

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

**NASPA Mental Health  
Conference**

**NASPA Sexual  
Violence Prevention  
and Response Conference**

**NASPA Well-being  
and Health Promotion  
Leadership Conference**

January 18 - 20, 2018  
Hilton Portland ▪ Portland, Oregon



**NASPA®**

Student Affairs Administrators  
in Higher Education



# MAN OF THE *House*

**DOMESTIC ABUSE  
RELATIONSHIP VIOLENCE  
EDUCATION  
AWARENESS**

**The #1 Urban Stage Play "Man Of The House" tackles the issue of Domestic Violence (D.V.) with a twist. In this piece, the male is the victim as opposed to the abuser. The play focuses more on the verbal and emotional aspect of D.V. which are not as easily identifiable. This production is considered a "Dramedy" (Drama/Comedy). The comedy in the piece never centers around the actual abuse. Therefore, audiences are being entertained and educated at the same time.**

**[WWW.ADIAMONDENT.COM](http://WWW.ADIAMONDENT.COM) [ADIAMONDENT@GMAIL.COM](mailto:ADIAMONDENT@GMAIL.COM)**



**Welcome to the 2018 NASPA strategies conferences**, including the Alcohol, Other Drug, and Campus Violence Prevention; Mental Health; and Sexual Violence Prevention and Response conference. We are thrilled to also welcome the Well-Being and Health Promotion Leadership conference to this year's line-up! We encourage participants to attend sessions at any of the four conferences. The conference program book provides a combined view of sessions from all four 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 104-111. All four conferences are designed to address emerging issues in mental health concerns, alcohol and other drug abuse prevention, sexual violence prevention and response, and well-being and leadership within the health promotion role as they relate to student affairs, and to showcase effective policy development and prevention strategies. We hope the convergence of these topics will serve a wide range of institutional audiences, from those who are integrating and modifying policies and structure to those who would like to improve their current practices.

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. The NASPA Strategies conferences is an engaging event designed to highlight cutting-edge, thought-provoking keynote speakers, educational sessions that challenge the status quo, and opportunities for sharing promising practices among student affairs and academic affairs professionals from across the country.

The NASPA Strategies conference has been intentionally designed to increase student affairs practitioners' awareness about the most pressing public health concerns facing college students and the student affairs administrators who support them, including mental health issues, campus sexual and domestic violence, student well-being, and alcohol and other drug abuse. This conference is designed to help student affairs practitioners further develop their skills as prevention educators and crisis responders, and to exchange evidence-informed practices for supporting college student populations impacted by these issues.

Participants should expect to be challenged, to feel invigorated by the work being done by colleagues across the country, and to learn – a lot. There has never been a more important time for these conferences, given the range of challenges facing our students. Attendance at these conferences will give practitioners the tools they need to return to campus to provide the encouragement and support that our students need in this challenging era. Participants will hear from a range of content experts - from those who are honing their prevention and response efforts, to those who are challenging or reframing policies and practices on their campuses, to those who are changing the field of prevention education nationally. Please take advantage of the time to network with colleagues, ask questions, and get more deeply involved in this work. Again, welcome; we hope you enjoy the 2018 Strategies conferences!

“Life is not merely being alive,  
but being well.”

MARCUS AURELIUS



# SCHEDULE AT-A-GLANCE

## WEDNESDAY, JANUARY 17

1:00 p.m. – 4:00 p.m.

Wellness and Health Promotion Directors' Pre-Conference Workshop,  
Day 1

## THURSDAY, JANUARY 18

7:30 a.m. – 5:00 p.m.

Registration

9:00 a.m. – 12:00 p.m.

Pre-conference Workshops

1:00 p.m. – 6:30 p.m.

Exhibit Hours

1:30 p.m. – 2:45 p.m.

Conference Welcome and Opening

3:00 p.m. – 4:00 p.m.

Concurrent Sessions 1

4:15 p.m. – 5:15 p.m.

Concurrent Sessions 2

4:30 p.m. – 6:30 p.m.

Mini-Institutes 1

5:30 p.m. – 6:30 p.m.

Concurrent Sessions 3

6:30 p.m. – 8:00 p.m.

Opening Reception and Poster Sessions

## FRIDAY, JANUARY 19

6:45 a.m. – 7:45 a.m.

Yoga

7:30 a.m. – 5:00 p.m.

Registration

7:30 a.m. – 8:30 a.m.

Continental Breakfast with Exhibitors

7:30 a.m. – 5:00 p.m.

Exhibit Hours

8:00 a.m. – 5:00 p.m.

Headshot Lounge

8:30 a.m. – 9:30 a.m.

Concurrent Sessions 4

9:30 a.m. – 11:00 a.m.

SVPR Conference Plenary Speaker, Fatima Goss-Graves

9:30 a.m. – 11:00 a.m.

WHPL Conference Plenary Speaker, Mark Dooris

9:45 a.m. – 10:45 a.m.

Concurrent Sessions 5

11:00 a.m. – 12:00 p.m.

Concurrent Sessions 6

12:00 p.m. – 12:45 p.m.

Conference Break

12:45 p.m. – 2:15 p.m.

AODV Conference Plenary Speakers, Jason Kilmer and Amelia Parnell

12:45 p.m. – 2:15 p.m.

MH Conference Plenary Speaker, Melba Vasquez

1:00 p.m. – 2:00 p.m.

Concurrent Sessions 7

2:00 p.m. – 3:00 p.m.

Exhibitor Break

2:15 p.m. – 3:15 p.m.

Concurrent Sessions 8

2:30 p.m. – 4:30 p.m.

Mini-Institutes 2

3:30 p.m. – 4:30 p.m.

Concurrent Sessions 9

4:45 p.m. – 5:45 p.m.

Concurrent Sessions 10

## SATURDAY, JANUARY 20

7:30 a.m. – 11:00 a.m.

Registration

7:30 a.m. – 8:30 a.m.

Continental Breakfast

7:30 a.m. – 12:00 p.m.

Exhibit Hours

8:30 a.m. – 9:45 a.m.

Conference Closing and Plenary Speaker

9:45 a.m. – 10:45 a.m.

Concurrent Sessions 11

11:00 a.m. – 12:00 p.m.

Concurrent Sessions 12



## A SPECIAL THANKS TO THE PLANNING COMMITTEES

*NASPA is very thankful for the time, effort, and guidance of the planning committees for the 2018 events. 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, Campus Safety and Violence Prevention Knowledge Community, and the Sexual and Relationship Violence Prevention, Education and Response Knowledge Community.*

### ALCOHOL, OTHER DRUG AND VIOLENCE PREVENTION CONFERENCE

**Waltrina Bailey**, academic advisor, Ohio University

**Leisha Conners Bauer**, director of health promotion, University of Colorado at Boulder

**Christopher Campbell**, assistant director of residential life, Amherst College

**Brian T. Dietz**, associate dean of students, Kalamazoo College

**Yvonne Giovanis**, assistant director, campus recreation – wellness center, Texas Christian University

**Elizabeth Moore**, assistant director of college housing, University at Albany

**Liz Prince**, director of health promotion and the John Fontaine, Jr. Center for Alcohol Awareness and Education, University of Georgia

**Michael Prinkey**, area coordinator for residence life and student conduct, Becker College

**Rob Reff**, director of the alcohol, drug, and violence prevention center, Oregon State University

**Eric Smith**, director of health promotion and wellness, Auburn University

**Lesley Villarose**, dean of students, Averett University

**Cleda M. Wang**, assistant director for residence life - inclusion, University of Wisconsin - Madison

### MENTAL HEALTH CONFERENCE

**Theresa Brostowitz**, area coordinator, Portland State University

**Raquel Cabral**, director of OWLS care health promotion, Florida Atlantic University

**Christopher Corbett**, director of counseling and student support, Savannah College of Art and Design

**M. Dolores Cimini**, assistant director for prevention and program evaluation, University at Albany

**Julie Edwards**, director of health promotion and wellness, University of Chicago

**Danielle Farrell**, Title IX coordinator, Harvard University

**Zakia Ilyas**, career consultant, Florida Atlantic University

**Thomas Lane**, associate vice president and dean of students, Missouri State University

**Jamie Molnar**, student of concern assistance team case manager, University of South Florida - St. Petersburg

**Michael Prinkey**, area coordinator for residence life and student conduct, Becker College

**Micky Sharma**, director of counseling and consultation services, The Ohio State University

**Erik Sorensen**, assistant director of residence life, Miami University of Ohio

# THANK YOU

## **SEXUAL VIOLENCE PREVENTION AND RESPONSE CONFERENCE**

**Jill Adams**, assistant dean of students/Title IX coordinator, Averett University

**Claudia Andrade**, assistant dean of students and director, office of Student Advocacy and Prevention Awareness, Hofstra University

**Corey Benson**, Title IX coordinator/assistant equal opportunity coordinator, University of Houston-Clear Lake

**Courtney Diener**, assistant director of interpersonal violence, George Mason University

**Jacob Frankovich**, program director for social justice and leadership education, University of Illinois at Urbana-Champaign

