misuse and enhance well-being. Presenters will describe key concepts, procedures, and strategies for implementing a campus-wide prevention approach designed to reduce substance misuse. Assessment methodology and results will be presented. Attendees will have opportunities to participate, ask questions, and consider application to their own campuses.

Learning Outcomes:

1. Identify prevalence rates and consequences related to college student alcohol and other drug use and misuse.
2. Gain understanding of Social Norms Theory, a model for understanding college student substance use behaviors.
3. Learn strategies for designing, implementing, and evaluating an evidence-based universal prevention approach geared toward mitigating campus-wide substance misuse.

SVPR



C.A.R.E. Sisters: Sorority Women Putting an End to Rape Culture

Strand 10

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Merrill Evans**, CARE Coordinator, University of Kansas; **Sony Heath**, Prevention Educator, University of Kansas; **Jenny McKee**, Program Manager, Watkins Health Services, University of Kansas

The CARE Sisters program was created as a response to an increase in student frustrations surrounding sexual violence on the University of Kansas campus. The Leadership Team will inform attendees of the program's inception, use of the socioecological model, and primary prevention strategies that educate sorority women on issues related to sexual violence and the positive impact they can have on their communities by dismantling rape culture, supporting survivors, and connecting them to resources.

Learning Outcomes:

1. Provide knowledge on the evolution of the CARE Sisters program, detailing its inception by students and the ongoing process of shifting roles for both students and staff.
2. Educate attendees on the comprehensive program training model used that involves content experts from both on and off campus entities.
3. Explore how CARE Sisters program participants have enjoyed both intended and unintended outcomes related to personal growth and intrapersonal emotional development.

AODVP



Campus Police Creating Change! Using Motivational Interviewing on Patrol

Strand 12A

Presenters: **Dave Closson**, Director, MidAmerica Prevention Technology Transfer Center; **Ryan Snow**, Police Officer

Campus Police Officers are on the front lines of alcohol and drug prevention and are driven to help students on their campuses. When officers use motivational interviewing (MI) on patrol they can engage students in a positive and collaborative conversation about the student's high-risk substance misuse. Officers can help elicit students' own internal motivation to change their behavior. Presenters will share personal experiences and stories of police officers using MI on patrol; highlight the five primary benefits of using MI on patrol; and discuss how officers can implement community policing with a proven student-centered approach.

Learning Outcomes:

1. Gain an understanding of how campus police can apply motivational interviewing while on patrol.
2. Discuss the benefits of campus police using motivational interviewing.
3. Learn how to conduct community policing strategies with a proven student-centered approach.

AODVP



Creating a Network for Comprehensive Alcohol Messaging

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: Jenny Damask, Substance Abuse Prevention Specialist, University of Wisconsin-Madison

Creating a comprehensive alcohol messaging plan is essential to successful high-risk drinking prevention, yet strategically engaging and aligning campus communicators to implement it can be difficult. Advancing alcohol strategy requires that communicators not only be trained to deliver content that's on-message, but that they also actively infuse messages into existing communications. The presenter will discuss how a large, decentralized public research university convened campus communicators and equipped them with knowledge, skills, and commitment to develop and deliver key messages.

Learning Outcomes:


1. Understand how to use data to craft messages to address key areas of priority for the campus.
2. Learn training exercises that are effective in training communicators on creating and infusing aligned messages.
3. Identify metrics for success and tools for evaluation of a comprehensive plan for alcohol messaging.

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SVPR

Deep Dive into the Clery Act as a Tool to Support Survivors

CONTINUING EDUCATION: CHES



Presenter: Cari Simon, Victims Rights Attorney, Fierberg National Law Group

As Department of Education interpretation of Title IX is in flux, it is critical that campus professionals have other tools and strategies to support survivors. The Clery Act is a key part of that strategy. Once the Title IX rule is issued and schools scramble to revise sexual misconduct policies, professionals committed to protecting advances made over the last eight years will find this dive into Clery and its intersection with Title IX invaluable.

Learning Outcomes:

1. Gain an understanding of student gender-based violence survivors' rights and remedies under Title IX and the Clery Act and the applicable standards and enforcement mechanism of those laws.
2. Discuss tools and strategies to meaningfully advocate for and craft accommodations, remedies, and supportive and interim measures that can best keep a student's education on track in the face of sexual violence.
3. Gain an understanding of how the U.S. Department of Education Title IX guidance has changed and what to expect on campus in light of proposed changes.



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WHPL



Embedding Well-being Strategies Across Student Services

Empire C

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Matt Dolf**, Director Strategic Support, University of British Columbia Vancouver; **Melissa Feddersen**, Well-being Specialist, University of British Columbia's Okanagan Campus; **Casey Hamilton**, Campus Health Specialist, University of British Columbia's Okanagan Campus; **Roger Wilson**, Director, Health and Wellness, University of British Columbia's Okanagan Campus

The culture change that is required to lead to the development of a true health-promoting university campus requires a fundamental shift in values. Presenters will explore attempts to embed health promotion strategies across a student services unit utilizing elements of principles-focused evaluation. To achieve the principles of the Okanagan Charter, it is required that leadership be diffuse and not owned solely by health service staff. This project utilizes learnings from community-based participatory research and collective impact literature to inform a key strategic direction of collaborative leadership. This model ensures shared leadership and deep implementation of the principles into policy, culture, administration, and operations.

Learning Outcomes:

1. Understand the historical context and development of the Okanagan Charter for Health Promoting Universities and the recently adopted Well-being Strategic Framework.
2. Consider challenges and opportunities of collaborative leadership and embedding health promotion concepts outside of health services.
3. Learn about socio ecological models of health promotion and principles-based evaluation utilized in this work.

SVPR



Exploring Sexual Violence Support and Education for Students from International Pathways

Bolden 6

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Melanie Crudgington**, Case Manager, Sexual Violence Support and Prevention Office, Simon Fraser University; **Kate Parnell**, Sexual Health Educator and Academic Program Coordinator, Integrated Learning Skills Program, Fraser International College

University communities are intended to be safe spaces for learning, growth, and community building; however, sexual violence remains a reality for many. Although many institutions have developed and implemented educational programs and support services to respond to sexual violence, this approach tends to miss a vulnerable population: students from international pathways. Presenters will explore how partner institutions have taken a collaborative approach in identifying the specific needs of this diverse group.

Learning Outcomes:

1. Highlight the findings of the conducted literature review.
2. Share knowledge gained through the campus community engagement process on front-line providers' perspectives of barriers for students from international pathways to engage in sexual violence educational programs and support services.
3. Offer information on how Simon Fraser University and Fraser International College enacted a climate survey for students across the two institutions including survey design, findings, and recommendations for next steps.



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SVPR



Gender Dynamics in Sexual Violence Prevention: Empathy, Self-Awareness, and Reducing Reactance

Bolden 5

CONTINUING EDUCATION: APA; CHES/MCHES; NASW; NBCC

Presenters: **Trent Claypool**, Sport and Performance Psychologist, University of Colorado, Colorado Springs/NFCS Performance and Recovery; **Emily Howe**, Graduate student/program specialist, University of North Carolina; **Jennifer Jacobsen**, Director of Sexual Violence Prevention Education, Macalester College

Have you ever facilitated a session on sexual violence prevention and had participants resist? This frustrating experience may increase your interest in developing methods to still be effective in the face of these challenges. Presenters will address the importance of having empathy for one's audience, developing self-awareness and self-assessment in a facilitator role, and identifying strategies for minimizing participant reactance. Particular attention will be paid to gender dynamics between presenters and audiences and within audiences.

Learning Outcomes:

1. Articulate three reasons why empathy is a necessary component of sexual violence prevention work and how to authentically express this to a group/audience.
2. Describe how accurate self-awareness and self-assessment are necessary components to effective sexual violence prevention programming.
3. Discuss reactance effect and its implications for effective sexual violence prevention programming and identify up to three strategies and/or interpersonal styles to help minimize reactance in your group/audience.

AODVP



How Can We Help? Utilizing Collegiate Recovery Programs to Support Student Affair

Strand 12B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Jason Callis**, Associate Director, Center for Young Adult Addiction and Recovery; **Lindsay Montgomery**, AOD Prevention Education Coordinator, Kennesaw State University

Presenters will describe how leveraging the unique experience of those engaging with on-campus recovery support services can offer insight into effective programming strategies and provide crucial prevention and intervention services. Additionally, presenters will review how collegiate recovery programs (CRPs) can house clinical services for assessment, treatment referral, and continuing recovery support, all of which can positively affect recruitment, retention, progression, and graduation rates. Presenters will detail the approach taken by the Center for Young Adult Addiction and Recovery at Kennesaw State University, but will also provide information about approaches by CRPs at other institutions.

Learning Outcomes:

1. Review the role and services of collegiate recovery programs on college campuses.
2. Assess institutional utilization of on-campus recovery support services.
3. Develop a list of potential community partners to coordinate alcohol and other drug efforts.

MH



Let the Dogs In! The Tail of MacEwan's PAWSS Program

Foster 1

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenter: Andrea Chute, Assistant Professor, Nursing, MacEwan University

Stress can negatively impact student success. Animal Assisted Intervention (AAI) has the potential to transform the university environment and decrease students' perceived momentary stress so they may be successful academically, socially, and emotionally. The presenter will share their research findings, and explore the successes, challenges, collaborations, and partnerships that led to the development of a successful and innovative AAI mental health wellness program called PAWSS. Participants will have the opportunity to engage with a PAWSS dog.

Learning Outcomes:

1. Recognize the effect PAWSS dogs have on students' momentary stress.
2. Understand the components involved in developing and implementing an innovative Animal Assisted Intervention (AAI) student wellness program.
3. Describe how PAWSS has transformed the student experience within our university.

WHPL



Supporting Holistic Student Wellness through Care Services

Bolden 1

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Victoria Ajemian, Basic Needs Center Coordinator, California State University, Fullerton; **Marlene Romero**, Care Services Coordinator, California State University, Fullerton

Student success is valued across university campuses and student wellness (emotional, social, intellectual, physical, and spiritual) is an indicator of an individual student's ability to reach academic success. Presenters will discuss how effective cross campus and community partnerships and collaborations support student well-being when they experience distress and/or when a student's basic needs are not being met.

Learning Outcomes:

1. Identify ways in which student wellness is supported through Care Services at a large public institution.
2. Define a successful partnership which supports student wellness.
3. Discuss opportunities for future collaborations with campus and/or community partners in their own institutions.

WHPL



True Life: Freshman Orientation- Setting the Stage for Student Well-Being

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Bob Morphet**, Associate Director, Center for Counseling and Student Development, East Carolina University; **Corrie Schwabrow**, Assistant Director, Office of Student Transitions, East Carolina University; **Karen Smith**, Associate Director, Office of Student Transitions, East Carolina University

“True Life” will showcase how multiple campus departments facilitate a real-life depiction of AOD, mental health awareness, sexual violence, and well-being in a one-hour program for incoming freshmen. The Office of Student Transitions, the Center for Counseling and Student Development, Student Health Services, Student Involvement and Leadership, along with Orientation Assistants, collaborated to develop an engaging and interactive program showcasing campus life at East Carolina University.

Learning Outcomes:

1. Describe the collaborative involvement of multiple campus departments who focus on well-being during Freshman Orientation.
2. Explain the need for incorporating mental well-being, sexual violence prevention, social justice, and AOD prevention into an all inclusive session for incoming freshmen.
3. Describe the importance of student involvement in creating and training students to present an interactive program concerning student well-being in a timely and sensitive manner.

MH



“We Aren’t Sick but We Aren’t Ourselves:” Recognizing and Addressing Compassion Fatigue

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: **Stephanie Hogue**, Equity Compliance Investigator, University System of Georgia

Student affairs practitioners who work with students in crisis can be negatively impacted by prolonged exposure to secondary trauma resulting in individuals feeling physically and emotionally depleted. The presenter will educate attendees on how to understand and recognize compassion fatigue and will share techniques to foster resiliency and mitigate the effects of this unique form of burnout.

Learning Outcomes:

1. Understand compassion fatigue and how it differs from burnout.
2. Learn strategies for how to manage and address compassion fatigue in professional and personal capacities.
3. Incorporate techniques for minimizing compassion fatigue and implement small changes to create and foster a work culture that promotes employee well-being.

Foster 2

SVPR



Roundtable Session: Do I Have to Report? Distinguishing the Different Roles Campus Security Authorities, Responsible Employees, and Mandated Reporters Play

Strand 1

Presenter: Laura Egan, Senior Director of Programs, Clery Center

An opportunity to discuss reporting requirements under federal and state law; how each of the reporting roles of campus security authorities (CSAs), Responsible Employees (REs) and mandated reporters are defined; what their responsibilities entail; and how to best identify, train, and support each group on your campus.

Learning Outcomes:

1. Define the roles and training needs for each type of reporting group (CSAs, REs, and mandated reporters) and identify strategies for communicating to the campus community the responsibilities of each role.
2. Clarify confusion around the roles of CSAs that might seem to conflict with job functions such as victim advocates, ombudspersons, and directors of counseling and health centers.
3. Explain how to put into practice resources for navigating push-back or reluctance from these or any professionals in being CSAs.

AODVP



Roundtable Session: Navigating Their Normal: Specialized Academic Support for Students in Recovery

Strand 8

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Carolyn Ebeling, Student Success Graduate Assistant, University of North Carolina at Chapel Hill

Twenty-two percent of full-time undergraduate students report using illegal drugs and 39% engage in binge drinking. Higher education professionals need to be aware of on-campus drug and alcohol recovery programs in order to provide comprehensive student support. While many universities have resources targeted towards the prevention of drug use and underage drinking, fewer resources are available for students in recovery. Sustained sobriety through graduation presents a challenge, as university environments can present a plethora of triggers.