**Jennifer Henkle**, assistant director, Community of Concern, University of Kentucky

**Nicole Johnson**, assistant director of prevention and response, Spelman College

**Ashleigh Klein-Jimenez**, project manager, PreventConnect, a national project of CALCASA

**Amanda Papinchock**, coordinator, violence prevention & peer education, Illinois State University

**Lin Philpott**, program coordinator, George Washington University

**Grace Poon**, coordinator of prevention education & training at the Office of Sexual Assault & Relationship Abuse Education & Response (SARA), Stanford University

**Karla Vierthaler**, advocacy and resources director, National Sexual Violence Resource Center

**Danica Wolf**, lead coordinator of the relationship and Sexual Violence Prevention Center, University of Missouri

## **WELL-BEING AND HEALTH PROMOTION AND LEADERSHIP CONFERENCE**

**Stacy Andes**, director of health promotion, Villanova University

**Nikki Brauer**, director, health promotion and wellness, Illinois State University

**Raquel Cabral**, director, Owls care Health Promotion, Florida Atlantic University

**Beth DiRicco**, director, Higher Education Outreach, Caron Treatment Centers

**Doug Everhart**, director, student wellness and health promotion, University of California, Irvine

**Suzy Harrington**, executive director, health and well-being, Georgia Institute of Technology

**Maureen Hawkins**, director, Wellness And Health Promotion Services, University of Central Florida

**Kelly Hogan**, director, McDonald Center for student well-being, University of Notre Dame

**Patrick Lukingbeal**, director, UH wellness, University of Houston

**Karen S. Moses**, director, wellness and health promotion, Arizona State University

**Polly C. Paulson**, associate director, Health Promotion Services, University of California, Davis

**Paula Lee Swinford**, director, Office For Wellness And Health Promotion, University of Southern California

**Delynne Wilcox**, assistant director, health planning and prevention, The University of Alabama



# THANK YOU

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# GENERAL INFORMATION

## **NASPA Conference Registration and Information Desk**

The NASPA Registration and Information table will be open during the following times:

Wednesday, January 17	12:00 p.m. – 4:00 p.m.
Thursday, January 18	7:30 a.m. – 5:00 p.m.
Friday, January 19	7:30 a.m. – 5:00 p.m.
Saturday, January 20	7:30 a.m. - 11:00 a.m.

## **Conference Hotel**

Most conference activities will be held at the Hilton Portland in addition to breakout rooms in “The Dunway” which is located directly across the street. All activities are open to conference participants only.

Hilton Portland, 921 SW 6th Street, Portland, OR 97204  
Phone: (503) 223-9900

## **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.

## **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 2018 NASPA Strategies Conferences: Alcohol, Other Drug and Violence Prevention, Mental Health, Sexual Violence Prevention and Response, and Well-being and Health Promotion Leadership 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.



## CONTINUING EDUCATION

### National Board for Certified Counselors (NBCC)



NASPA is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. Sessions or programs for which NBCC-approved clock hours will be awarded are identified in this program book. The ACEP is solely responsible for all aspects of the program.

Participants can receive a maximum of 12.0 clock hours for this event. Up to three additional clock hours are available for attending pre-conference workshops. To receive credit, please complete a reporting form available at the registration table. 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 13.5 continuing education hours are available for this program. Up to three additional hours are available for attending pre-conference workshops.

Participants who would like to receive APA CE credit must stop by the registration desk to pick up the evaluation form packet and return it to the registration desk at the end of the event. **CE certificates can only be given to the participant on-site 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. (NCHEC)

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 13.5 total Category 1 continuing education contact hours depending on what sessions qualify for advanced

level, which are specified in this program book. If you attend a pre-conference workshop, up to six additional contact hours are available. Poster sessions are not approved for CHES/MCHES contact hours.

You 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 the registration desk. A certificate of completion will be sent via email after the form has been processed and approved.



### National Association of Social Workers (NASW)

This program is approved by the National Association of Social Workers (Approval #886679822-2809) for a maximum of 12 continuing education contact hours.

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.

If you have specific questions about continuing education, please visit the registration desk or contact Teri Gillmor at [tgillmor@naspa.org](mailto:tgillmor@naspa.org).

**Programs that qualify for continuing education are noted with the following abbreviations: NBCC, APA, CHES, and/or NASW.**



# GENERAL INFORMATION

## **Exhibitors**

Please visit the conference exhibitor tables during the conference on Thursday, January 18 from 1:00 p.m. – 6:30 p.m., Friday, January 19 from 7:30 a.m. – 5:00 p.m., and on Saturday, January 20 from 7:30 a.m. – 12:00 p.m. Exhibits will be in the Atrium Ballroom, Plaza Level of the hotel. A complete listing of conference exhibitors is located in the back of the program book.

## **Hotel Map**

A map of the meeting space can be found at the back of the program book. The majority of our meeting space is located in the Hilton Portland. However, there will be three breakout rooms in “The Dunway” which is located directly across the street.

## **Lost and Found**

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

## **NASPA Publication Sales**

NASPA has a variety of publications for sale during the conferences at the registration area. Publications will be on sale beginning at 8:00 a.m. on Thursday, January 18, 2018 until 10:30 a.m. on Saturday, January 20, 2018. 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.

## **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 18, 2018 and Friday, January 19, 2018 from 7:00 p.m. -10:00 p.m. in Senate.

## **Social Media - #NASPAstrategies18**

Join in on the conversation via Twitter and Instagram! Participants should use #NASPAstrategies18 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>.





## Professional Competencies for Student Affairs Practitioners

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, the 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.



Advising and Supporting



Assessment, Evaluation, and Research



Law, Policy, and Governance



Leadership



Organizational and Human Resources



Personal and Ethical Foundations



Social Justice and Inclusion



Student Learning and Development



Technology



Values, Philosophy, and History

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- How Mental Health Impacts Scholarship Recipient Degree Attainment and Financial Aid Eligibility  
Regularly \$149 **With Coupon \$119!\***
- Transforming Victim Advocacy to Co-Advocacy  
Regularly \$149 **With Coupon \$119!\***
- College Students on the Autism Spectrum: Challenges and Strategies for Student Affairs Professionals  
Regularly \$199 **With Coupon \$159!\***

*\*NASPA Member Prices. Coupon code valid until 2/28/2018.*



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# FEATURED SPEAKERS

**Mark Dooris,** Professor in Health and Sustainability, Director of Healthy & Sustainable Settings Unit - School of Community Health and Midwifery

Mark Dooris is Professor in Health & Sustainability and Director of the Healthy & Sustainable Settings Unit within the Faculty of Health & Wellbeing at the University of Central Lancashire. Mark studied at Oxford University and Southbank Polytechnic, has completed the National Public Health Leadership Programme and undertook his Doctorate at Deakin University (Australia). He has a background in health promotion, public health, community development and environmental policy – and has worked within the health service, voluntary sector, local government and higher education.



Mark is Chair of the International Health Promoting Universities Working Group and Co-Chair of the UK Healthy Universities Network. Mark has published widely and is a member of the Editorial Board for Critical Public Health. He was co-chair of the UK Health for All Network from 1992-1994, chaired the International Union of Health Promotion and Education's Global Working Group on Healthy Settings from 2007-2011, and was responsible for co-ordination of the UK Healthy Cities Network and operational delivery of the WHO Collaborating Centre for Health in Prisons from 2011-2014. He has also undertaken consultancy work for the World Health Organization and Public Health England relating to Health in All Policies, Healthy Cities, community participation and sustainable development.

**Fatima Goss Graves,** President And CEO - National Women's Law Center

Ms. Goss Graves, who has served in numerous roles at NWLC for more than a decade, has spent her career fighting to advance opportunities for women and girls. She has a distinguished track record working across a broad set of issues central to women's lives, including income security, health and reproductive rights, education access, and workplace fairness. Prior to becoming President, Ms. Goss Graves served as the Center's Senior Vice President for Program, where she led the organization's broad program agenda to advance progress and eliminate barriers in employment, education, health and reproductive rights and lift women and families out of poverty. Prior to that, as the Center's Vice President for Education and Employment, she led the Center's anti-discrimination initiatives, including work to promote equal pay, combat harassment and sexual assault at work and at school, and advance equal access to education programs, with a particular focus on outcomes for women and girls of color.



Ms. Goss Graves has authored many articles, including *A Victory for Women's Health Advocates*, National Law Journal (2016) and *We Must Deal with K-12 Sexual Assault*, National Law Journal (2015), and reports, including *Unlocking Opportunity for African American Girls: A Call to Action for Educational Equity* (2014), *Reality Check: Seventeen Million Reasons Low-Wage Workers Need Strong Protections from Harassment* (2014), and *50 Years and Counting: The Unfinished Business of Achieving Fair Pay* (2013).

Ms. Goss Graves received her B.A. from UCLA in 1998 and her J.D. from Yale Law School in 2001. She began her career as a litigator at the law firm of Mayer Brown LLP after clerking for the Honorable Diane P. Wood of the U.S. Court of Appeals for the Seventh Circuit. She currently serves as an advisor on the American Law Institute Project on Sexual and Gender-Based Misconduct on Campus and was on the EEOC Select Task Force on the Study of Harassment in the Workplace and a Ford Foundation Public Voices Fellow. She is widely recognized for her effectiveness in the complex public policy arena at both the state and federal levels, regularly testifies before Congress and federal agencies, and is a frequent speaker at conferences and other public education forums. Ms. Goss Graves appears often in print and on air as a legal expert on issues core to women's lives, including in the *New York Times*, *Wall Street Journal*, *Washington Post*, *AP*, *Chicago Tribune*, *LA Times*, *San Francisco Chronicle*, CNN, MSNBC, and NPR.

# FEATURED SPEAKERS



## **Jason Kilmer**, Associate Professor, Psychiatry and Behavioral Sciences - University of Washington

Dr. Jason Kilmer received his Ph.D. in Clinical Psychology from the University of Washington in 1997, and currently works at the University of Washington in both a student affairs and a research capacity. Jason is an Associate Professor in Psychiatry and Behavioral Sciences, and serves as an investigator on several studies evaluating prevention and intervention efforts for alcohol, marijuana, and other drug use by college students. He is also the Assistant Director of Health and Wellness for Alcohol and Other Drug Education in the Division of Student Life, working with different areas across campus (including health, counseling, Greek life, residence life, and intercollegiate athletics) to increase student access to evidence-based approaches. Jason also serves as the chairperson of Washington's College Coalition for Substance Abuse Prevention.



Jason has been project faculty for several national learning collaboratives, including NYU's National College Depression Partnership, Dartmouth's National College Health Improvement Program (NCHIP), and the NCAA's 360 Proof project. He was one of the six members of the development team for the National Institute on Alcohol Abuse and Alcoholism's College Alcohol Intervention Matrix (CollegeAIM), which summarizes individually- and environmentally-focused approaches to reduce the harms associated with college student alcohol use.

Jason was the 2014 recipient of the National Prevention Network's Award of Excellence for outstanding contributions to the field of prevention. Jason was a 2017 recipient of the Golden Apple award for teaching by the MEDEX Northwest Physician Assistant Training Program, and a 2017 recipient of the Sue Kraft Fussell Distinguished Service Award from the Association of Fraternity/Sorority Advisors. He was also the 2017 recipient of the Washington State Prevention Professional Award of Excellence.

## **Amelia Parnell**, Vice President for Research and Policy - NASPA – Student Affairs Administrators in Higher Education

Dr. Amelia Parnell is vice president for research and policy at NASPA, where she directs the Research and Policy Institute (RPI), which links research, policy, and effective student affairs practice in support of student success. Amelia is leading NASPA's examination of several critical higher education issues, including colleges' use of emergency aid programs to address student needs. Prior to her arrival at NASPA, Amelia was director of research initiatives at the Association for Institutional Research (AIR), where she conducted two national studies related to future directions of the institutional research function. Her current research portfolio also includes studies on leadership attributes of college presidents and vice presidents, documenting and assessing co-curricular learning, and assessment and evaluation in student affairs. Amelia is co-editor of the forthcoming book, *The Analytics Revolution*. She holds a Ph.D. in higher education from Florida State University, and a M.A. and B.A. in business administration from Florida A&M University.







# FEATURED SPEAKERS

## **Denzil J. Suite,** Vice President for Student Life - University of Washington

Dr. Denzil Suite, Vice President for Student Life, joined the University of Washington in July 2013. In that capacity, he provides leadership and direction for strategic planning, assessment, and staff development for a comprehensive division of student programs and services. He leads a team of approximately 1,000 professionals in creating and maintaining a healthy campus environment through services, programs, and innovative learning experiences beyond the classroom, and through a highly collaborative relationship with other senior UW leaders.



Prior to joining UW, he served as Associate Vice President of Student Affairs at the University of Southern California where he had oversight responsibilities for over 20 departments in the division. He also served and as an Associate Professor for Clinical Education at the USC Rossier School of Education. He taught master's level courses on Student Development, the History of Higher Education, and on Intervention Strategies.

Suite earned his bachelor's degree in Psychology at The Ohio State University, a master's degree in Education from the University of Vermont, and a Ph.D. in Policy and Organization from the University of Southern California. His research for his doctorate centered on factors affecting student success in college. He is especially interested in how students from differing backgrounds are affected by the college environment. He chose this topic because of his long-standing commitment to college students and their success. Dr. Suite has worked professionally in student affairs for over 20 years and has held positions of responsibility at UC Berkeley, Cal State L.A., and UC Santa Cruz. He is the recipient of numerous awards from national, local, and student organizations. He currently serves on the Board of Directors for Front Porch Communities—a nonprofit company serving the elderly, indigent, and disabled.

## **Melba Vasquez,** President - American Psychological Association

Dr. Melba Vasquez is a psychologist in full-time independent practice in Austin, Texas. She served as the 2011 president of the American Psychological Association (APA), and is the first Latina and woman of color of 120 presidencies of APA to serve in that role. Her theme for the 2011 APA convention was social justice, and several of her presidential initiatives were relevant to that theme. Previous to that, Dr. Vasquez served a term on the APA Board of Directors. She is a former president of the Texas Psychological Association (TPA) and of Divisions 35 (Society of Psychology of Women) and 17 (Society of Counseling Psychology) of the APA. She is a co-founder of APA Division 45, Society for the Psychological Study of Ethnic Minority Issues, and of the National Multicultural Conference and Summit. Her most recent leadership activity was to serve as Co-Chair of the APA Ethics Commission. She is a Fellow of eleven Divisions of the APA and holds the Diplomate of the American Board of Professional Psychology (ABPP).



She has coauthored five editions of *Ethics in Psychotherapy & Counseling: A Practical Guide* (with K. Pope, 2016), in addition to *How to Survive and Thrive as a Therapist: Information, Ideas and Resources for Psychologists in Practice* (also with K. Pope, 2005) and the *Ethics for Psychologists: A commentary on the APA Ethics Code* (with L. Campbell, S. Behnke & R. Kinscherff, 2010). She has also published more than 80 book chapters and journal articles in the areas of professional ethics, ethnic minority psychology, psychology of women, counseling and psychotherapy, and supervision and training. She has received over 45 awards for distinguished service, mentoring and leadership. She provides keynote addresses and workshops in the areas of leadership, multicultural psychology, professional ethics, women's issues, and self-care, among others.



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# WEDNESDAY, JANUARY 17

## **PRE-CONFERENCE WORKSHOP | 1:00 p.m. – 4:00 p.m.**

### *Pavilion West* | **Wellness and Health Promotion Directors' Pre-Conference Workshop, Day 1**

#### PRESENTERS:

- Bill Browning**, founding partner - Terrapin Bright Green
- Rosie Dhaliwal**, acting associate director of health promotion - Simon Fraser University
- Michael Edwards**, senior director of campus recreation - Georgia Institute of Technology
- Patty Hambler**, director of health promotion & education - University of British Columbia
- Suzy Harrington**, executive director of health & well-being - Georgia Institute of Technology
- Marcelle Holmes**, associate vice chancellor for wellness, Health and Counseling Services - University of California - Irvine
- Celine Larkin**, associate vice president and senior planner - HGA Architecture Engineering Planning
- Brian Mistler**, director of student health & wellness - Humboldt State University
- Teresa McKinney**, assistant vice president for student affairs - University of North Texas
- Lena Newlin**, assistant director for wellness - University of Wyoming
- Eric Smith**, director of health promotion and wellness services - Auburn University
- Dennis Swinford**, practice leader for higher education planning - Goody Clancy
- Scott Tims**, assistant vice president of campus health - Tulane University
- Ryan Travia**, associate dean of students for wellness - Babson College

Targeting Wellness and Health Promotion Directors, this pre-conference workshop and the corresponding tracked sessions will provide an opportunity for primary leaders of campus health promotion and wellness to share the knowledge and understanding of effective and innovative strategies with one another and with invited upper-level administrators. Invited speakers and participants will discuss pertinent wellness issues. Participants will leave with a collection of evidence informed practices and ways to collaborate to enhance comprehensive wellness efforts.



*Ballroom Foyer* | 7:30 a.m. – 5:00 p.m.

**Registration Open**

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## **PRE-CONFERENCE WORKSHOPS** | 9:00 a.m. – 12:00 p.m.



*Galleria I* | 9:00 a.m. – 12:00 p.m.

### **Assessment Strategies: Planning and Implementing an Outcome Evaluation of In-person Bystander Intervention Programs**

PRESENTERS: **Coral Cotto-Negrón**, public health analyst - Oregon State University

**Michelle Bangen**, associate director for violence prevention - Oregon State University

CONTINUING EDUCATION: NBCC; NASW

Bystander intervention programs are a promising strategy to reduce victimization, by engaging the community in sexual violence prevention efforts. While there have been countless bystander programs developed in recent years, few have been rigorously evaluated to (1) determine effectiveness at increasing bystander behaviors and (2) identify the intervention components necessary for success. The purpose of this program is to share effective strategies for evaluating in-person bystander intervention programs, using Oregon State University's experience as a case study.