Learning Outcomes:

1. Create a culture of care across university offices for students challenged by substance use, as well as academic difficulties.
2. Gain a better understanding of the unique challenges faced by students with substance use difficulties.
3. Identify key stakeholders to engage in creating solutions.



WHPL



Roundtable Session: The Relationship Between Emotional Intelligence, Substance Use, and Graduation Rates among Black Students

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Alicia Battle**, Assistant Professor, Tulane University School of Public Health and Tropical Medicine; **Robert Clay**, Executive Director, Student Engagement and Intercultural Programs, Governors State University; **Carolyn Rodgers**, Senior Lecturer, Governors State University; **Markisha Woodson**, Assistant Professor, Benedictine University

While there are several studies that focus on substance using behaviors among college students, little research exists that explores emotional intelligence and its relationship with substance use among African American college students and its impact on persistence and graduation rates. The goal of this project was to verify findings from a pilot study of 500 African American college students. The research revealed emotional intelligence ethnic and racial differences that shape graduation rates.

Learning Outcomes:

1. Determine the relationship between emotional intelligence and substance using behaviors among African American college students.
2. Examine the impact that emotional intelligence has on the association between persistence and graduation rates.
3. Provide a forum for participants to openly discuss the equity issues associated with not understanding levels of emotional intelligence among African American college students.

5:15 PM - 6:15 PM

MENTAL WELL-BEING NETWORK MEETING

Strand 14

The Mental Well-Being Network is a professional home for student affairs and public health specialists working to promote community mental well-being in higher education. Join the co-founders of the network, Emilia George (Mental Well Being Health Promotion Specialist at UC Davis) and Markie Pasternak (Coordinator for Outreach and Peer Education at Auburn University) for a conversation to network and explore ideas, programs, and services for mental well-being.

5:15 PM - 6:15 PM

ALCOHOL AND OTHER DRUG KNOWLEDGE COMMUNITY OPEN BUSINESS MEETING

Bolden 3

Please join us to learn about and get involved in the Alcohol and Other Drug Knowledge Community. We will be reviewing the past year of engagement and looking forward to 2020. The meeting will be structured with business discussed followed by a meet and greet format. All Strategies participants are welcome!




7:00 PM - 10:00 PM

OPEN RECOVERY SPACE

Imperial 7,
4th Floor

An open, un-facilitated space is available for conference attendees identifying on any spectrum of recovery.

SATURDAY, JANUARY 18

7:00 AM - 3:00 PM	REGISTRATION	Strand Foyer
7:30 AM - 8:30 AM	CONFERENCE BREAKFAST Please join us in Empire Foyer for a light breakfast.	Empire Foyer
8:30 AM - 9:30 AM	CLOSING SESSION: FIRESIDE CHAT WITH KEVIN KRUGER AND PENNY RUE Presenters: Penny Rue , Vice President for Campus Life, Wake Forest University; Kevin Kruger , President & CEO, NASPA Join Penny Rue, NASPA past board chair, and Kevin Kruger, NASPA president, for a morning fireside chat. Their conversation will address the ever-changing landscape of institutions of higher education, and the unique role of student affairs professionals in supporting student success.	Empire A/B
9:45 AM - 10:45 AM	CONCURRENT SESSIONS 8	
  	A Tale of Two Campuses Sustaining and Growing Campus Wellness Coalitions <i>CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC</i> Presenters: Ashley Hinton-Moncer , Student Wellness Director, University of Kentucky; Brittany O'Malley , Assistant Director for Prevention, University of Texas at Austin Wellness coalitions and their models for success and engagement have evolved in recent years as the need to unite outside of siloes on campuses to improve well-being has increased. Presenters will explore what this looks like from two campus perspectives. Presenters will highlight foundational frameworks, successes, and lessons learned at their own institutions, and discuss how wellness coalition leadership may collaborate across institutional lines to enhance this work going forward. Learning Outcomes: <ol style="list-style-type: none">1. Describe the importance of collaboration on a large campus, utilizing tangible and adaptable frameworks to replace traditional reactive, siloed, programmatic responses to student well-being issues.2. Summarize successes and challenges in collaborating across campus and across institutions to promote well-being.3. Inspire a call to action for wellness coalitions across the country to come together to learn and collaborate.	Strand 11A

MH



Advancing Mental Health Through a Racial Equity Framework: Considerations for Implementing a Campus-Wide Wellness Model

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Brandon Bell**, Assistant Director, Elon University; **Larry Mellinger**, Director, Campus Recreation and Wellness, Elon University

As campuses develop proactive, institutional plans to address issues of mental health and wellness, collaborative, equity-based partnerships are essential to the strategic implementation of successful initiatives. Presenters will explore opportunities and challenges with developing campus-wide approaches to engage students from marginalized identities in capacity building and help seeking behaviors to improve the well-being of the entire campus community.

Learning Outcomes:

1. Identify opportunities and challenges with adopting a campus-wide framework.
2. Utilize a racial equity lens to explore the effectiveness of wellness initiatives.
3. Identify three partners to connect with to advance wellness of marginalized on their campus.

SVPR



Beyond Checking the Box: Creating Engaging Sexual Violence Prevention Programming

Foster 2

CONTINUING EDUCATION: CHES

Presenter: **Christian Murphy**, CoFounder and CEO, Catharsis Productions

Is your institution's approach to sexual violence prevention about checking a box or changing your campus culture? Convert compliance mandates and education into conversation and increase likelihood of culture change. Participants will learn how a non-traditional prevention education approach in unison with best practices in violence prevention education has significantly impacted attitudes and behavior at various institutions. New tactics will be shared to help participants design prevention messaging, online and in-person, that truly engages students.

Learning Outcomes:

1. Identify how best practices touted in the landmark study "Principles of Effective Prevention Programs" are applied in specific prevention programming and the data that showcases the efficacy of the approach.
2. Understand how different modalities of programming (e.g., lecture, workshop, online training, etc.) can be optimized in a tiered education curriculum over a student's college experience.
3. Identify how to appropriately apply proven, yet less-conventional pedagogical tools, like the strategic use of humor, to make prevention education more impactful.

9:45 AM - 10:45 AM

CONCURRENT SESSIONS 8

WHPL



Blood, Sweat, Pearls, and Tears: Female Leadership in Male STEM College Culture

Bolden 2

CONTINUING EDUCATION: NASW; NBCC

Presenter: Jacqueline Wilson, Associate Dean of Student Affairs, Rose-Hulman Institute of Technology

In 2019, women make up about 22% of the student body at this traditional engineering institution. New female leadership hires in student affairs, diversity and inclusion, and student success challenge institute best practices and historical commitment. Leveraging partnerships to impact organizational structures, political environment, and student development theory has been essential for women in positions of authority on campus. The presenter will explore the leadership navigation between theory and power at a historically male STEM institution.

Learning Outcomes:

1. Assess campus climate in terms of health and wellness to inform and impact current campus culture.
2. Learn how to leverage partnerships to create cross-campus work groups to include both academic and student affairs constituents.
3. Find a balance between current student development best practices and historical traditions on campus that may be in conflict.

AODVP



Cultivating Partnerships with Fraternity and Sorority Life for Prescription Drug Misuse Prevention

Bolden 6

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Molly Downing, Senior Lecturer, The Ohio State University; **Kyle Pendleton**, Senior Director of Harm Reduction and University Relations, Zeta Tau Alpha Fraternity and Foundation

Campuses need collaborative partnerships in order to implement sustainable prescription drug misuse prevention strategies. Presenters will equip participants with practical approaches and resources to meet this need through analyzing a peer education model that engages students within fraternity and sorority life. Participants will also examine examples of how campus communities are implementing both individual and environmental strategies to prevent prescription drug misuse, and discuss how to adapt this model locally.

Learning Outcomes:

1. Discuss effective approaches for cultivating partnerships with fraternity and sorority life that facilitate implementation of prescription drug misuse prevention strategies.
2. Analyze an engagement model by which campus partners are effectively disseminating prescription drug misuse prevention programming among fraternity and sorority life communities.
3. Identify effective individual and environmental prescription drug misuse prevention strategies that target young adults and campus communities.

WHPL



Getting the Data Off of Your Desk and Into Campus Dialogues

Foster 1

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenter: Lisa Schrader, Director of Health Promotion, Middle Tennessee State University

You made the effort to administer a health assessment on your campus, and your results reports have finally arrived - now what? The presenter will help attendees better understand their data sources and how they can use them to effect positive change on their individual campuses. The presenter will also share dissemination and programming strategies to bring data into conversations with students and faculty/staff. Participants will also brainstorm additional strategies and troubleshoot any anticipated obstacles.

Learning Outcomes:

1. Discuss guiding questions to ask to determine the content of your data and its validity.
2. Identify three potential audiences with whom you could share your data to effect measurable changes.
3. Describe at least three strategies or mechanisms for sharing your data with other stakeholders.

WHPL



Implementation Strategies to Support Freshman Mental Health and Wellness

Strand 11B

CONTINUING EDUCATION: APA; CHES; NASW; NBCC

Presenters: Glenn Albright, Associate Professor, Baruch College, City University of New York; **Sarah DeWitt**, Coordinator of Health Education and Wellness Promotion, University of Dayton; **Amy Gatto**, Director Center for Transdisciplinary Research in College Health and Well-being, University of South Florida; **Melissa Longino**, Associate Vice President of Health Education and Wellbeing, University of Dayton; **Angela Taylor**, Assistant Dean of Students, University of Louisville

In this panel presentation, presenters will overview implementation strategies utilized in driving mental health initiatives that focus on incoming students. These initiatives are designed to facilitate student wellness and the identification and referral of at-risk students, address stigma, and provide freshman with a variety of tools to manage the stress associated with academic life.

Learning Outcomes:

1. Understand the role of mental health in student success.
2. Describe successful implementation strategies developed by several universities to recruit freshman students to participate in mental health and wellness programs.
3. Understand the Theory of Planned Behavior and the Jed Foundation's model of Comprehensive Mental Health Promotion and Suicide Prevention as public health models that drive implementation strategies used by universities and colleges.

9:45 AM - 10:45 AM

CONCURRENT SESSIONS 8

AODVP



Intersectional Recovery: Gender Identity and Sexuality Inclusivity in Collegiate Recovery Spaces

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Ashley Dickson, Recovery Program Specialist, Tompkins Cortland Community College

As more young people become comfortable with expressing their gender identities and sexual orientations, the importance of intersectional services addressing a unique spectrum of needs grows. Students in the LGBTQIA+ community face challenges that are often overlooked by student services. Providing intersectional opportunities for student engagement is therefore key to encouraging a healthy campus. These services should include safe spaces around campus, including recovery spaces, and education on the risk factors for different groups.

Learning Outcomes:

1. Understand the statistical risk factors for AOD issues and substance use disorders within the LGBTQIA+ community.
2. Explain the importance of inclusive supports for LGBTQIA+ students.
3. Assess the services available on campus for LGBTQIA+ inclusivity and create a basic framework to improve services.

Empire D

AODVP



Meaningful Strategies to Move Forward: Understanding and Managing Current Challenges and Obstacles

CONTINUING EDUCATION: CHES

Presenters: David Anderson, Professor Emeritus, George Mason University; **Joseph Espinoza**, Case Manager, Student Outreach and Support, University of Denver

Professionals' well-intended, heart-felt efforts addressing drug and alcohol issues often face a variety of challenges. By identifying and understanding personal, institutional, community, and other challenges, strategies can be orchestrated to aid professionals' commitment and desired outcomes. Presenters will share results from an assessment of student affairs professionals regarding current challenges and highlight similarities with obstacles identified three decades ago. Attendees will discuss strategies to address obstacles - large and small - in strategic ways.

Learning Outcomes:

1. Learn current challenges and obstacles facing campus professionals with addressing drug and alcohol issues.
2. Gain insights about what makes these challenges pervasive over time.
3. Identify specific immediate and longer term practical approaches for systematically addressing these challenges.

Strand 13A

MH



Real Varsity Blues: Forming Community Collaborations to Address the Mental Health Crisis

Strand 12A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Brett Donnelly**, Clinical Psychologist/CEO, Acacia Counseling and Wellness; **Jill Dunlap**, Director for Research and Practice, NASPA; **Keith Higginbotham**, Clinical Psychologist/CEO, Acacia Counseling and Wellness

There is not a day that goes by without headlines focused on the mental health crisis on college campuses. Collaborating with community-based providers is one powerful way institutions can meaningfully partner to address the ever-increasing mental health needs of their students. But not all community providers are created alike, and creating seamless support services for students takes some careful crafting. Presenters will explore the benefits of these collaborations in addressing the college mental health crisis.

Learning Outcomes:

1. Identify the challenges in current trend models for working with community counseling partners in meeting the needs of students.
2. List the ways that intentional partnerships with community partners can provide solutions to current challenges faced by campus counseling centers.
3. List the range of ways that campus counseling centers can harness community partnerships to serve a more diverse range of students.

SVPR



Risk Factors for Male-Perpetrated Sexual Violence at Institutions of Higher Education

Strand 12B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: **Bridget Steele**, PhD Student, University of Oxford

Sexual violence at institutions of higher education (IHEs) is a prevalent and complex public health issue. This research is the first systematic review to meta-analyse all available evidence for risk factors of male perpetrated sexual violence at IHEs. This unique study provides a comprehensive understanding of what predicts sexual violence perpetration to inform the development of effective interventions. Specifically, it finds perpetration prior to attending an IHE to be the greatest predictor of IHE student perpetration.

Learning Outcomes:

1. Understand the state of existing research and theory on sexual violence perpetrator characteristics at higher education institutions.
2. Understand how to appropriately collect, analyse, and interpret data regarding sexual violence perpetration among higher education students and understand the strengths and limitations of using different research methods.
3. Know how to apply research knowledge to practice by specifically targeting prevalent and salient risk and protective factors in the design of sexual violence prevention and intervention programming.