#### **Learning Outcomes:**

1. Explore the latest research on effective bystander intervention and the benefits of evaluating their programs.
2. Identify strategies to engage the campus community in the evaluation process.
3. Identify strategies to design and implement an evaluation for a bystander intervention program.
4. Discuss limitations of evaluating in-person bystander intervention programs and strategies for overcoming them
5. Critically identify outcome measures specific to bystander intervention and of interest to their stakeholders



# THURSDAY, JANUARY 18

## PRE-CONFERENCE WORKSHOPS | 9:00 a.m. – 12:00 p.m.

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*Galleria II* | 9:00 a.m. – 12:00 p.m.

### **From Collaboration to Commitment: Multidisciplinary Approaches to Addressing Sexual Misconduct on Campus**

PRESENTERS:

**Pam Rayburn**, coordinator women's and gender equity center - California State University Long Beach

**Jeane Relleve Caveness**, Title IX coordinator/associate dean of students - California State University - Long Beach

**Leah Aldridge**, consultant - California Coalition Against Sexual Assault

**Christopher Brown**, detective cpl. - California State University - Long Beach

**Sheetal Chib**, director sexual assault crisis services - YWCA Greater Los Angeles

CONTINUING EDUCATION: NBCC; NASW

Presentation highlights factors in the successful collaboration between California State University, Long Beach and YWCA-Greater LA Sexual Assault Crisis Services. It identifies challenges to implementing campus partnerships with SA/DV agencies. In small groups, participants will identify ways to enhance campus relationships with SA/DV agencies and with campus/local law enforcement, and pinpoint service gaps that local agencies may fill. This session is for Student Affairs professionals seeking to initiate, or further develop, relationships with SA/DV agencies and campus law enforcement.

#### **Learning Outcomes:**

1. Identify at least two potential steps for enhancing their university's relationships with local rape crisis and domestic violence agencies wit
2. Create and apply two ways in which to enhance their university's relationship with campus and/or local law enforcement.
3. Describe up to three gaps in university services for survivors that their local rape crisis agency may be able to fill.

WHPL



*Galleria III* | 9:00 a.m. – 12:00 p.m.

### **Once Upon a Time: Effectively Crafting and Communicating Our Story and Services**

PRESENTER:

**Jessica Greher Traue**, director wellness and health promotion - Bentley University

CONTINUING EDUCATION: NBCC; CHES; MCHES; NASW

If you were in line with a trustee, would you be able to effectively communicate the value and impact of well-being programs? Often times professionals report on programs and services without highlighting strengths, or the contributions to student development, academic missions, and retention. Participants in this session will use Appreciative Inquiry to identify their story, learn practical skills for storytelling, review basic elements for data visualization, and accessible tools to help you bring your story to life.

#### **Learning Outcomes:**

1. Discuss reasons for communication gaps.
2. List strengths of their program a vision or need for the future and opportunities.
3. Describe one method or framework for elevator pitch/storytelling.
4. Identify elements of graphic design and match charts to data type.
5. Describe tools and resources to assist with information sharing





*Skyline II* | 9:00 a.m. – 12:00 p.m.

## **The Importance of Strategic Planning in Prevention: Using a Strategic Prevention Framework for Colleges and Universities**

PRESENTERS:

**Richard Lucey, Jr.**, prevention program manager -  
Drug Enforcement Administration

**Sally Linowski**, associate dean of students, off campus student life and  
community education - University of Massachusetts Amherst

**Karen Moses**, director, wellness and health promotion -  
ASUHS Executive Team

CONTINUING EDUCATION: NBCC; NASW

The Substance Abuse and Mental Health Services Administration has a widely-used Strategic Prevention Framework (SPF), which is a planning process to guide the selection, implementation, and evaluation of effective, culturally appropriate, and sustainable prevention activities. This interactive pre-conference session will include an overview of the SPF and its five steps; examples from two campuses on how they use this planning process, including successes, challenges, and outcomes; resources from the Drug Enforcement Administration to support your prevention efforts; and ample time for attendees to share their experiences and learn from the experiences of others.

*Broadway I* | 9:00 a.m. – 12:00 p.m.

## **Using Research to Understand and Prevent the Perpetration of Campus Sexual Misconduct**

PRESENTERS:

**Joan Tabachnick**, fellow - DOJ SMART Office

**Meg Bossong**, director of sexual assault prevention and response -  
Williams College

CONTINUING EDUCATION: NBCC; CHES; MCHES; NASW

Most programs addressing sexual misconduct on college and university campuses are designed to improve responses to people who have been victimized and, more recently, increase bystander engagement. Building upon what is known about adult and adolescent sex offenders — those who commit sexual assault — this workshop will focus on emerging prevention innovations that can help reduce the perpetration of sexual violence.

### **Learning Outcomes:**

1. Identify the range of individuals who commit sexual misconduct on campuses
2. Understand the prevalence and complexity of perpetration behaviors on college campuses
3. Discuss new strategies aimed at preventing campus perpetration

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# THURSDAY, JANUARY 18

## PRE-CONFERENCE WORKSHOPS | 9:00 a.m. – 12:00 p.m.

MH



*Broadway II* | 9:00 a.m. – 12:00 p.m.

### **Zero Suicide: Strategic Planning, Implementation, & Assessment for College Campuses**

PRESENTERS:

**Ruperto Perez**, associate vice president for student health and wellbeing - University of Alabama

**Lacy Currie**, psychologist - Augusta University

**John Stein**, vice president for student life & dean of students - Georgia Institute of Technology

CONTINUING EDUCATION:

NBCC; NASW; APA

Presenters will detail the establishment of a Zero Suicide initiative on one college campus and exploration of establishing a zero suicide initiative at another college campus. In this workshop, the presenters will review the foundations of the international Zero Suicide initiative and adaptation and implantation on a college campus. Participants will engage in strategic planning for their institutions, engaging cross-campus collaborations, and developing initial assessment metrics. Participants will also be provided with sample templates for planning and assessment.

#### **Learning Outcomes:**

1. Become knowledgeable of the fundamental tenets of the international Zero Suicide initiative.
2. Become knowledgeable of the adaptation of the core principles of the international Zero Suicide initiative for a college/university
3. Engage in strategic planning and assessment for exploring implementation of a Zero Suicide initiative on their campuses
4. Identify campus constituents and stakeholders to develop campus-wide collaboration.

WHPL

*Pavillion West* | 9:00 a.m. – 12:00 p.m.

### **Well-Being and Health Promotions Director Pre-Conference, Day 2**

\*see page 16 for details.

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*Broadway IV* | 9:00 a.m. – 12:00 p.m.

### **Peer Education Advisors Academy**

PRESENTERS:

**Alicia Czachowski**, health promotion specialist - Columbia University

**Joleen Nevers**, associate director of wellness and prevention - University of Connecticut

**Ryan Travia**, associate dean of students for wellness - Babson College

CONTINUING EDUCATION:

CHES; MCHES

The role of a 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 Conference, the NASPA Advisor Academy will provide participants with the training, skills and knowledge needed to be an effective collegiate peer education advisor.



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## CONFERENCE WELCOME & OPENING

*Grand Ballroom I/II* | 1:30 p.m. – 2:45 p.m.

## CONCURRENT SESSIONS 1 | 3:00 p.m. – 4:00 p.m.

*Council* | 3:00 p.m. – 4:00 p.m.

### Mindset Interventions: Low-cost, Large-scale Strategies to Improve Mental Health

PRESENTER: **Jessica Gifford**, associate director of health education for mental health promotion - Amherst College

A mindset intervention is a short exercise designed to shift a harmful attitude or belief to a more positive one, leading to academic and mental health benefits that accrue over time. The presenter will describe the core components of mindset interventions and how they work, walk participants through 3 examples, and discuss a variety of applications. Mindset interventions take 15-60 minutes to complete, are low to no-cost, and can impact hundreds or even thousands of students.

#### Learning Outcomes:

1. Define a mindset intervention and its core components
2. Learn the benefits of mindset interventions
3. Understand how to create and implement a mindset intervention

*Pavilion East* | 3:00 p.m. – 4:00 p.m.

### The Three Step Theory of Suicide: Applications for Campus-Based Suicide Prevention

PRESENTERS: **Brian Mistler**, executive director student health & wellbeing services - Humboldt State University

**E. David Klonsky**, professor department of psychology - University of British Columbia

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

Designed for health educators, student affairs professionals, senior administrators, clinicians, and non-mental health professionals, this talk presents the Three-Step Theory (3ST), a new theory of suicide that is concise, user-friendly, and evidence-based. 3ST yields four clear targets for suicide prevention: reduce pain, increase hope, improve connectedness, decrease the capability for suicide. This presentation offers 3ST as a best practice approach for understanding and preventing suicide on college/university campuses and provides a train-the-trainer module easily added to existing gatekeeper programs.