9:45 AM - 10:45 AM

CONCURRENT SESSIONS 8

SVPR



Sexuality Education Through an Anti-Oppressive, Pleasure-Centered Lens

Bolden 5

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenter: Jenna Emerson, Health and Sexuality Educator, University of Vermont

Living in a sex-negative society where fear-based, abstinence-only education is rampant, first-year students arrive with little, if any, positive sexuality education. College students need more than policies, definitions, and condoms. During this session, the presenter will share tangible strategies for creating programs and initiatives around sex and sexuality that are pleasure-centered, nuanced, and shame-free through an anti-oppressive lens. Learn how to incorporate this framework into prevention initiatives, outreach programs, communications, and peer educator training curricula.

Learning Outcomes:

1. Describe the ways in which traditional sexuality education efforts can be oppressive, and then describe a pleasure-centered, anti-oppressive approach to sexuality education.
2. Discuss the ways in which pleasure-centered, anti-oppressive sexuality education can complement and support pre-existing sexual violence prevention efforts.
3. Examine current institutional sexuality education efforts, and identify specific areas that can be altered and/or reimagined to include a pleasure-centered, anti-oppressive framework.

MH



Spectrum of Mental Health and Wellness: Supporting the Graduate Student Experience

Strand 13B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Christine Gibo, Assistant Dean of Students, Stanford University; **Ken Hsu**, Director and Associate Vice Provost, Stanford University

Mental health professionals are no longer the sole providers of wellness support to graduate students. Support for mental health can vary from diagnosed illness to the stresses of academic demands. Conversations about mental health are necessary to normalize seeking help and destigmatize mental illness. Presenters will introduce a framework that assesses health concerns and maps resources. Participants will reflect on their work, campus climate, and resources to develop approaches to graduate student well-being.

Learning Outcomes:

1. Explain the Graduate Life Office's Mental Health And Wellness framework, including an understanding of the development of this framework and how it can reduce stigma and normalize mental health conversations.
2. Learn how to use the tool to map the appropriate resources for specific wellness concerns.
3. Review and address ways to operationalize the tool through case management and outreach to constituents, including faculty.

SVPR



The Intersections of the Clery Act and Title IX

Empire C

Presenters: **Lindy Aldrich**, Deputy Director, Victim Rights Law Center; **Laura Egan**, Senior Director of Programs, Clery Center; **Ruth Vaughan**, Staff Attorney, Victim Rights Law Center

A lecture-based presentation highlighting distinctions between Clery Act requirements already in place guiding disciplinary procedures for student and employee cases of dating violence, domestic violence, sexual assault, and stalking with new regulations in place under Title IX for handling such types of proceedings. Presenters will examine Clery-required disciplinary procedure policy elements; evaluate promising practices for enacting those requirements; and highlight areas that intersect with Title IX and areas that require further Title IX specification.

Learning Outcomes:

1. Review the requirements for disciplinary procedures for student and employee cases of dating violence, domestic violence, sexual assault, and stalking within the VAWA Amendments to Clery.
2. Identify areas where Clery requirements intersect with Title IX requirements, based on the new regulations and whether these intersections complement Clery requirements or challenge them.
3. Suggest strategies for representing the requirements for both Clery and Title IX in policies and for adjusting procedures to best comply with both laws.

WHPL



Roundtable Session: A Seat at the Table: Leadership Development for Upward Mobility

Strand 1

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Shawnté Elbert**, Associate Dean of Health and Wellness, Central Washington University; **Sislena Ledbetter**, Executive Director for Counseling Health and Wellness, Western Washington University

Two senior administrators will share management tips, application and interview techniques, and leadership skills learned along the way in their transition to administrators. All participants will find something helpful in this interactive workshop. The presenters will provide insight on goal setting, finding a mentor, becoming a senior administrator, and practical tips for professionals at any stage of their career. Particular attention will be paid to navigating the application process, moving from a director of one office and budget to multiple offices and budgets, time management, and work-life balance. The perspectives of people of color and women will also be highlighted in this presentation.

Learning Outcomes:

1. Learn strategies to succeed in a job search for upward mobility.
2. Be exposed to time management techniques that are helpful when moving into a management role and workload increases.
3. Increase understanding for managing multiple departments outside of their expertise.

9:45 AM - 10:45 AM

CONCURRENT SESSIONS 8

AODVP

**Roundtable Session: Beyond Prevention: Leveraging Peer Education to Create Recovery-Ready Campuses**

Strand 8

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Kristina Canfield**, Substance Abuse Prevention and Recovery Coordinator, University of Alabama at Birmingham; **Mandy Parente**, Interpersonal Violence Prevention Coordinator, University of Alabama at Birmingham; **Gabrielle Smartt**, Graduate Associate, University of Alabama at Birmingham

Building a strong continuum of care in regards to substance use disorders is vital and peer education plays an important role in both advocacy and support on college campuses. Moving beyond prevention, peer education models can be utilized to support students in recovery, as well as to advocate for a recovery ready community on our campuses. Peer educators should understand recovery-friendly language and be encouraged address recovery in all ATOD programming.

Learning Outcomes:

1. Understand the history and role of collegiate recovery efforts on the college campus.
2. Understand the unique challenges that students in or seeking recovery face on the college campus.
3. Discuss how bridging peer education and collegiate recovery communities can build a stronger recovery ready community on campus.

SVPR

**Roundtable Session: Learning In Place and Beyond: Cultivating Mentoring Relationships in SVPR Work and Scholarship**

Strand 7

CONTINUING EDUCATION: NASW; NBCC

Presenters: **Jennifer E. Henkle**, Program Manager, Culture of Respect Collective, NASPA; **Anna Sotelo-Peryea**, Assistant Director, Violence Prevention Coordinator, University at Buffalo SUNY; **Jacki Stone**, Director of Student Well-being, Johns Hopkins University

The work and scholarship of sexual violence prevention and response (SVPR) can be difficult and often isolating. This semi-structured session will include larger group discussion and small group networking activities which serve to identify opportunities for mentorship for participants who are interested in growing in their current positions and also those who are looking to step into their next role.

Learning Outcomes:

1. Describe 2-3 areas of mentorship that are broadly applicable to SVPR work and scholarship and also to participants' own experience.
2. Summarize 1-2 professional or scholarship goals participants have for themselves in the next 3-5 years.
3. Prepare 1-2 action steps participants can take to initiate or advance a mentoring relationship in line with goals.

11:00 AM - 12:00 PM

CONCURRENT SESSIONS 9

MH



A Bold Commitment to Collaborative Care: Limiting the Use of Involuntary Hospitalization

Bolden 5

CONTINUING EDUCATION: APA; NASW; NBCC

Presenters: **Connie Briscoe**, Director of Wellness Center, Rollins College; **Carrie Glatting**, Assistant Director of Student and Family Care, Rollins College; **Penelope Strater**, Director of Student and Family Care, Rollins College

Rollins College is a small private liberal arts school with capacity to provide individualized care for students. The campus decided to make every effort to avoid involuntary hospitalization of students with suicidal ideations. This initiative was developed by our CAPS team, who provides clinical assessment and treatment to students in crisis, while collaborating with multidisciplinary teams across the College to ensure students' well-being. Presenters will share processes, collaborative practices, and tools that make this a reality.

Learning Outcomes:

1. Explain why avoiding involuntary hospitalization is beneficial to our students with suicidal ideations.
2. Describe tools utilized for suicide prevention, including CAMS, QPR, WellTrack and Well Connect.
3. Understand intentional collaborative efforts in our protocols, tools, and processes to ensure success with avoiding involuntary hospitalizations.

AODVP



"Communiversality:" Campus and Community Collaboration to Address Substance Misuse

Strand 12A

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Dave Closson**, Director, MidAmerica PTTC; **Ryan Snow**, Police Officer

What happens on campus doesn't stay on campus. Substance misuse and related negative outcomes impact those on campus and the surrounding community. A comprehensive approach involving individual and environmental strategies is best. On-campus, we may have the resources to implement individual strategies. However, to successfully implement environmental change strategies, you will need to involve multiple partners and work across settings. The presenters in this session will detail the principles of collaboration across the Strategic Prevention Framework; identify needs and opportunities; analyze and engage stakeholders; and keep collaboration moving forward. Participants will hear real-world case studies and leave with collaboration tools to use on their campus.

Learning Outcomes:

1. Describe opportunities to collaborate across the Strategic Prevention Framework.
2. Create strategies to engage community stakeholders in environmental prevention efforts.
3. Discuss how prevention practitioners can support ongoing community-level prevention strategies.

11:00 AM - 12:00 PM

CONCURRENT SESSIONS 9

AODVP



Empowering Students to Succeed, Not Just to Avoid Alcohol Harms

Foster 2

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Brian Burkhard**, Senior Research Analyst, Impact and Education, EVERFI; **Thomas Hall**, Director, Orange County Drug-Free Office; **Kimberley Timpf**, Senior Director, Impact and Education, EVERFI

In this session, presenters expand the field of evidence-based prevention to include strengths-based approaches informed by positive youth development (PYD) perspective. Presenters will discuss an empirically validated theory of PYD - The Five Cs Model - which links reductions in high-risk behaviors to the promotion of competence, confidence, connection, caring, and character. Presenters will provide actionable steps and a tool that attendees can use to enhance current efforts through the application of this theory-predicated, evidence-based perspective.

Learning Outcomes:

1. Explain the basic principles of the Positive Youth Development perspective and how the theory can apply to prevention work in higher education.
2. Convey data-based insights and an evidence base supporting the ways in which a strengths-based Positive Youth Development approach to prevention can reduce risk behaviors among students.
3. Explain how the PYD approach can apply to existing prevention work at colleges and universities.

AODVP



Engaging Community Colleges in Prevention

Strand 10

CONTINUING EDUCATION: CHES; NASW

Presenter: **Tammy Peck**, Higher Education Prevention Specialist, Texans Standing Tall

Although community colleges do not receive the same media attention as traditional four-year IHEs in regard to alcohol misuse on campus, that does not mean that the same troubles don't exist for non-resident campuses. Our goal has been to identify those community college campuses that need help in making their policies more effective and to assist them in building strong substance prevention strategies customized to their campuses. TST has been able to partner with Tarrant County Community College District to implement just that: a Screening and Brief Intervention event to focus on first-year students and practice prevention strategies on campus and in the community. This project has been shown to help reduce risky drinking behavior among college students in Texas.

Learning Outcomes:

1. Discuss how to engage community colleges in prevention programs.
2. Address the prevention needs of community colleges with a focus on first year students.
3. Identify college campuses that need help in making their policies more effective and assist them in building strong substance prevention strategies customized to their campuses.

11:00 AM - 12:00 PM

CONCURRENT SESSIONS 9

WHPL



Engaging Peer Educators in Wellness Promotion

Strand 13B

CONTINUING EDUCATION: CHES

Presenter: Jordan Helbergier, Wellness Coordinator Outreach and Programs, The Ohio State University

The Ohio State University Office of Student Life's Student Wellness Center utilizes peer educators to promote wellness through one-on-one services, presentations, and outreach events. The presenter will provide an overview of the Student Wellness Center and will discuss the evolution of peer education at Ohio State. Details of the recruitment and training of new peer educators will be specifically discussed. Additionally, presenters will share innovative, assessment-driven peer-led programs addressing high-risk behaviors on the college campus.

Learning Outcomes:

1. Examine and assess the benefits of using peer health education at large institutions to advance wellness through different programming models.
2. Understand how the Student Life Student Wellness Center focuses on the importance of student development to train volunteers as effective peer educators.
3. Develop new ideas for recruiting, training, and implementing peer education programs on participants' campuses.

WHPL



Infusing Well-being Spheres into Campus Programs and Events

Strand 12B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Mallory Morehouse, Associate Director of New Student Orientation and Family Programs, SUNY Alfred State College of Technology; **Troy Morehouse**, Director of Student Engagement, SUNY Alfred State College of Technology

On campuses, many students are experiencing financial hardships, are feeling overwhelmed about making new friends, and often are leaving their homes for first time. In an effort to combat these problems, the offices of Student Engagement and New Student Orientation began infusing Well-being Spheres into all programming. Presenters will discuss how this was accomplished, what we learned, and how we have grown the program.

Learning Outcomes:

1. Learn the concept of Gallup's Five Spheres of Wellbeing: Financial, Community, Career, Physical, and Social.
2. Learn the process and evolution of utilizing these Five Spheres of Well-being as a programming model.
3. Understand the data gathered at Alfred State based around the Five Spheres of Well-being, and how we have been able to engage students.

11:00 AM - 12:00 PM

CONCURRENT SESSIONS 9

MH



Integrating NADA Acupuncture Protocol to Increase Student Retention and Engagement

Bolden 2

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Sarah Lawson**, Assistant Director, Health Education and Promotion, Colorado State University-Pueblo; **Marla Lucero**, Licensed Professional Counselor, Colorado State University-Pueblo; **Kayliegh Traverso**, Administrative Counseling Specialist, Colorado State University-Pueblo

Adulthood is a time of self-growth, exploration, and development. However, for the many individuals this significant transition is challenging and takes a toll on their overall health and well-being. While some students seek out traditional counseling services, it can be difficult for others. In this session, presenters will highlight how NADA Acudetox can be integrated as an alternative wellness service universities can offer to alleviate anxiety, stress, and substance abuse.

Learning Outcomes:

1. Gain a better understanding of the benefits associated with NADA Five Point Acudetox Protocol.
2. Identify the rate of success correlated with NADA Five Point Acudetox Protocol.
3. Learn ways to design and integrate NADA Five Point Acudetox Protocol into daily best practices.

SVPR



Partnering with Athletics to Build a Culture that Inhibits Sexual Violence

Empire D

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Alicia Leizinger**, Health Promotion Specialist, University of Minnesota; **Peyton Owens**, Senior Associate Athletics Director for Leadership Development and Strategic Partnerships, University of Minnesota

University of Minnesota Athletics began a partnership with campus health promotion in Fall 2018 to create a culture that prevents sexual violence. Together with student-athletes, we are building evidence-based, mutually reinforcing strategies within athletics to increase bystander intervention behavior and better support victim-survivors. Presenters will summarize our approach, discuss challenges and successes, and provide a model for other universities looking to employ prevention strategies at all levels of the social ecological model.

Learning Outcomes:

1. Gain insights about successfully partnering with athletics departments on sexual violence prevention efforts.
2. Apply a public health model to sexual violence prevention and leave with new ideas for sexual violence prevention strategies that focus on interpersonal, departmental, and institutional change.
3. Learn how to implement and evaluate a peer-facilitated discussion-based bystander intervention training model that uses a social norms approach.

11:00 AM - 12:00 PM

CONCURRENT SESSIONS 9

WHPL



Population Survey as a Starting Point: Using Data to Enhance Equity Strategy Strand 11A

CONTINUING EDUCATION: CHES/MCHES; NASW; NBCC

Presenters: **Lauren Martinez**, Senior Biostatistician, University of Southern California; **Naddia Palacios**, Senior Director of Student Equity and Inclusion Programs, University of Southern California

Data are invaluable to support advocacy and decision-making around equity on campus. Primary findings from population-level surveys are just a start. Presenters will describe how data from the Healthy Minds Study can be used in various ways: to better understand needs of underrepresented groups, especially when identities intersect; to create key performance indicators; to establish benchmarks that can be used alongside program evaluation data; and to inform future original research projects.

Learning Outcomes:

1. Describe the value in using data to advance equity-related outcomes.
2. List opportunities to use data products from a population-level survey in practice.
3. Describe a workflow for disaggregating data from a population-level survey.

MH



PREVIEW: a Two Day Preorientation Mental Health Program for Freshmen Strand 11B

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: **Kyra Babakian**, Case Manager/Psychotherapist, Massachusetts College of Art and Design; **Reihonna Frost-Calhoun**, Graduate Student Intern/Coordinator of Peer Health and Wellness Student Leaders, Massachusetts College of Art and Design; **Betsy Smith**, Director of Counseling and Wellness Center, Massachusetts College of Art and Design; **Liz Smith-Freedman**, Associate Dean, Massachusetts College of Art and Design; **Christopher Wright**, Dean of Admissions and Enrollment Management, Massachusetts College of Art and Design

Presenters will describe a two day pre-orientation pilot program for incoming accepted first-year students who self-identified in their admissions application as having struggled with mental health issues. The purpose of the program is three-fold: to introduce these students to student leaders, professional supports, and psychoeducation regarding stress reduction skills. Presenters will describe the role of stakeholders in this cross-campus collaboration, including admissions, counseling and academic support services, as well as discussing the assessment measures and early results of the program.

Learning Outcomes:

1. Understand the potential benefits of creating a pre-orientation program for students who have identified themselves as having a history of mental health concerns.
2. Comprehend a framework for outreaching to students and creating programming that will help them to feel more able to thrive at college.
3. Utilize knowledge of a pre-orientation pilot program framework to think critically about how it could be applied to students at their own institutions of higher learning.

11:00 AM - 12:00 PM

CONCURRENT SESSIONS 9

SVPR



Public Health and Social Justice: Engaging the Unengaged in Violence Prevention

Bolden 6

CONTINUING EDUCATION: CHES; NASW

Presenter: Megan Johnson, Health Promotion Specialist, University of Florida

Violence on college campuses negatively impacts student success. Data consistently show that certain groups tend to be at an increased risk for victimization and other groups more likely to perpetrate. In this lecture style and discussion based session, the presenter will describe the intersection of social justice and public health and how to utilize the foundations of both to develop violence prevention programs that engage students who are not traditionally engaged in violence prevention efforts.

Learning Outcomes:

1. Explain the importance of tailoring violence prevention for different populations.
2. Describe the intersection of public health and social justice as it relates to violence prevention.
3. Identify strategies for engaging populations that are not traditionally engaged in violence prevention efforts.

AODVP



Recovery Ally Training: Creating a Recovery Ready Campus

Foster 1

CONTINUING EDUCATION: CHES; NASW; NBCC

Presenters: Annette Baldwin, Assistant Director of the University Counseling Center, Southeastern Louisiana University; **Madison Evans**, Coordinator of Collegiate Recovery, Southeastern Louisiana University

The Recovery Ally training offered through Southeastern Louisiana University's Counseling Center and Collegiate Recovery Program trains faculty and staff to be supportive of students in recovery from drugs and alcohol. By the end of this session, attendees should be able to demonstrate empathy and compassion towards those in recovery by understanding that recovery is a long-term process with unique implications for students.

Learning Outcomes:

1. Confront myths and stigma regarding substance use disorder and recovery.
2. Use appropriate language related to substance use disorder and recovery.
3. Help identify resources your campus has for students in recovery and understand how to access those services.

11:00 AM - 12:00 PM

CONCURRENT SESSIONS 9

SVPR



Rolling With Rejection

CONTINUING EDUCATION: CHES; NASW; NBCC

Strand 13A

Presenter: Jean Semelfort Jr, Prevention Programs Manager, Princeton University

Universities have traditionally overlooked the opportunity to engage the very individuals who are critical in the fight against sexual assault and sexual violence: male students. Rolling with Rejection (RwR) is an evidence informed 90 minute workshop that engages participants in discussion surrounding the problematic intersectionality of rejection, toxic masculinity and sexual violence. RwR specifically focuses on recruiting male students as allies in the prevention of sexual violence on campus. This training teaches educators how to facilitate RwR and use it as a framework for engaging male students in dialogue on toxic masculinity and sexual violence, in order to promote awareness of sexual violence prevention.

Learning Outcomes:

1. Address toxic masculinity by recognizing and validating the ways in which it has impacted the lives of boys and men.
2. Learn concrete tools grounded in cognitive behavioral techniques to bring back to campus to better engage male students in discussions surrounding toxic masculinity.
3. Learn how to create the necessary safe space for male participants to build awareness towards toxic masculinity, understand its intersection with sexual violence, and develop intrinsic motivation to challenge.

MH



Wellness as Social Justice: Intentional Collaboration between Wellness and Cultural Centers

CONTINUING EDUCATION: CHES; NASW; NBCC

Empire C

Presenter: Amanda Mekhail, Residence Director, University of San Francisco

The presenter will emphasize the need for intentional collaboration between wellness services and cultural centers on university campuses. Previous research demonstrates that students of color experience greater rates of negative mental health outcomes relative to their white-identifying peers, yet they are also shown to underutilize mental health resources. Strategies will be shared in order to bridge this gap.

Learning Outcomes:

1. Learn existing trends in research on topics of belonging and mental health outcomes as it relates to students of color.
2. Gain an understanding of challenges facing mental health services on college campuses.
3. Identify strategies to bridge the gap existing between students of color and mental health services at their home institutions.

1:00 PM - 3:00 PM

WELLNESS AND HEALTH PROMOTION DIRECTORS MEETING

Strand 11B

Join those of us whose primary responsibilities are to champion wellbeing, lead the health promotion process, and/or provide wellness services on our campus. We will debrief our shared learnings from the conference while also drawing on the strength of colleagues to discuss insights, issues and trends facing Health Promotion Directors.

SESSION LISTING BY CONFERENCE: AODVP

THURSDAY, JANUARY 16		Room
10:30 AM - 12:00 PM	Being Prevention When Prevention Isn't "Cool"	Strand 10
10:30 AM - 12:00 PM	Building a Comprehensive and Sustainable Campus Peer Education Program: Lessons from a Program That Has Thrived for 50 Years	Empire C
10:30 AM - 12:00 PM	Collaborative Approach to Opioid Overdose Prevention and Naloxone on College Campuses	Bolden 2
10:30 AM - 12:00 PM	Everyone Needs an Ally: Recovery Ally Training for Targeted Populations	Foster 1
1:30 PM - 2:30 PM	Building LGBTQ Alcohol and Substance Use Outreach and Education with Key Stakeholders	Strand 12A
1:30 PM - 2:30 PM	Building Upon Our History: Sensible Strategies Blending Head and Heart	Strand 11A
1:30 PM - 2:30 PM	Princeton U_Matter: Developing and Sustaining a Collaborative Cross-Topic Active Bystander Initiative	Bolden 1
1:30 PM - 2:30 PM	Stats on Stats: How We Prevent Our Students From Becoming Another National Statistic	Bolden 2
1:30 PM - 2:30 PM	The Collective Impact Model: Effective Backbone Support for Reducing High-Risk Behaviors	Bolden 5
2:45 PM - 3:45 PM	Prevention's Continuing Excellent Adventure: Where We've Been and Where We're Going	Empire C
2:45 PM - 3:45 PM	Together We ROAR: Creating Collaborative Partnerships to Reduce Alcohol Abuse Among Students	Foster 2
2:45 PM - 3:45 PM	When the Sun Goes Down: Using Data to Assess Holistic Approaches to Alcohol-Free Programming	Foster 1
4:15 PM - 5:15 PM	Cannabis vs. the 'M' Word: an Institutional Process to Using Anti-oppressive Language	Empire C
4:15 PM - 5:15 PM	Consent with Benefits: Getting Students to Talk About Sex, Alcohol, and Consent	Bolden 1
4:15 PM - 5:15 PM	Redefining Social Norms Campaigns and Interventions in an Era of Fake News	Foster 2
FRIDAY, JANUARY 17		Room
8:45 AM - 10:15 AM	Creating a Culture of Care: Integrating Self-Care and Trauma-Informed Practices into Alcohol and Drug Interventions	Bolden 6
8:45 AM - 10:15 AM	The Importance of Strategic Planning in Drug Abuse Prevention (Part 1)	Strand 13
8:45 AM - 10:15 AM	Why Students Deserve Adequate Support Services	Strand 11A
10:45 AM - 11:45 AM	Creating a Health Communication Campaign to Address the Intersection of Alcohol and Sexual Consent	Foster 2
10:45 AM - 11:45 AM	Do Good Fences Make Better Neighbors: Environmental Change to Reduce Underage Drinking	Bolden 1
10:45 AM - 11:45 AM	Streamline Alcohol Prevention Planning with 360 Proof	Bolden 5
10:45 AM - 11:45 AM	Will Students Drink? Ask Their Families First	Strand 13
10:45 AM - 11:45 AM	Roundtable Session: The Importance of Strategic Planning in Drug Abuse Prevention (Part 2)	Strand 7

SESSION LISTING BY CONFERENCE: AODVP

FRIDAY, JANUARY 17 (CONTINUED)		Room
1:15 PM - 2:15 PM	Addressing Cannabis and Alcohol Problems: Federal Initiatives Promoting Positive Student Outcomes	Strand 12B
1:15 PM - 2:15 PM	Adverse Childhood Experiences: Why Does It Matter?	Strand 10
1:15 PM - 2:15 PM	Meeting Students Where They Are: Implementing Digital SBIRT Across Campus	Bolden 1
1:15 PM - 2:15 PM	The Color of Drinking: Alcohol as a Social Justice Issue	Empire D
1:15 PM - 2:15 PM	Roundtable Session: Geaux Team! Addressing Tailgating and Game Day Drinking	Strand 7
2:30 PM - 3:30 PM	Creating a Culture of Assessment: Using Data to Drive Your Success	Strand 12B
2:30 PM - 3:30 PM	Implementation Science's Role in the National Consortium of Statewide Campus AOD Coalitions	Foster 1
2:30 PM - 3:30 PM	Not Just Substances: Connecting Substance Abuse Prevention Efforts With Other Well-being Efforts	Empire D
4:00 PM - 5:00 PM	Correcting Misperceptions to Change Substance Use Behaviors: a Campus-Wide Prevention Approach	Strand 13
4:00 PM - 5:00 PM	Campus Police Creating Change! Using Motivational Interviewing on Patrol	Strand 12A
4:00 PM - 5:00 PM	Creating a Network for Comprehensive Alcohol Messaging	Strand 11A
4:00 PM - 5:00 PM	How Can We Help? Utilizing Collegiate Recovery Programs to Support Student Affairs	Strand 12B
4:00 PM - 5:00 PM	Roundtable Session: Navigating Their Normal: Specialized Academic Support for Students in Recovery	Strand 8
SATURDAY, JANUARY 18		Room
9:45 AM - 10:45 AM	Cultivating Partnerships with Fraternity and Sorority Life for Prescription Drug Misuse Prevention	Bolden 6
9:45 AM - 10:45 AM	Intersectional Recovery: Gender Identity and Sexuality Inclusivity in Collegiate Recovery Spaces	Empire D
9:45 AM - 10:45 AM	Meaningful Strategies to Move Forward: Understanding and Managing Current Challenges and Obstacles	Strand 13A
9:45 AM - 10:45 AM	Roundtable Session: Beyond Prevention: Leveraging Peer Education to Create Recovery-Ready Campuses	Strand 8
11:00 AM - 12:00 PM	"Communiversities:" Campus and Community Collaboration to Address Substance Misuse	Strand 12A
11:00 AM - 12:00 PM	Empowering Students to Succeed, Not Just to Avoid Alcohol Harms	Foster 2
11:00 AM - 12:00 PM	Engaging Community Colleges in Prevention	Strand 10
11:00 AM - 12:00 PM	Recovery Ally Training: Creating a Recovery Ready Campus	Foster 1