#### Learning Outcomes:

1. Describe the 3ST theory model of what increases or decreases suicide risk.
2. Discuss how individuals can use 3ST to identify warning signs (suicide risk detection): suicidal intent/actions pain hopelessness & capability.
3. Identify at least two examples of how campuses can use the 3ST to address suicide prevention targets: reduce pain increase hope improve connection.
4. Demonstrate how to use the training materials to present the 3ST model as an adjunct to existing gatekeeper trainings.
5. Articulate how the 3ST theory model can be applied to identify and reduce suicide risk in student populations.

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# THURSDAY, JANUARY 18

## CONCURRENT SESSIONS 1 (cont.) | 3:00 p.m. – 4:00 p.m.

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*Galleria I* | 3:00 p.m. – 4:00 p.m.

### From Crisis to Confidence: Rebuilding a Survivor Advocacy Program

PRESENTERS: **Kimberly Castor**, director survivor advocacy program - Ohio Univeristy  
**Patricia McSteen**, associate dean of students director - Margaret Boyd Scholars Program - Ohio University

Power based personal violence isn't a new problem within higher education. Building avenues for students to reach confidential, supportive services enhances trust and balances survivor's rights with campus responsibilities. This program discusses the evolution of Ohio University's Survivor Advocacy Program (SAP) from Academic Affairs to the Division of Student Affairs after a year of upheaval on our campus. The program will look at SAP's adoption of best practices and discuss confidentiality/privileged communication, current operations, and collaborative efforts with other stakeholders.

#### Learning Outcomes:

1. Learn about successful approaches for integrating survivor services to the Division of Student Affairs.
2. Learn ways to apply various concepts in devising a program on their own campus.
3. Understand specific details logistics and strategies in developing and implementing a campus based advocacy program.

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*Galleria II* | 3:00 p.m. – 4:00 p.m.

### Sexual Education and the International Experience

PRESENTERS: **Sharla Reid**, interim college director and principal, - Fraser International College  
**Micaela Roughton**, FIC-SFU program coordinator - Simon Fraser University  
**Kate Parnell**, faculty - Fraser International College

CONTINUING EDUCATION: CHES

Sexual health education varies across borders and cultures. Even within North America, different areas provide different curriculums for students. These differences can create challenges when students enter and leave. These challenges can vary from determining appropriate behaviour to finding themselves in crisis. This session will examine the impact of sexual education on the international experience, and will give campus stakeholders practical solutions to address the unique needs of incoming international students and their adjustment to cultural expectations within North America.

#### Learning Outcomes:

1. Develop a clear understanding of the important role that sexual health can play in the international student experience
2. Identify sexual health best practices opportunities and challenges for diverse student populations
3. Examine various metrics for evaluating programmatic success



**Galleria III | 3:00 p.m. – 4:00 p.m.**

## **Teaching Good Sex: A Method for Violence Prevention**

**PRESENTERS:** **Meg Foster**, prevention program coordinator - The Oregon Attorney General's Sexual Assault Task Force  
**Carli Rohner**, advocacy and prevention coordinator - Willamette University

**CONTINUING EDUCATION:** CHES

Promoting sexual health is a key factor in preventing sexual violence. We jump-start our prevention efforts when we move beyond talking about what is wrong and come together to create a shared vision of healthy pro-social communities. In this presentation, we will look at how we can create and enhance a community of healthy sexuality on our campuses. Participants will learn at least three different ways to effectively incorporate sexual health promotion into campus prevention work.

### **Learning Outcomes:**

1. Identify at least three new strategies for enhancing sexual health programming on their campuses.
2. Practice at least three sexual health promotion skills using activities and resources that they can implement on their campuses.
3. Craft messaging around consent that promotes healthy equitable behaviors.

**Broadway II | 3:00 p.m. – 4:00 p.m.**

## **Using Foundational Theories to Effectively Address Health Promotion Topics**

**PRESENTERS:** **Amanda Ayers**, senior health educator - Harvard University  
**Olivia Sevey**, health educator/prevention specialist - Harvard University

**CONTINUING EDUCATION:** CHES; MCHES

Utilizing foundational public health theories and frameworks to guide program development and implementation is a critical piece of effectively addressing topics of health promotion in higher education. During this presentation, participants will learn key tenets of these theories and how to translate them into meaningful practice in their own health promotion work. Participants will also explore how to integrate a holistic wellbeing framework across offices and how to use this framework to effectively promote, prioritize, and practice individual wellbeing.

### **Learning Outcomes:**

1. Describe the importance of using a framework/model that drives the work of offices focused on well being of students and staff.
2. List and explain the basic tenets of the Social Ecological Model (SEM) and Health Belief Model (HBM).
3. Create a plan for one own's health promotion programming using one or more of the learned models to achieve an academic year goal.

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## CONCURRENT SESSIONS 1 (cont.) | 3:00 p.m. – 4:00 p.m.

*Broadway III* | 3:00 p.m. – 4:00 p.m.

### Using Improvement Science to Accelerate Improvement of Student Well-being and Equity on Our Campuses

PRESENTERS: **Allison Smith**, assistant director population health - New York University  
**Scott Tims**, assistant vice president campus health - Tulane University

CONTINUING EDUCATION: NBCC; CHES; MCHES; NASW

With multisector roots, improvement science is a disciplined approach to address complex problems that integrates problem analysis, methods for developing and testing new ideas, and measurement. Improvement science emphasizes innovation, rapid-cycle testing, and scale in order to generate learning about what changes, in which contexts, produce improvements. Using an interactive workshop format, this session will detail methods and tools to help health promotion professionals accelerate improvement of student health, wellbeing, and equity -- while minimizing risk associated with failed efforts.

#### Learning Outcomes:

1. Describe the application of improvement science in education public health healthcare and other social sectors.
2. Use improvement science to: understand systems; establish measures; develop test and implement innovative ideas for change; and spread improvements.
3. Identify opportunities for health promotion professionals to use improvement science to accelerate improvement of college student well-being & equity.

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*Broadway I* | 3:00 p.m. – 4:00 p.m.

### Wellness by Design: Planning your Campus

PRESENTERS: **Dennis Swinford**, higher education planning practice leader - Goody Clancy  
**Celine Larkin**, principal - HGA Architects and Engineers

CONTINUING EDUCATION: CHES; MCHES; NASW

Our campuses are special places providing spaces for our campus community to live, learn, play and love. They can also be spaces that produce poor health, stress, depression, sleep deprivation and anxiety. Recent research reveals that good planning can yield positive results for health and wellness. We will describe how campus planning and our knowledge of physiological and psychological relationship with our environment can be incorporated into building your campus for positive health effects on your campus' community.

#### Learning Outcomes:

1. Understand campus planning and how to become more involved in the physical planning of your campus.
2. Identify the variety of campus spaces that encourage wellness.
3. Ask the questions that will inform decision making and direct planners to create a healthy campus.
4. Use "nudge" design strategy to encourage behavioral change.
5. Leverage the power of your campus' physical environment to improve health and wellness.



*Pavilion West* | 3:00 p.m. – 4:00 p.m.

## **Boosters, Sleeper Effects, and Follow-Ups: What Happens after a Brief Intervention**

**PRESENTERS:** **Jason Kilmer**, assistant director of health and wellness for alcohol & other drug education and associate professor psychiatry & behavioral sciences - University of Washington

**Amaura Kemmerer**, director office of prevention and education at Northeastern (OPEN) - Northeastern University

**CONTINUING EDUCATION:** NBCC; CHES; MCHES; NASW

Brief Alcohol Screening and Intervention for College Students (BASICS) is a well-established intervention to reduce alcohol-related harm. But what happens after the session ends for those ambivalent about next steps? What might happen after brief interventions to encourage engagement in services or commitment to change? From booster sessions to customized 'hand offs' between offices when additional support is requested, this session will explore intervention 'sleeper effects' and strategies that might keep students open to change and following up on resources.

### **Learning Outcomes:**

1. Learn about the research on intervention 'sleeper effects' and what strategies show the most promise to elicit change.
2. Gain an understanding of the use of booster sessions following BASICS for students into considering change.
3. Learn strategies for referring students to resources that increase the likelihood for follow through and lessen barriers.
4. Learn how to maximize referrals to BASICS through strategic partnerships with other campus resources.

*Forum* | 3:00 p.m. – 4:00 p.m.

## **How State Marijuana Laws Do - and Don't - Change the College Prevention Landscape**

**PRESENTERS:** **Kimberley Timpf**, senior director of prevention education - EVERFI  
**Terry Koons**, associate director for health promotion - Ohio University

As more and more states move to legalize marijuana, colleges are struggling to understand what the new legislation means for their prevention efforts. This session will review research on the impact that broader availability of the substance has had on public health outcomes in the states where it is now legal, discuss the impact of these findings on schools' prevention efforts, and explore ways that one university is approaching marijuana prevention and intervention in the face of changing laws.

### **Learning Outcomes:**

1. Describe the public health implications of marijuana legalization.
2. Understand that federal marijuana laws supersede state laws and the resulting implications for campus policy.
3. Describe the research findings related to the impact of legalization on prevalence of use age of first use and perception of risk
4. Identify how to develop marijuana programs that effectively balance education accountability and support for behavior change

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# THURSDAY, JANUARY 18

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## CONCURRENT SESSIONS 1 (cont.) | 3:00 p.m. – 4:00 p.m.