SESSION LISTING BY CONFERENCE: MH

THURSDAY, JANUARY 16		Room
10:30 AM - 12:00 PM	A University-Wide Team Approach to Behavioral Intervention	Strand 11B
10:30 AM - 12:00 PM	From the Ground Up: Building a Community College Counseling Service	Foster 2
10:30 AM - 12:00 PM	McGill's New Student Wellness Hub: A Holistic Approach to Student Mental Health	Strand 11A
10:30 AM - 12:00 PM	Mental Health Support Strategies for Diverse Student Populations	Strand 12A
1:30 PM - 2:30 PM	Fostering International Student Success with International Student Peer Educators	Strand 11B
1:30 PM - 2:30 PM	Introducing the Clinical Load Index: a New Metric for Counseling Center Staffing	Strand 10
1:30 PM - 2:30 PM	The Road Home: Supporting Students Navigating Their "Return to UNC"	Foster 1
1:30 PM - 2:30 PM	Roundtable Session: Yes, And: Balancing Support and Accountability When Colleagues Struggle	Strand 8
2:45 PM - 3:45 PM	Building and Sustaining a Comprehensive Suicide Prevention Program: Strategies for Success	Empire D
2:45 PM - 3:45 PM	Leveraging the Power of Digital Health and Campus Culture to Combat Loneliness	Strand 11A
2:45 PM - 3:45 PM	Mental Health & College Transition: Mobile Technologies Fostering Campus Care Among First-year Students	Bolden 2
2:45 PM - 3:45 PM	The Pathways to Flourishing: Changing Campus Culture to Promote Positive Mental Health	Bolden 5
2:45 PM - 3:45 PM	Where Wellness Lives: Non-Clinical Explorations of Emotional and Community Well-being	Strand 13A
2:45 PM - 3:45 PM	Roundtable Session: Acknowledging the Elephant: Ethical Self Disclosure in the Clinical Space	Strand 8
4:15 PM - 5:15 PM	Helping Chinese Students Thrive: the Role of Health Promotion in a Global University	Strand 12A
4:15 PM - 5:15 PM	Real Students Real Stories: an Orientation Video to Promote Student Mental Health and Well-being	Foster 1
4:15 PM - 5:15 PM	SANA SANA: Creating a Community Healing Space for Latinx Students at PWIs	Bolden 5
4:15 PM - 5:15 PM	The Social Ecological Model: Enhancing Your Mental Health and Suicide Prevention Initiatives	Strand 11A
4:15 PM - 5:15 PM	Roundtable Session: Power of Positive Psychology: Harness the Evidence-Based Skills of Positive Education to Promote Student Resilience and Success	Strand 8
4:15 PM - 5:15 PM	Roundtable Session: When Their World Falls Apart: Exercising Locus of Control in Crises	Strand 7
FRIDAY, JANUARY 17		Room
8:45 AM - 10:15 AM	Innovative Methods to Address Mental Health and Well-Being Through Collaborative Approaches	Bolden 1
8:45 AM - 10:15 AM	Encore Session: Mental Health Support Strategies for Diverse Student Populations	Bolden 2
8:45 AM - 10:15 AM	Promoting a Non-Diet Weight-Inclusive Campus: Implementation of an Eating Disorder Prevention Model	Foster 2

SESSION LISTING BY CONFERENCE: MH

FRIDAY, JANUARY 17 (CONTINUED)		Room
10:45 AM - 11:45 AM	Meeting the Mental Health Needs of Student Veterans	Strand 10
10:45 AM - 11:45 AM	Promoting First-Year College Student Well-Being and Academic Retention through Peer-Delivered Interventions	Empire C
10:45 AM - 11:45 AM	Strategic Initiatives in Mental Health, Alcohol and Other Drug, Violence Prevention, and Wellness	Strand 11B
10:45 AM - 11:45 AM	Violence Prevention and Mental Health Care Within a New Zealand Tertiary Institution	Strand 12A
10:45 AM - 11:45 AM	Roundtable Session: What If Your Cup Is Empty? How Secondary Stress Impacts Student Affairs Professionals	Strand 1
1:15 PM - 2:15 PM	Building Gatekeeper Skills Among Latinx and Hispanic Students Through a Virtual Role-Play Simulation	Bolden 5
1:15 PM - 2:15 PM	Case Management in Higher Education: Trends, Standards, and Future Directions	Strand 11A
1:15 PM - 2:15 PM	GT CARE: An Innovative and Collaborative Model for Mental Health Access	Strand 12A
1:15 PM - 2:15 PM	Roundtable Session: Global Minds Alliance: Offering Support for International Students to Prevent Acculturative Stress	Strand 1
2:30 PM - 3:30 PM	College Counseling and Men: Where the Boys At?	Foster 2
2:30 PM - 3:30 PM	Creating Programs and Services that Promote the Mental Health of International Students	Strand 13
2:30 PM - 3:30 PM	Critical Incident Response and Recovery Efforts: a Case Study of UNC Charlotte	Bolden 5
2:30 PM - 3:30 PM	Support Students in the Mental Health Crisis: Peer-Based Mental Health Programs	Strand 11A
2:30 PM - 3:30 PM	Roundtable Session: Hear Me Out: Podcasting to Promote Resilience	Strand 1
4:00 PM - 5:00 PM	Let the Dogs In! The Tail of MacEwan's PAWSS Program	Foster 1
4:00 PM - 5:00 PM	"We Aren't Sick but We Aren't Ourselves:" Recognizing and Addressing Compassion Fatigue	Foster 2
SATURDAY, JANUARY 18		Room
9:45 AM - 10:45 AM	Advancing Mental Health Through a Racial Equity Framework: Considerations for Implementing a Campus-Wide Wellness Model	Strand 10
9:45 AM - 10:45 AM	Real Varsity Blues: Forming Community Collaborations to Address the Mental Health Crisis	Strand 12A
9:45 AM - 10:45 AM	Spectrum of Mental Health and Wellness: Supporting the Graduate Student Experience	Strand 13B
11:00 AM - 12:00 PM	A Bold Commitment to Collaborative Care: Limiting the Use of Involuntary Hospitalization	Bolden 5
11:00 AM - 12:00 PM	Integrating NADA Acupuncture Protocol to Increase Student Retention and Engagement	Bolden 2
11:00 AM - 12:00 PM	PREVIEW: a Two Day Preorientation Mental Health Program for Freshmen	Strand 11B
11:00 AM - 12:00 PM	Wellness as Social Justice: Intentional Collaboration between Wellness and Cultural Centers	Empire C

SESSION LISTING BY CONFERENCE: SVPR

THURSDAY, JANUARY 16		Room
10:30 AM - 12:00 PM	Drunk Sex? Finding Common Language to Discuss Incapacity with Students	Empire D
10:30 AM - 12:00 PM	How Can We Stay? Burnout and Vicarious Trauma in Prevention Work	Bolden 5
10:30 AM - 12:00 PM	More Than Words: Embedding an Intersectional Praxis in Campus Sexual Misconduct Initiatives	Bolden 1
1:30 PM - 2:30 PM	An Intersectional Theory of Change and Logic Model for Prevention and Response	Strand 13A
1:30 PM - 2:30 PM	Empowerment Self Defense as a Tool for Healing	Foster 2
1:30 PM - 2:30 PM	Late Breaking Session: Title IX in 2020	Bolden 6
1:30 PM - 2:30 PM	Race Neutral or Racist: Analyzing Hidden Curriculums of Racism Within Prevention	Empire C
1:30 PM - 2:30 PM	Roundtable Session: From Recommendation to Realization: Sexual and Gender-Based Harassment Support for Graduate Students	Strand 1
2:45 PM - 3:45 PM	Prosocial and Resilience Centered Approaches to Sexual Violence Prevention	Bolden 1
2:45 PM - 3:45 PM	Responsibly Navigating Support Services for Both Survivors and Respondents	Strand 13B
2:45 PM - 3:45 PM	Sliding Into Your DMs: Exploring Consent Social Media and Inclusive Survey Design	Strand 10
2:45 PM - 3:45 PM	State Policies on Campus Sexual Assault	Bolden 6
2:45 PM - 3:45 PM	Roundtable Session: Man in the Mirror: Examining Our Own Practices and Behaviors in Prevention	Strand 7
4:15 PM - 5:15 PM	Culturally Competent Sex Communication	Strand 12B
4:15 PM - 5:15 PM	Moving Beyond Compliance: Trauma-informed Response to Disclosure Among Faculty and Staff	Strand 13B
4:15 PM - 5:15 PM	Training Resident Assistants as First Responders: Utilizing Technology to Increase Effectiveness	Strand 13A
4:15 PM - 5:15 PM	Why Can't We Be Friends? Aligning Violence Prevention and Alcohol Initiatives	Empire D
FRIDAY, JANUARY 17		Room
8:45 AM - 10:15 AM	Mitigating the Harm Caused by Sexual Violence Policies	Strand 11B
8:45 AM - 10:15 AM	The Value in the Valley: Lessons Learned While Leading Change	Foster 1
8:45 AM - 10:15 AM	Transcending White Supremacist Violence Towards Healing and Accountability Within Communities of Color	Empire D
8:45 AM - 10:15 AM	Transforming the Physical/Built Environment to Prevent Sexual Violence on Campus	Strand 12B
10:45 AM - 11:45 AM	All In: Tulane's Evidence and Theory Informed Response to Sexual Violence on Campus	Bolden 6
10:45 AM - 11:45 AM	Managing Task Forces: Exploring Best Practices for Task Forces Charged with Addressing Issues of Sexual Misconduct	Empire D
10:45 AM - 11:45 AM	The Date: a Collaborative Student-Led Approach to Sexual Assault Orientation Programming	Bolden 2

SESSION LISTING BY CONFERENCE: SVPR

FRIDAY, JANUARY 17 (CONTINUED)		Room
1:15 PM - 2:15 PM	No Longer a Footnote: Beyond Surface-Level LGBTQ+ Inclusion in Violence Prevention	Empire C
1:15 PM - 2:15 PM	Nonverbal Indicators of Sexual Consent in College Students	Foster 2
1:15 PM - 2:15 PM	Proven and Promising Strategies and Resources for Prevention and Postvention	Strand 13
1:15 PM - 2:15 PM	Using the Clery Act to Create a Sustainable Sexual Violence Conduct Process	Bolden 2
2:30 PM - 3:30 PM	Development of a Prevention of Men's Violence Against Women Champion Committee	Strand 12A
2:30 PM - 3:30 PM	Interpersonal Violence in the Black Community at Predominately White Institutions	Empire C
2:30 PM - 3:30 PM	Sexual Violence Prevention Using a Train-the-Trainer Model: Cost Savings, Creativity, and Community	Strand 10
2:30 PM - 3:30 PM	Roundtable Session: Navigating Relationships Between Prevention Professionals, Victim Advocates, and Public Safety	Strand 7
4:00 PM - 5:00 PM	C.A.R.E. Sisters: Sorority Women Putting an End to Rape Culture	Strand 10
4:00 PM - 5:00 PM	Deep Dive into the Clery Act as a Tool to Support Survivors	Empire D
4:00 PM - 5:00 PM	Exploring Sexual Violence Support and Education for Students from International Pathways	Bolden 6
4:00 PM - 5:00 PM	Gender Dynamics in Sexual Violence Prevention: Empathy, Self-Awareness, and Reducing Reactance	Bolden 5
4:00 PM - 5:00 PM	Roundtable Session: Do I Have to Report? Distinguishing the Different Roles Campus Security Authorities, Responsible Employees, and Mandated Reporters Play	Strand 1
SATURDAY, JANUARY 18		Room
9:45 AM - 10:45 AM	Beyond Checking the Box: Creating Engaging Sexual Violence Prevention Programming	Foster 2
9:45 AM - 10:45 AM	Risk Factors for Male-Perpetrated Sexual Violence Institutions of Higher Education	Strand 12B
9:45 AM - 10:45 AM	Sexuality Education Through an Anti-Oppressive, Pleasure-Centered Lens	Bolden 5
9:45 AM - 10:45 AM	The Intersections of the Clery Act and Title IX	Empire C
9:45 AM - 10:45 AM	Roundtable Session: Learning In Place and Beyond: Cultivating Mentoring Relationships in SVPR Work and Scholarship	Strand 7
11:00 AM - 12:00 PM	Partnering with Athletics to Build a Culture that Inhibits Sexual Violence	Empire D
11:00 AM - 12:00 PM	Public Health and Social Justice: Engaging the Unengaged in Violence Prevention	Bolden 6
11:00 AM - 12:00 PM	Rolling With Rejection	Strand 13A

SESSION LISTING BY CONFERENCE: WHPL

THURSDAY, JANUARY 16		Room
10:30 AM - 12:00 PM	A Systemic Approach to Building an Environment and Culture of Well-being	Strand 13A
10:30 AM - 12:00 PM	Defining Well-being through a Community-based Participatory Approach to Ignite Organizational Change	Strand 12B
10:30 AM - 12:00 PM	The Key to Success: The Impact of Mentoring on Women of Color Health Educators in Higher Education	Strand 13B
10:30 AM - 12:00 PM	Using Improvement Science to Transform the Lives of 20 Million Students by 2030	Bolden 6
1:30 PM - 2:30 PM	Adopting the Okanagan Charter: Exploring the Impact on Canadian Campuses	Empire D
1:30 PM - 2:30 PM	Inter-association Well-being Research Update	Strand 13B
1:30 PM - 2:30 PM	It Takes a Village to Raise a Mindful Community	Strand 12B
1:30 PM - 2:30 PM	Roundtable Session: Wellness Promotion: Development, Collaboration, Action, and Transition	Strand 7
2:45 PM - 3:45 PM	Ensuring Well-being Education for International Students: a Life Skills Course	Strand 12A
2:45 PM - 3:45 PM	Exploring the Role of the AVP for Student Health and Well-being	Strand 11B
2:45 PM - 3:45 PM	Mining and Mapping: Combining Data from Different Surveys to Yield New Insights	Strand 12B
2:45 PM - 3:45 PM	Roundtable Session: Racial Inequities in Preventive Health Behaviors between Black and White College Students	Strand 1
4:15 PM - 5:15 PM	Building Capacity to Lead: Holistic Wellness for Men of Color	Strand 11B
4:15 PM - 5:15 PM	Catching up with the ACHA Research Team: NCHA, NFSHA, and CCHN Updates	Bolden 6
4:15 PM - 5:15 PM	Existential Humanistic Psychology and Higher Education: A Renewed Intersection in Well-Being	Strand 10
4:15 PM - 5:15 PM	Roundtable Session: The Emerging Role of the AVP for Student Health and Well-being	Strand 1

FRIDAY, JANUARY 17		Room
8:45 AM - 10:15 AM	Building Master's in Public Health Program Specifically for Collegiate Health Promotion	Strand 12A
8:45 AM - 10:15 AM	Healthy Campus: The Next Generation	Strand 10
8:45 AM - 10:15 AM	The "Heart" of Leadership	Bolden 5
8:45 AM - 10:15 AM	Using Data to Identify and Address Health Equity Gaps on Our Campuses	Empire C
10:45 AM - 11:45 AM	All is Well in FSL: A Student-Centered Approach to Wellness Programming	Foster 1
10:45 AM - 11:45 AM	Creating Cultures of Health and Well-being: Insights and Lessons Learned	Strand 12B
10:45 AM - 11:45 AM	Death Happens. Are You Prepared?	Strand 11A
10:45 AM - 11:45 AM	Scalable, Data-Driven Health Promotion: Outcomes of a Digital Well-being Platform	Bolden 4
10:45 AM - 11:45 AM	Roundtable Session: Addressing the Sexual Health Needs of College Students in an Abstinence-Only State	Strand 8

SESSION LISTING BY CONFERENCE: WHPL

FRIDAY, JANUARY 17 (CONTINUED)		Room
1:15 PM - 2:15 PM	Community of Practice: Creating Synergy to Advance Well-being	Bolden 6
1:15 PM - 2:15 PM	Recruiting and Retaining People of Color in College Health Promotion	Foster 1
1:15 PM - 2:15 PM	The Power of Data: Utilizing Assessment in Substance Use Intervention Programs	Strand 11B
1:15 PM - 2:15 PM	Roundtable Session: On the Cusp of Culture Change	Strand 8
2:30 PM - 3:30 PM	How to Embed an Ecosystem of Well-being and Happiness Across the University	Bolden 6
2:30 PM - 3:30 PM	Translating Aspirations and Hope for a WellU: Persuasion Planning for Positive Results	Bolden 2
2:30 PM - 3:30 PM	Using Assessment Methods to Inform Graduate Student Services Related to Well-Being	Bolden 1
2:30 PM - 3:30 PM	Well-Being in Academic Affairs: a Case Study in Collaboration Integration and Customization	Strand 11B
2:30 PM - 3:30 PM	Roundtable Session: Cura Personalis: Supporting Spiritually Diverse Students Through Mindfulness and Sleep	Strand 8
4:00 PM - 5:00 PM	Embedding Well-being Strategies Across Student Services	Empire C
4:00 PM - 5:00 PM	Supporting Holistic Student Wellness through Care Services	Bolden 1
4:00 PM - 5:00 PM	True Life: Freshman Orientation- Setting the Stage for Student Well-Being	Strand 11B
4:00 PM - 5:00 PM	Roundtable Session: The Relationship Between Emotional Intelligence, Substance Use, and Graduation Rates among Black Students	Strand 7

SATURDAY, JANUARY 18		Room
9:45 AM - 10:45 AM	A Tale of Two Campuses Sustaining and Growing Campus Wellness Coalitions	Strand 11A
9:45 AM - 10:45 AM	Blood, Sweat, Pearls, and Tears: Female Leadership in Male STEM College Culture	Bolden 2
9:45 AM - 10:45 AM	Getting the Data Off of Your Desk and Into Campus Dialogues	Foster 1
9:45 AM - 10:45 AM	Implementation Strategies to Support Freshman Mental Health and Wellness	Strand 11B
9:45 AM - 10:45 AM	Roundtable Session: A Seat at the Table: Leadership Development for Upward Mobility	Strand 1
11:00 AM - 12:00 PM	Engaging Peer Educators in Wellness Promotion	Strand 13B
11:00 AM - 12:00 PM	Infusing Well-being Spheres into Campus Programs and Events	Strand 12B
11:00 AM - 12:00 PM	Population Survey as a Starting Point: Using Data to Enhance Equity Strategy	Strand 11A

EXHIBITOR LISTING

360 Proof - Bronze Sponsor

360proof.org

360 Proof is a comprehensive planning tool that provides step-by-step instructions and support to address high-risk alcohol use according to current best practices, at no cost to NCAA Division III or NASPA Small College and University members. The NCAA and NASPA created 360 Proof because many small colleges lack the expertise and resources to effectively address high-risk alcohol use.

Acadia Healthcare

www.acadiahealthcare.com

With several treatment programs and tracks designed specifically for emerging adults, Acadia's Higher Education Recovery Coordinator and Treatment Placement Specialists serve as liaisons to the post-secondary educational environment, a link to care best meeting their individual mental and behavioral health needs. We maintain consistent contact with case managers or others responsible for student care and are available when requested on campus.

Active Minds

www.activeminds.org

Active Minds is the nation's premier nonprofit organization supporting mental health awareness and education for young adults. Active Minds has a presence on over 700 colleges, universities, and high schools nationwide powered by our chapter network, Send Silence Packing® exhibit, and our Active Minds Speakers. The organization is dedicated to supporting a new generation in ending the silence and changing the conversation about mental health for everyone.

AlphaPoint.me

www.alphapoint.me

AlphaPoint.me is an Online, video-based resilience program for incoming college students. The focus of the program revolves around drugs and alcohol, mental health, relationships, sexual assault, diversity and civility. The AlphaPoint.me program assists educational institutions in meeting Title IX, Clery Act, and EDGAR Part 86 requirements.

Association for Orientation, Transition and Retention in Higher Education - Cooperating Sponsor

https://www.nodaweb.org/

NODA-Association of Orientation, Transition and Retention in Higher Education is an international association comprised of professional administrators, students, faculty, and related organizations who have met annually for over 40 years. NODA is dedicated to inter-association cooperation, the advancement of professional and ethical standards, and the production of scholarly works.

Association for University and College Counseling Center Directors (AUCCCD) - Cooperating Sponsor

https://www.aucccd.org/

We are a professional community that fosters director development and success. To advance the mission of higher education, we innovate, educate and advocate for collegiate mental health. We are committed to inclusive excellence and the promotion of social justice.

Big White Wall

bigwhitewall.com

Founded in 2007 and available to over 1.5 million students, Big White Wall provides an anonymous online peer-to-peer mental health community and self-help support that is monitored by clinicians 24/7. Our clinicians ensure students are safe, supported and directed to appropriate resources within their campus community - both on campus and remote resources.

Campus Advocacy and Prevention Professionals Association (CAPPA) - Cooperating Sponsor

http://www.nationalcappa.org/

CAPPA is dedicated to providing space for campus-based advocates and prevention specialists to come together to share their expertise, develop best practices, and support each other as professionals in the field. CAPPA is open to advocates and prevention professionals who serve any type of institution of higher education of all affiliations.

Canopy Programs by United Educators

CanopyPrograms.org

Canopy Programs by United Educators provides an affordable solution to your online training needs. Our award-winning learning programs are based on real-life scenarios and are specifically designed to address the issues that threaten the success of educational institutions, such as sexual misconduct, data security, workplace harassment and more.

Catharsis Productions

www.catharsisproductions.com

Catharsis Productions aims to end sexual violence by producing innovative, accessible, and research supported programming that shifts behavior and delivers results. Since 2000, we have developed and delivered live sexual assault and sexual harassment prevention education programming for civilian and military audiences. We are delighted to exhibit for the fifth year in a row. Christian Murphy, the founder and CEO of Catharsis Productions will be presenting, which makes exhibiting even more exciting.

Christie Campus Health - Bronze Sponsor

www.christiecampus.com

Christie Campus Health created CONNECT@College, a tailored solution designed to support students by expanding and complementing campus behavioral health services. The components of CONNECT@College are managed by an experienced team that partners with the counseling center to maintain seamless experience for students that ensures consistent communication, education, and tracking.

Chrysalis Network - Cooperating Sponsor

<http://www.chrysalisnetwork.com/>

Chrysalis Network provides customized and engaging evidence-informed programs and consulting services to colleges, schools, and organizations. We are committed to building a strong professional network, creating space for personal and professional growth, and helping your community reach full capacity to successfully respond to and prevent sexual, domestic, and dating violence.

The Clery Center - Cooperating Sponsor

<https://clerycenter.org/>

The Clery Center empowers colleges and universities to create safer campuses. We connect campus safety professionals with 30 years of experience, unparalleled expertise, and in-depth training, resources, and strategies to understand and implement the Clery Act.

Core Institute

core.siu.edu

The surveys offered by the Core Institute quantify and document college students' attitudes, perceptions, and opinions about alcohol and drugs, the surveys also measure use and consequences of use. The Core Institute has the largest national database on postsecondary educational alcohol and other drug statistics.

The Courage Course

www.thecouragecourse.org

The Courage Course is an innovative leadership and self-defense program that develops college students' mental strength and resiliency to confidently stand up to peer pressure, bullying and sexual assault, so that they can overcome their insecurities and fears and thrive in college and in life.

Culture of Respect

CultureofRespect.org

Culture of Respect, an initiative of NASPA, builds the capacity of educational institutions to end sexual violence through ongoing, expansive organizational change. We work with diverse stakeholders to ensure institutions create policies and programs that support survivors, prevent sexual violence, and communicate that violence is unacceptable.

DJC Solutions, LLC

www.DaveClosson.com

We assist college campuses and communities to improve the effectiveness of their prevention efforts addressing substance misuse and related negative consequences. Our work is collaborative, involving client personnel, resources, and the transfer of skills. Our experience and results indicate that improved prevention outcomes require an investment in people, systems and support.

Drug Enforcement Administration (DEA) - Gold Sponsor

www.campusdrugprevention.gov

While the primary function of the Drug Enforcement Administration is to enforce the nation's federal drug laws, we understand law enforcement alone cannot solve America's drug problem. DEA is pleased to provide institutions of higher education and their surrounding communities with this resource to prevent drug misuse among college students. DEA is committed to promoting the importance of prevention and its role in helping ensure the health and safety of our nation's colleges and universities.

EXHIBITOR LISTING

eCHECKUP TO GO - Gold Sponsor

www.eCheckuptogo.com

The eCHECKUP TO GO programs are online, evidence-based programs for behavior change.

Alcohol - Cannabis - Nicotine - Sexual Violence Prevention - More

- NIAAA rated "Highly Effective"
- Used for Prevention/Intervention (BASICS/SBIRT)
- Developed by University Psychologists
- Used at over 600 universities around the world
- NASPA Recognized

EVERFI

www.everfi.com

For the past 15 years, EVERFI has been the national leader in online prevention and compliance training for over 1,700 colleges and universities. EVERFI's mission in higher education is to support campuses in driving lasting, large-scale change on critical health and safety issues including sexual assault, high-risk drinking, substance abuse, harassment and discrimination, diversity and inclusion, and more.

First Light Web Services

firstlightweb.com

First Light Web Services is the premier provider of cloud-based survey and feedback platforms for education and healthcare markets. First Light is putting the finishing touches on 'IMPACT Feedback' which will replace 'BASICS Feedback' in the coming months.

Generation Rx- The Ohio State University

www.generationrx.org

Generation Rx is a prevention education program, freely accessible at www.generationrx.org that teaches safe medication use across the lifespan. Established in 2007, our resources have been used across the country by pharmacists, educators, coalitions, and community organizations in both classroom and community settings. Each of the five toolkits--Elementary, Teen, University Rx, Adult and Older Adult--rely on developmentally appropriate messages and activities for easy use in your local community.

Get Inclusive

getinclusive.com/naspa

Get Inclusive is the fastest growing prevention and compliance training provider in the country. With our award-winning instructional writers and designers, and innovative training platform, Get Inclusive is powering the next chapter in student and employee training.

Learn more at getinclusive.com/naspa

Health Minds Network

<http://www.healthymindsnetwork.org/>

The Healthy Minds Study (HMS) is an annual web-based survey study examining mental health, service utilization, and related issues among undergraduate and graduate students. Since its national launch in 2007, HMS has been fielded at about 300 colleges and universities, with over 300,000 survey respondents.

Higher Education Case Management Association (HECMA) - Cooperating Sponsor

<https://www.hecma.org>

HECMA is the preeminent organization committed to the advancement of higher education case management. Comprised of professionals from clinical and non-clinical post-secondary settings, HECMA leads the field in developing best practices and standards, disseminating relevant knowledge, and strengthening institutional efforts for holistic care. HECMA provides support to professionals in their collaborative, inclusive approach to promote campus safety and student success.

The Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery

<http://hecaod.osu.edu>

The Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery (HECAOD) provides tools, training, and technical assistance to professionals working to address collegiate substance misuse across the continuum. In addition to ScreenU, a web-based screening program, HECAOD delivers web-based training and hosts an annual conference, the National Meeting.

Imalive LLC

www.imalive.org

Alive! Mental Health Fair is a fun, interactive and educational suicide prevention program aimed at college students. Since 2010, the fair has visited over 145 colleges and universities. The onsite counselors and campus activity coordinators are amazed at how this event, like no other before, raises awareness, trains the students to recognize warning signs and helps start the conversation about mental illness and suicide prevention with the students.

Informed-U

www.informed-u.net

Informed-U helps campuses address sexual violence through a student-centered approach that builds community and improves culture. Our discussion-based program engages students on issues important to them and gives them tools for making a positive impact. Our implementation model allows students to run sessions on a large-scale without burdening administrators.