*Captain Gray I/II* | 3:00 p.m. – 4:00 p.m.

### Innovations in Collegiate Recovery Programs: Implementing Unique Initiatives

PRESENTERS:

**Ruperto Perez**, associate vice president for student health and wellbeing - The University of Alabama

**Erin English**, staff psychologist/ coordinator for collegiate recovery program - Georgia Institute of Technology

**Gerard Love**, executive director collegiate recovery and intervention services - The University of Alabama

**Lilly Ettinger**, recovery program coordinator - Baylor University

**John M. Stein**, vice president for student life and dean of students - Georgia Tech

CONTINUING EDUCATION: NBCC; NASW; APA

Collegiate recovery programs have been established as innovative approaches to supporting and promoting academic success for students in recovery. Since that time, many other collegiate recovery programs have been established and implemented on other campuses. This panel presentation will explore how various collegiate recovery programs are modifying original core criteria to meet the unique needs of students on their campuses.

#### Learning Outcomes:

1. Become knowledgeable of the foundational criteria of collegiate recovery programs.
2. Become knowledgeable of the ways in which program criteria may be revised to suit unique student needs.
3. Consider implementation of a collegiate recovery program on their campuses and consider ways to adapt program criteria.

*Broadway IV* | 3:00 p.m. – 4:00 p.m.

### Conducting a Comprehensive Environmental Scan of Campus Health Culture

PRESENTERS:

**Jenna Gehl Jones**, assistant director, McDonald center for student well-being - University of Notre Dame

**William Stackman**, associate vice president for student services - University of Notre Dame

**Kelly Hogan Sterwart**, director, McDonald center for student well-being - University of Notre Dame

CONTINUING EDUCATION: CHES; MCHES

To best serve a campus community, prevention specialists must first understand the many nuances of their campus culture. In this presentation, participants will explore a comprehensive process for assessing and understanding campus health cultures. This process can provide useful insights, guide strategic planning efforts, and ensure successful implementation of targeted interventions. Participants will learn about steps involved in an environmental scan, key components and structure of a scan, and valuable insights from campus professionals who recently completed a comprehensive scan.

#### Learning Outcomes:

1. Discuss rationale for conducting an environmental scan.
2. Identify processes and methods utilized to conduct environmental scan.
3. Demonstrate ways to bring flexibility to environmental scan process to ensure well-rounded report and recommendations.
4. Construct a final report and identify a process for disseminating findings.
5. Identify potential barriers and ways to translate process to their home institution.

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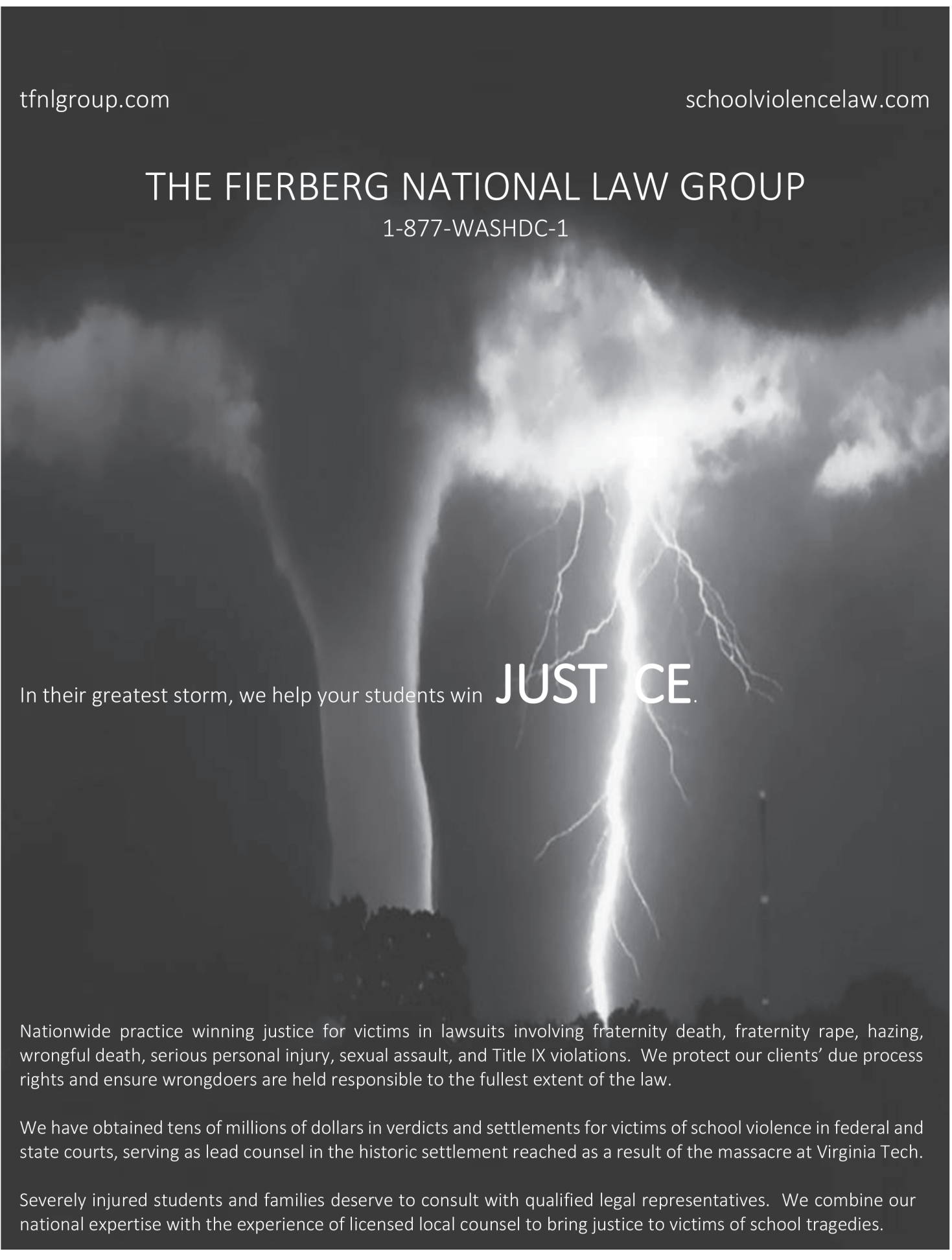


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# THURSDAY, JANUARY 18

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## CONCURRENT SESSIONS 2 | 4:15 p.m. – 5:15 p.m.

*Pavilion East* | 4:15 p.m. – 5:15 p.m.

### **Closing the Circle: Identifying a Missing Piece of Bystander Intervention**

PRESENTERS:

**Kevin Saberre Jr.**, director fraternity and sorority life -  
The University of Texas at Dallas

**Kacey Sebeniecher**, director student wellness center -  
The University of Texas at Dallas

Typical bystander intervention programs on college campuses ask that students report potentially harmful situations to various university entities. UT Dallas recognized the need to provide advocacy and supportive services to students who report harmful situations on behalf of others and may be experiencing vicarious trauma. This session will provide participants with the tools necessary to develop similar programs at their respective campuses by utilizing existing campus resources. This presentation focuses on the philosophy, development, and administration of a large-scale initiative.

#### **Learning Outcomes:**

1. Evaluate the strengths & challenges of extending supportive services to reporting students within a bystander Intervention program.
2. Understand how reportable issues on their respective campuses will benefit from the inclusion of vicarious trauma services.
3. Recognize how regular assessment and vast campus partnerships can improve bystander intervention programs.

AODVP



*Council* | 4:15 p.m. – 5:15 p.m.

### **Piloting a Career Counseling Program for Students in Recovery**

PRESENTERS:

**Caitlin Farr**, program coordinator in the offices of the dean of student life -  
Texas A&M University

**Katie Stober**, associate director with the Texas A&M University Career  
Center - Texas A&M University

CONTINUING EDUCATION: NBCC; NASW

Career counseling is an emerging area of concern for students in recovery. This presentation will provide an overview of a piloted partnership between Texas A&M's Aggie Recovery Community (ARC) and the University's Career Center that aimed to create a program to address the career counseling needs of students in recovery based on current literature and feedback provided directly by students. Additionally, the need for communication and knowledge sharing will be discussed through a small group activity.

#### **Learning Outcomes:**

1. Define basic terminology and recognize recovery as an issue of social justice and inclusion.
2. Articulate the need for specialized career counseling efforts for students in recovery.
3. Identify some concerns students in recovery have as they navigate future career options .
4. Identify strategies for training career counselors to work with students in recovery.



**Galleria I | 4:15 p.m. – 5:15 p.m.**

## **Providing Equitable Support to Respondents: Respondent Services at the University of California**

**PRESENTERS:** **Becca Lopez**, assistant director student affairs case management - University of California Berkeley  
**Evelyn Cheng**, systemwide Title IX program coordinator - University of California Office of the President  
**Erika Pappas**, slug support manager - University of California Santa Cruz

**CONTINUING EDUCATION:** NBCC; NASW

Institutions of higher education are identifying a need to provide support for students accused of sexual misconduct. Providing services to respondents requires staff to operate in a function that is newly developed and without established best practices. This session explores the need for the role, provides a model established by the University of California system and will provide a framework that may be helpful for others taking on this role.