It's On Us – Cooperating Sponsor

<https://www.itsonus.org>

It's On Us is the nation's leading nonprofit program to combat college sexual assault through peer-to-peer education programs.

The JED Foundation

<https://www.jedfoundation.org/what-we-do/>

We believe in a comprehensive, public health approach to promoting emotional well-being and preventing suicide and substance misuse. The Jed Campus Program is an intensive 4-year collaboration between JED and key stakeholders from across a campus community to assess and strengthen mental health, substance misuse and suicide prevention systems on campus.

Kognito

www.kognito.com

Kognito is a health simulation company that believes in the power of conversation to change lives. We are pioneers in developing research-proven, role-play simulations that prepare individuals to lead real-life conversations that result in measurable changes in social, emotional, and physical health. Our growing portfolio of simulations is used by 300+ leading health, education, government, and nonprofit organizations for professional development and public education.

Made for Freedom

madeforfreedom.com

Made for Freedom products are made by survivors of exploitation and marginalization.

Aware of the issue but unsure how to be part of the solution? Frustrated by not knowing how to get involved? Anyone who is passionate about ending exploitation should have options to get involved. Fighting this atrocity should not be reserved for a few. Finding a way to fight human trafficking SHOULD be easier.

Like you, we are troubled with modern-day slavery. Dignified employment prevents exploitation and restores dignity for survivors by providing a good wage, safe workplace, life skills, job training, and dignity from supporting oneself. Our customers and partners have generated over 15,000 hours of Dignified Employment.

Mantra Health

www.mantrahealth.com

Mantra Health is a comprehensive digital psychiatry service founded by a Columbia University professor. Mantra provides evidence-based psychiatric care through a seamless patient-facing product. Additionally, Mantra's proprietary collaborative care tool integrates with university health and counseling centers, reducing psychiatry waitlists and improving student outcomes, through coordinated care with campus resources.

Mental Health Commission of Canada

www.mentalhealthcommission.ca

The Mental Health Commission of Canada (MHCC) leads the development and dissemination of innovative programs and tools to support the mental health and wellness of Canadians. Through its unique mandate from the Government of Canada, the MHCC supports federal, provincial, and territorial governments as well as organizations in the implementation of sound public policy.

Morneau Shepell

bit.ly/MySSP

Morneau Shepell has been the leading provider of remote international counseling for the past 30+ years. We offer a complete suite of student support programs including 24/7 virtual student counseling - MySSP, mental health awareness training and traumatic event response services to promote institutional well-being, support-seeking behavior and student success.

NASPA Certified Peer Education Training

cpe.naspa.org

NASPA's Certified Peer Educator training is a student empowerment course, which has certified over 250,000 students since 1994. This course guides student leaders through the development and strengthening of foundational-level skills that are critical to all leadership aspects, thus enabling the students on your campus to make a meaningful impact.

EXHIBITOR LISTING

National Association for Campus Activities (NACA) – Cooperating Sponsor

naca.org

The National Association for Campus Activities (NACA) is the recognized leader in higher education providing knowledge, ideas and resources for campus life. We provide our members with programs and events focusing on student and professional leadership development, program planning, concert management, diversity and more. Our school and associate members also have access to one of the largest campus activities networking and talent buying resources in the country.

National Consortium for Building Healthy Academic Communities (BHAC) – Cooperating Sponsor

<https://healthyacademics.org/>

The National Consortium for Building Healthy Academic Communities is setting the standard for health and wellness in academic institutions across the country. We share evidence-based practices to enhance health and wellness from academic communities through networking and collaboration. Our vision is to promote healthy behaviors, creating a comprehensive strategy and best practice methodology that improves the health and wellness of faculty, staff, students and communities.

Nuro Retention

www.nurolearning.com

Nuro Retention is an intuitive and comprehensive predictive analytics and student success platform. Nuro Discovery is a dynamic, non-cognitive student survey that identifies increasingly important life issues and risk factors for today's students including mental health, food & housing insecurity, health & wellness, and personality traits that predict academic success.

Premier Assurance Group

premierassurancegroup.com

Premier Assurance Group SPC Ltd. (PA Group) is a leading international provider of customized insurance solutions for long-term financial and health insurance needs. PA Group is a fully licensed insurance company with two main lines of business. Our international life insurance division issues unit-linked life insurance policies in underserved markets, while our general health insurance division provides major medical insurance policies for local country nationals, expatriates and group benefits.

PG Creative Prevention Campaigns

www.preventioncampaigns.com

PG Creative is a full-service communications agency that specializes in prevention campaigns. For over 15 years, we have worked with non-profits, government agencies and schools nationwide on such topics as alcohol, marijuana, tobacco, prescription drugs and more. We also offer pre-designed campaigns, which can be licensed and customized to fit your specific goals and budget.

PreventConnect - Cooperating Sponsor

<http://www.preventconnect.org>

PreventConnect is a national project of the California Coalition Against Sexual Assault with funding from the U.S. Centers for Disease Control and Prevention (CDC), National Center for Injury Prevention and Control and RALIANCE. The goal of PreventConnect is to advance the primary prevention of sexual assault and relationship violence by building a community of practice among people who are engaged in such efforts. PreventConnect also builds the capacity of local, state, territorial, national and tribal agencies and organizations to develop, implement and evaluate effective prevention initiatives.

ProtoCall Services

protocallservices.com

ProtoCall Services supports over 250 colleges and universities with specialty telephonic behavioral health services. We offer professional crisis assessment and intervention for after-hours and 24/7/365 access, scalable telephone coverage models with customized call handling procedures, and integration with your counseling center's campus partners. 800.435.2197 info@protocallservices.com

PSA Worldwide

www.psacorp.com

PSA Worldwide specializes in providing products to make your job easier! PSA not only has a robust selection of promotional products, but we have proven expertise in developing educational products for awareness programs and campaigns. We've been partnering with prevention, outreach, and military programs for over 19 years by producing products to meet your program objectives.

Ready Education - Gold Sponsor

readyeducation.com

Ready Education helps colleges and universities redefine campus communications. We develop mobile apps that transform the student experience by helping colleges deliver the right information to the right student at the right time. Over 350 institutions rely on Ready Education to seamlessly connect over 1.5 million students with their administrators, their campus, and most importantly, their peers.

Realize Your Resilience, LLC

<https://www.realizeyourresilience.com/>

Realize Your Resilience, LLC recognizes that everyone can live a happier, healthier, more meaningful life when provided the proper support and guidance to foster their resilience. Through education, training and one-on-one coaching, RYR delivers innovative programs and services that propel individuals, schools and organizations toward flourishing and success!

Red Oak Recovery®

www.redoakrecovery.com

Red Oak Recovery® and The Willows at Red Oak Recovery® provide gender-separate, clinically sophisticated, intensive care for young adult men and women, ages 18-30+, struggling with trauma, substance abuse, and co-occurring mental health issues. Clients receive a minimum of 25 clinical hours and 2-3 individual sessions per week with dually-licensed clinicians.

REMS TA Center

<https://rems.ed.gov>

The U.S. Department of Education's Office of Safe and Supportive Schools has administered the REMS TA Center to serve two critical functions to support a safe and supportive learning environment for children, faculty, staff, and others. We build the preparedness capacity (including prevention, protection, mitigation, response, and recovery efforts) of schools, school districts, and institutions of higher education IHEs, and their community partners at the local, state, and Federal levels. We also serve as the primary source of information dissemination for schools, school districts, and IHEs for emergencies via the REMS TA Center Website.

SafeColleges - Bronze Sponsor

<https://www.safecolleges.com/>

SafeColleges, a Vector Solutions brand, is a leading provider of award-winning compliance and prevention solutions that help create safer and more inclusive colleges and universities. Our product portfolio includes management solutions for employee and student training, anonymous tip reporting, incident management, and SDS and chemical management that help campus administrators more efficiently and effectively manage these key areas.

Sanvello

<https://www.sanvello.com/sanvello-for-education/>

Mental health issues reach everyone on campus. Your solutions should, too. Sanvello's clinically-validated tools for emotional resilience and stress relief were designed to meet students where they are. And with over 3 million users and successful higher education partnerships, you can champion Sanvello for your campus with confidence.

SUNY Student Conduct Institute - Cooperating Sponsor

system.suny.edu/sci

The SUNY Student Conduct Institute provides training to staff at public and private institutions of higher education in due process, trauma-informed investigations and adjudications, and other crucial best practices in the process that comply with relevant case law, Title IX, the Clery Act, and state law.

TAO Connect

www.taconnect.org

TAO – Therapy Assistance Online is a suite of online tools for client education, interaction, accountability, and progress assessment to facilitate effective behavioral health treatment and life skills education. TAO can increase capacity, provide immediate access to resources for wait listed students, reach distance and online learners, reduce costs, improve outcomes and provide robust psychoeducational content that can be curated for needs based use across campus.

Theobald Training

theobaldtraining@gmail.com

Providing behavior based "Launch" coaching for students entering college. We help students to identify their own values and expectations around the transition from home to college, help them build their village, and begin to self-manage and hold themselves accountable for living an independent life well.

EXHIBITOR LISTING

ThrivingCampus

www.thrivingcampus.com

ThrivingCampus is a HIPAA compliant web application and referral community that allows your students to connect with off-campus mental health referrals more easily and effectively.

TimelyMD

<https://www.timely.md>

TimelyMD provides thoughtful medical and counseling telehealth services to improve student health, optimize campus resources, and grant peace of mind to students and parents. When it comes to health, students are still learning. That's why we're focused on the unique needs of students and the campuses who care for them.

Titanium Software, Inc.

www.TitaniumSchedule.com

With over 1300 installations, Titanium Schedule is the leading EMR for college counseling centers, and is also in use by student affairs, accessibility, Title IX, case management and assault response professionals. Founded in 1998, Titanium Software, Inc. is dedicated to providing our customers with affordable, secure software and excellent support.

Trusst Health Inc.

trusst.app

Trusst Health Inc. connects students and mental health providers on a secure, HIPAA-compliant app designed to fit today's demanding collegiate experience. Using our platform, users seeking therapeutic support can message with a local expert. Licensed professionals expand their practices while students gain access to the support they need to thrive.

University Counseling Jobs

<http://UniversityCounselingJobs.com>

University Counseling Jobs LLC (UCJ) grew out of PICC (Positions in Counseling Centers) in 2013; in one form or another UCJ has been the premier service for institutions to post positions (no failed searches) and job seekers to find their dream jobs. We get up every morning seeking ways to do this better! See you in New Orleans!

The Virtual Care Group

www.thevirtualcaregroup.com

The Virtual Care Group specializes in providing students with affordable virtual healthcare and mental wellness services anytime, anywhere, from any device. With recent advances in technology, campuses now have the ability to be more engaged in their students care, saving them time and money. For more information, please visit www.thevirtualcaregroup.com

Wellbeing Collaborative at Wake Forest University

WellbeingCollaborative.wfu.edu

The Wellbeing Collaborative at Wake Forest University is a hub for translational research on undergraduate student wellbeing. Administered annually, our national Wellbeing Assessment helps participating schools create evidence-informed wellbeing programs, policies, and practices. Visit our booth to learn more about how our Assessment, tools, and trainings can support your work.

X2AI

X2ai.com

13,000,000 people have access to X2AI's Artificial Intelligence Chatbot called Tess. In 7+ published studies it was found to lower symptoms of depression and anxiety by 18%-28%. Students receive text message invitations for a mental health check, and can continue to chat with Tess, or one of X2AI's 5,000 counselors.

YOU at College

<https://youatcollege.com/>

YOU at College is an online well-being portal that connects students to the right campus and evidence-based/ supported online resources at the right time to prevent the development of academic, physical, and mental health crises. Customized for your campus and personalized for each student, YOU is a scalable intervention that increases the visibility and effectiveness of your campus resources while promoting mental and physical health to foster student resilience, persistence and retention.