### **Learning Outcomes:**

1. Understand the Respondent Services Coordinator position that the University of California has implemented and the benefits the role provides.
2. Learn from the successes and challenges and how the position can be adapted to different campuses.
3. Learn how to provide support to respondents without crossing the boundary into advocacy.

**Broadway III | 4:15 p.m. – 5:15 p.m.**

## **Reflections, Trends, and Visions for the Future of College Health and Wellness**

**PRESENTER:** **Ryan Travia**, associate dean of students for wellness - Babson College  
**Gerri Taylor**, associate dean of health counseling and wellness - Bentley University  
**Joleen Nevers**, associate director of wellness & prevention - University of Connecticut  
**John Miner**, director of counseling and psychological services (retired); College Health & Counseling Services LLC - Williams College  
**Gerard Fromm**, psychologist; consultant; assistant clinical professor Yale Child Study Center - Austen Riggs Center

**CONTINUING EDUCATION:** NBCC; CHES; MCHES; NASW

A multidisciplinary panel of seasoned college health practitioners and senior administrators share diverse perspectives about the evolution of Health Services, Counseling and Mental Health Services, and Health Promotion, as they relate to the phenomenon of "Wellness," which has become the operant focus in College Health and Student Affairs. This interactive workshop will empower participants to facilitate greater collaboration across services and envision new ways of uniting, leading, and transforming health and wellness on their campuses.

### **Learning Outcomes:**

1. Discuss the evolution of the concept of wellness in college health.
2. Identify opportunities in developing collaborative health models.
3. Describe strategies for advancing integrated wellness initiatives on campuses.
4. Explain ways to transform college health and wellness services to promote greater collaboration.

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# THURSDAY, JANUARY 18

## CONCURRENT SESSIONS 2 (cont.) | 4:15 p.m. – 5:15 p.m.

MH



*Captain Gray III* | 4:15 p.m. – 5:15 p.m.

### Changing the Culture of Mental Health on Campus Through Evaluation

PRESENTERS:

**Debbie Bruckner**, senior director student wellness access & support - University of Calgary

**Andrew Szeto**, director campus mental health strategy - University of Calgary

**Sharon Cairns**, associate professor counselling psychology - University of Calgary

**Artem Assoiants**, graduate student counselling psychology - University of Calgary

**Clare Hickie**, undergraduate student psychology - University of Calgary

CONTINUING EDUCATION: NASW

The University of Calgary (UCalgary) has embraced the need to enhance campus mental health. With our Campus Mental Health Strategy, campus stakeholders have taken up program evaluation as a means to our goal: creating a holistic mental health culture and experience for our staff, faculty, students, and post-doctoral scholars. Using UCalgary as a case example, small group discussion will focus on evaluation best practices, learnings, and next steps related to participants' unique institutional experiences.

#### Learning Outcomes:

1. Identify how an evaluation framework and process facilitates institutional and government reporting.
2. Share best practices and experiences to enhance understanding of applying evaluation practice to post-secondary settings.
3. Assess opportunities to develop or refine an evaluation process.
4. Determine foundational groundwork required to enhance or develop an evaluation process.

MH



*Broadway IV* | 4:15 p.m. – 5:15 p.m.

### Friend2Friend: Developing Student Skills to Responding and Referring Friends in Distress

PRESENTER:

**Alicia Czachowski**, health promotion specialist - Columbia University

CONTINUING EDUCATION: CHES

There is a focus on preventing crises from occurring on college campuses. However, could professionals train students to recognize signs that a friend is experiencing distress. Could a student prevent a situation from escalating to the crisis level? Friend2Friend, a pilot program at Columbia University, was developed to meet this need. The session will describe the need, the application of primary and secondary prevention to mental health, and how similar approaches may be developed on other college campuses.

#### Learning Outcomes:

1. Explain why training students on responding and referring to a friend experiencing distress is needed.
2. Describe the Friend2Friend training
3. Discuss how other institutions are meeting similar needs of their campus.



**Broadway II | 4:15 p.m. – 5:15 p.m.**

## Connecting Self-Care & Supervision to Reduce the Risk of Trauma-Related Stress

**PRESENTERS:** **Jolene Broshious**, support coordinator, sexual civility and empowerment program - The Ohio State University  
**Natalie Spiert**, assistant director, sexual civility and empowerment program - The Ohio State University

At The Ohio State University, Student Life's Sexual Civility and Empowerment Program (SCE) aims to shift culture and challenge current social norms through sexual violence prevention, civility and empowerment education, and victim/survivor support. This presentation will focus on SCE's innovative self-care initiatives as well as how supervision relates self-care and the differences between trauma-related stress and professional burnout. Approaches to self-care, implementation strategies, and action steps will be shared.

### Learning Outcomes:

1. Articulate the differences between professional burnout and trauma-related stress.
2. Understand the relationship between helping professions and the risks of trauma-related stress and burnout.
3. Discuss the importance of supervision in regards to self-care practices within the work environment.
4. Discuss how to develop and implement innovative practices regarding self-care.
5. Create action steps for self-care within their own supervision experiences and places of work.

SVPR



## MINI-INSTITUTE SESSIONS 1 | 4:30 p.m. – 6:30 p.m.

**Skyline II | 4:30 p.m. – 6:30 p.m.**

## Update on Intervene: Cornell's Evidence-based Bystander Intervention Video and Workshop

**PRESENTERS:** **Laura Santacrose**, assistant director - Cornell University  
**Catherine Thrasher-Carroll**, mental health promotion program director - Cornell University  
**Anne Laurita**, post-doctoral fellow - Cornell University

**CONTINUING EDUCATION:** NBCC; NASW

Cornell University's Skorton Center for Health Initiatives developed a bystander intervention video and workshop: Intervene. The 20-minute Telly Award-Winning video portrays students successfully intervening in problematic situations (sexual assault and harassment, intimate partner violence, hazing, alcohol emergencies, emotional distress, and racial bias). A new video, Intervene: Bias, demonstrates intervening in various bias incidents. Participants will view the videos, gain free access, hear RCT evaluation results regarding Intervene's impact on undergraduate and graduate/professional students, and learn how other campuses use Intervene.

### Learning Outcomes:

1. Identify tangible bystander intervention resources (i.e. links to videos and discussion guides) that can be used campus.
2. Understand Cornell's integrative approach to applying bystander intervention as a strategy for multiple college health topics.
3. Learn the strengths of using an integrative approach to college health topics.
4. Learn from the experiences of other schools who have implemented Intervene on their own campuses.

AODVP

MH

SVPR



**Galleria III | 4:30 p.m. – 6:30 p.m.**





# THURSDAY, JANUARY 18

SVPR



## MINI-INSTITUTE SESSIONS 1 (cont.) | 4:30 p.m. – 6:30 p.m.

*Galleria III* | 4:30 p.m. – 6:30 p.m.

### **Dialogue for Transformation: Three Campus' Approaches to Engaging Men and Masculine Folks**

PRESENTER:

**Dustin Struble**, prevention educator - University of Kansas

**Paul Ang**, prevention program coordinator -  
University of Minnesota Twin Cities

**Kelly Iwanaga Becker**, associate director student affairs assessment  
and planning - Northwestern University

CONTINUING EDUCATION: NASW

How can we effectively engage college men and masculine folks in violence prevention? One promising approach, gender-transformative education, seeks to address risk factors for violence perpetration linked to men and masculine gender norms. Presenters will provide insight into how three institutions have used intergroup dialogue to engage college men and masculine folks, particularly fraternity members and student-athletes, in gender-transformative education. Afterwards, participants will discuss how this approach could be adapted to work with their respective campus communities.

#### **Learning Outcomes:**

1. Distinguish the difference between gender-neutral gender-sensitive and gender-transformative approaches to gender-based
2. Apply elements of each institution's effective practice to the development and implementation of a men's engagement program.
3. Identify different methods for evaluating the effectiveness of gender-based violence prevention programs.

SVPR



*Galleria II* | 4:30 p.m. – 6:30 p.m.

### **Partners in Prevention: How a Victim Advocacy Center and a Title IX Office Learned to Love Each Other (consensually, of course)**

PRESENTERS:

**Sarah Berg**, deputy title ix coordinator - University of Colorado Denver,  
Anschutz Medical Campus

**Megan Alpert**, director - The Phoenix Center at Auraria, Anschutz

CONTINUING EDUCATION: NBCC; NASW

As campus efforts around Title IX prevention and response have swelled, many campus and community advocates have felt forgotten, overlooked, or worse. Learn about how our—sometimes painful—journey led our Title IX office and local victim advocates to partner to improve our prevention and response efforts. Results highlighted will include suggestions for cross-training, ideas around creating cohesive messaging, and, most notably, designing and co-presenting curricula around improving survivor experience from their initial disclosure to resolution.