24/7 Student Telehealth Medical + Mental Health

Stop by our exhibit table to learn how 24/7 telehealth can help you:

- ✔ Improve student mental and physical health
- ⊕ Optimize campus resources
- Care for the needs of students and families

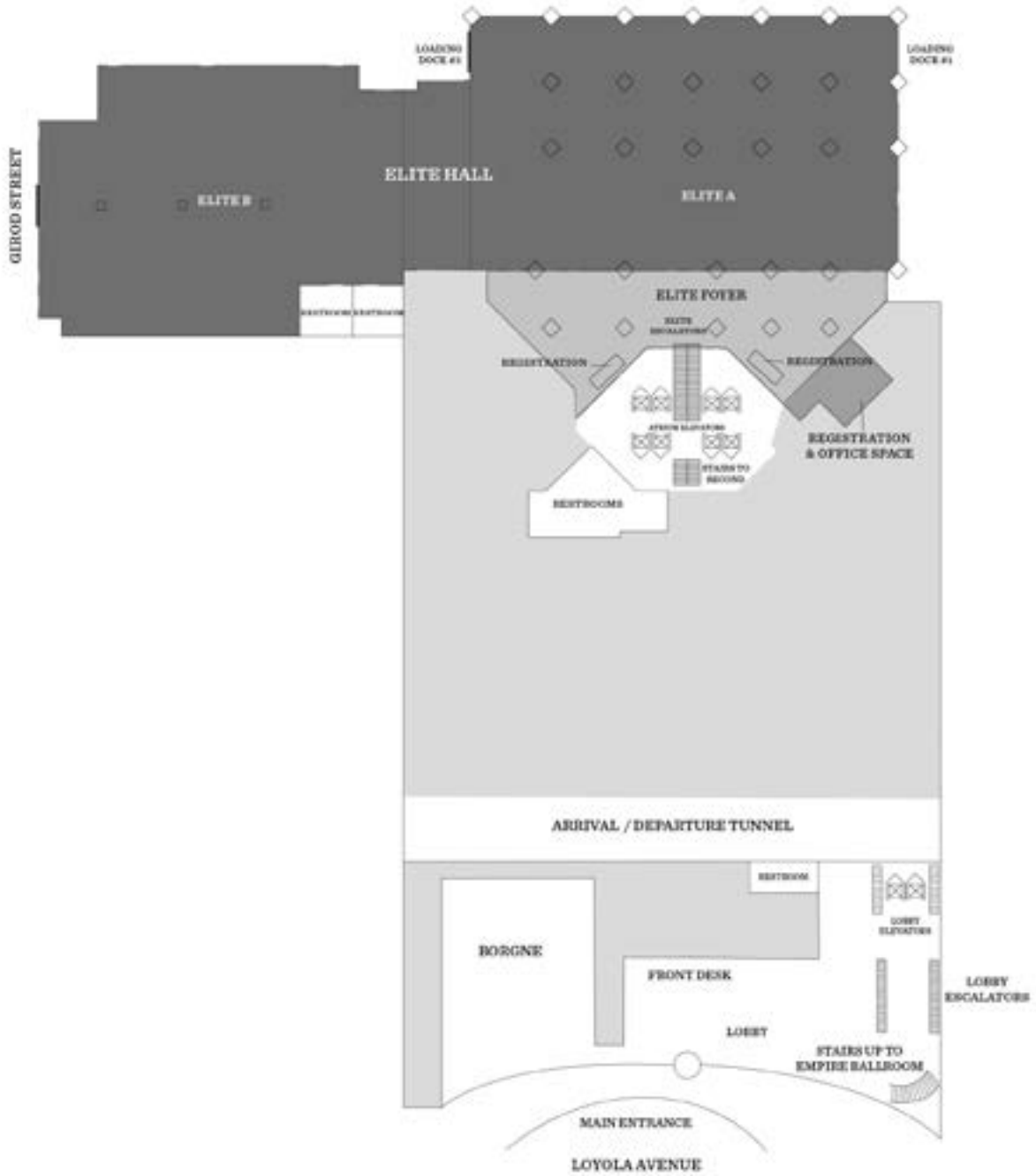
"TimelyMD not only enables us to provide better care for our students, it will also improve public health for our residential community."

Kevin Campbell, *Senior Vice President of Operations, Abilene Christian University*

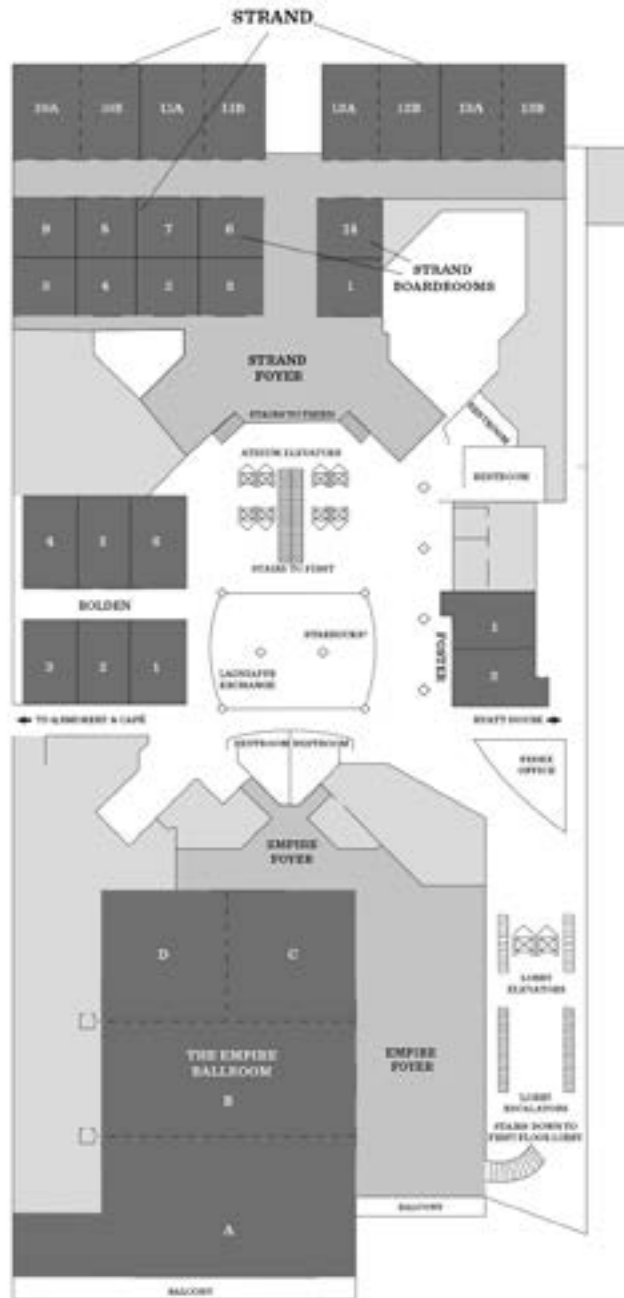
Timely.MD/edu
833.484.6359

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Telehealth for Students

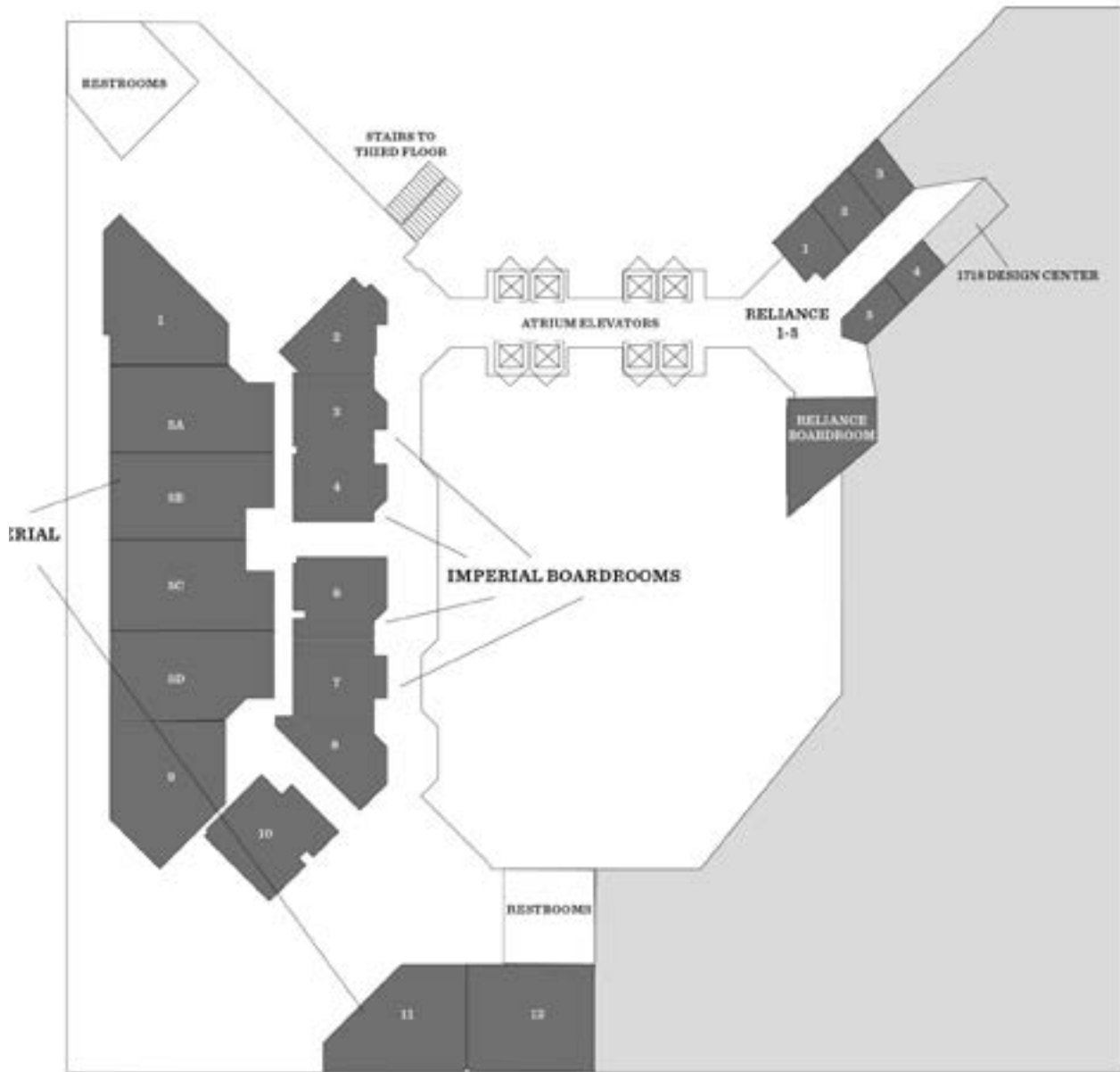
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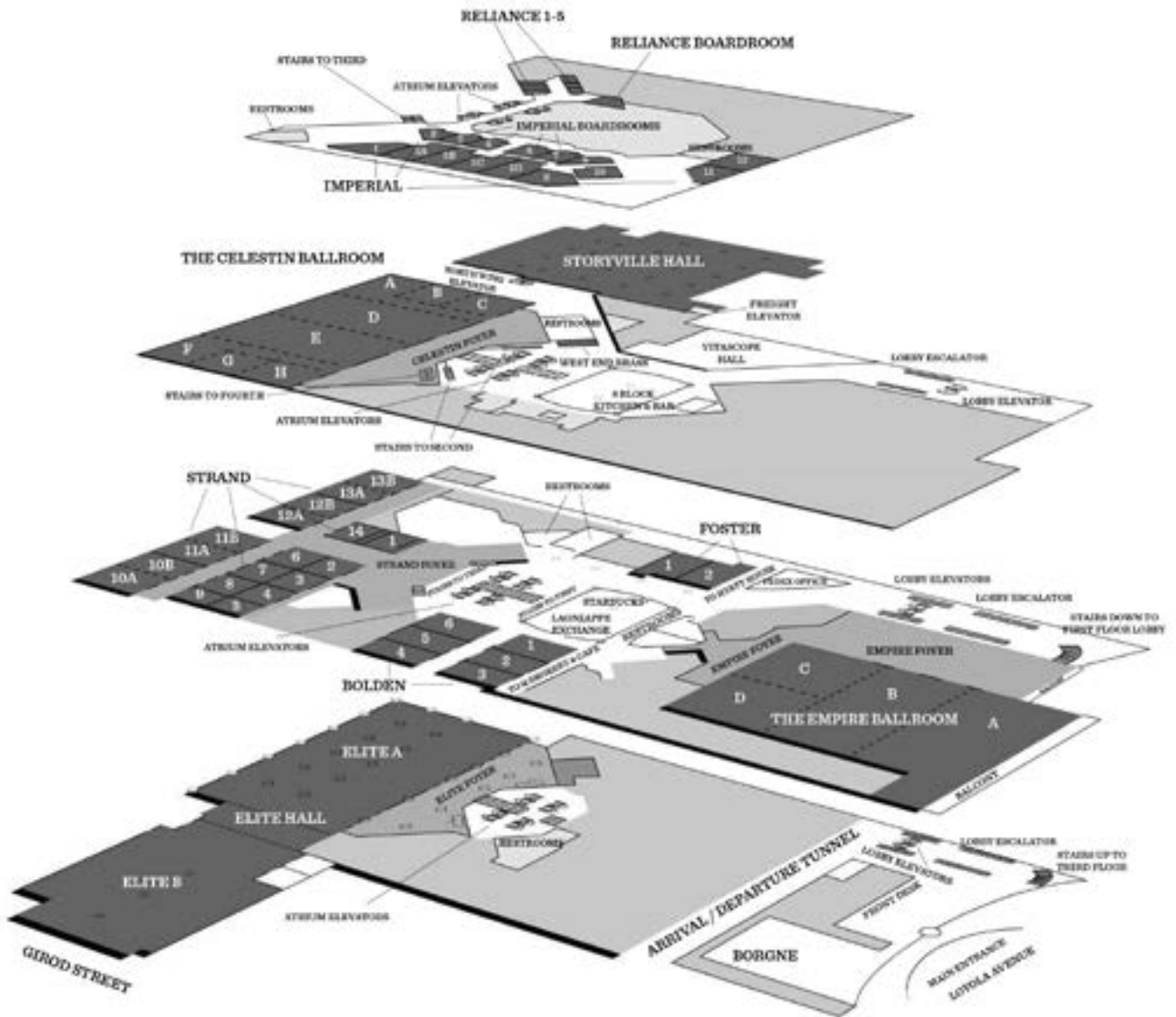
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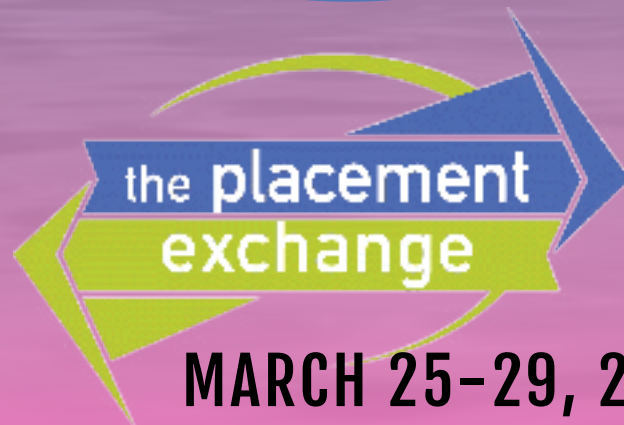
Level Four



All Levels



Join us for the dawn of our next century...



MARCH 25-29, 2020

conference.naspa.org