#### **Learning Outcomes:**

1. Evaluate the strengths of challenges around and pathways to partnerships between Title IX Offices and victim advocates.
2. Identify tangible resources for creating collaborative prevention and awareness products.
3. Synthesize existing knowledge of Title IX with best practices developed implemented and shared by victim advocates.



**Broadway I | 4:30 p.m. – 6:30 p.m.**

## **Embracing Neurodiversity: A Model for Changing Campus Culture**

PRESENTERS:

**Betsy Smith**, director of counseling and wellness -  
Massachusetts College of Art and Design

**Tonya White**, staff psychotherapist -  
Massachusetts College of Art and Design

**Elizabeth Smith-Freedman**, associate dean of the academic resource  
center - Massachusetts College of Art and Design

CONTINUING EDUCATION: NBCC; NASW; APA

Neurodiversity is a term that refers to the variation in human brains and has been embraced by the autism community in a movement to change perspectives on difference. Higher education continues to see an increase of neurodivergent students, creating a need education about neurodiversity and how to create a supportive community. MassArt's Neurodiversity Committee will empower you with an understanding of potential traits of neurodivergent students and provide a model workshop to implement on your campus.

### **Learning Outcomes:**

1. Learn a model for leading a workshop on neurodiversity on campus.
2. Develop an understanding of neurodivergent profiles with a focus on Asperger/Autism Profiles.
3. Challenge current thinking about differences using the lens of neurodiversity.
4. Identify appropriate next steps for institutions of higher education.
5. Gain tools and information to become part of the Neurodiversity Movement.

**Skyline I | 4:30 p.m. – 6:30 p.m.**

## **How Counseling Centers Assist Campuses Impacted by Divisive Social and Political Events**

PRESENTERS:

**Mary Chandler Bolin**, director UK counseling center -  
University of Kentucky

**Sharon Mitchell**, director counseling student health and wellness -  
University at Buffalo

**Micky Sharma**, director counseling and consultation service -  
The Ohio State University

**Peter LeViness**, director CAPS - University of Richmond

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

The Association for University and College Counseling Center Directors (AUCCCD) holds social justice, inclusion, and equity as central values of the organization and its strategic plan. In this age of increasingly divisive protests, controversial guest speakers and political polarization on college campuses, the counseling center often plays a central role in both proactive and responsive action to support the mental health of the campus community.

### **Learning Outcomes:**

1. Understand the importance of collaborative campus efforts to protect and support those most likely to be targeted by identity-based bias or violence.
2. Learn at least four strategies to address campus stress related to issues of social justice.
3. Gain awareness that the political is personal.

MH



MH





# THURSDAY, JANUARY 18

## MINI-INSTITUTE SESSIONS 1 (cont.) | 4:30 p.m. – 6:30 p.m.

### WHPL



*Captain Gray I/II* | 4:30 p.m. – 6:30 p.m.

### **Social Justice Practices and Health Promotion: A Facilitated Reflection and Conversation**

**PRESENTERS:** **Sonya Satinsky**, director health promotion and prevention services - Princeton University

**Sherri Darrow**, director wellness education services - University at Buffalo

**CONTINUING EDUCATION:** CHES; MCHES

Social justice perspectives are built into the standards of practice for our profession. However, it can be difficult to match our work to our values. This Mini-Institute will be a facilitated conversation where WHPDs can take the time to engage with evocative ideas about social justice, health behavior, and health promotion. Participants will leave with a self-designed action plan for making small (or large) steps toward aligning their professional practice with promoting equity and inclusion in their communities.

#### **Learning Outcomes:**

1. Explore the overlap of social justice principles with health promotion goals.
2. Reflect on whether their current professional practices support achieving social justice on their campuses.
3. Participants will interrogate whether a focus on health behavior helps health promotion professionals achieve goals of reducing health disparities.
4. Participants will develop action plans for implementing changes to work practices to promote equity and inclusion on their campuses.

### AODVP



*Pavilion West* | 4:30 p.m. – 6:30 p.m.

### **Using the SAMHSA Strategic Prevention Framework to Reduce Alcohol and Marijuana use Among Minnesota College Students**

**PRESENTERS:** **Jennifer Valorose**, research scientist, Wilder Research

**Kate Hansen**, health & wellness promotion coordinator - Winona State University

**Patrick Gordon**, alcohol & other drug prevention coordinator - Carleton College

**Alli Fast**, SPF PFS project coordinator, Minnesota State Community and Technical College (M State) – Moorhead

**Kitra Nelson**, SPF PFS project coordinator - Minnesota State Community and Technical College (M State) – Fergus Falls

**CONTINUING EDUCATION:** NBCC; NASW

Minnesota is implementing the SAMHSA Strategic Prevention Framework in seven colleges and universities with higher than average underage alcohol use and marijuana use rates. The presenters will provide an overview of the process of implementing the SAMHSA Strategic Prevention Framework, including creating a coalition of stakeholders, collecting data to prioritize the local conditions impacting substance use on their campus, selecting strategies to address those local conditions, and creating evaluation and sustainability plans.

#### **Learning Outcomes:**

1. Implement the SAMHSA Strategic Prevention Framework on college campuses.
2. Identify and overcomes challenges to working with different stakeholders within a college to implement a prevention strategy.
3. Identify populations in need of culturally specific programming at a college.
4. Start to build a sustainable prevention infrastructure.



**Council** | 4:30 p.m. – 6:30 p.m.

## **Well-being: A Fundamental Aspect of Student Success**

**PRESENTERS:** **Stephanie A. Gordon**, vice president for professional development, NASPA  
**Pam Watts**, executive director, NIRSA

Fostering a culture of health and well-being in postsecondary education is integral to the overall success of students. A core tenant of higher education is to educate students and develop active, engaged citizens who can strengthen the world around them. From the Okanagan Charter to work from our academic colleagues in Bringing Theory to Practice, student affairs professionals must think about how we continue to develop institutional approaches to supporting the concept of well-being in the personal, institutional, cultural, political, and environmental aspects of our communities. Join representatives from NASPA and NIRSA in this interactive discussion of how to make and keep well-being as a main focus in our institutions.

### **Learning Outcomes:**

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

## **CONCURRENT SESSION 3 | 5:30 p.m. – 6:30 p.m.**

**Broadway III** | 5:30 p.m. – 6:30 p.m.

## **Athletics and Student Affairs Collaboration - 360 Proof Tips to Enhance Your Prevention Partnership**

**PRESENTERS:** **Jennifer Jacobsen**, assistant dean of students director of wellness & prevention - Grinnell College  
**Brian Dietz**, associate dean of students director of student involvement - Kalamazoo College

360 Proof, a collaboration of NCAA Division III and NASPA Small Colleges and Universities, offered free to its members, is a comprehensive program that helps participating schools reduce consequences of high-risk alcohol use and enhances collaboration between student affairs and athletics. It provides resources for campus self study, identifies evidence-based practices including building a multidisciplinary team, and offers an intervention, the 360 Proof Personalized Feedback Index. A panel of 360 Proof participants will lead attendees in through an exploration of the features in the program, and tips to enhance prevention partnerships.

### **Learning Outcomes:**

1. Develop strategies for student affairs professionals to effectively collaborate with colleagues in athletics and other campus departments.
2. Engage with peers to learn about successes challenges and strategies for 360 Proof implementation.
3. Explore the 360 Program and its available features.

WHPL



AODVP





# THURSDAY, JANUARY 18

## CONCURRENT SESSION 3 (cont.) | 5:30 p.m. – 6:30 p.m.

AODVP

*Captain Gray III* | 5:30 p.m. – 6:30 p.m.

MH

### **Increasing Student Health, Well-being, & Retention: A Scalable & Personalized Approach**

WHPL

PRESENTERS:

**Kate Simonds**, student health coordinator and prevention specialist - Colorado Mesa University

**Nathan Demers**, director of clinical programs - Grit Digital Health

CONTINUING EDUCATION:

NBCC; NASW; APA

Getting health and wellness on students' to-do list is more important than ever amongst today's stressed-out student bodies. Meeting students on their terms with scalable and personalized digital interventions that centralize well-being initiatives is essential. The presentation provides a case study of YOU@CMU, a digital platform that increases physical/mental health literacy, encourages help seeking behaviors, and connection to campus resources to promote well-being, increase retention, and inform campus health policies & student success initiatives through data analytics.

#### **Learning Outcomes:**

1. Describe current national mental/physical wellness trends on college campuses and the need for "upstream" approach to promote student wellness
2. Analyze the role of digital technologies in the evolution of care to meet college students' - as digital natives - needs on their terms.
3. Gain understanding of Colorado Mesa University's campus wide mental health initiatives and ability to adopt relevant aspects for their universities.
4. Use technology to collect data of health related behaviors for proactive development of programming and initiatives while maintaining anonymity.

AODVP

*Pavilion East* | 5:30 p.m. – 6:30 p.m.

MH

### **Innovation with Fidelity: Integrating Mental Health Screening into BASICS**

PRESENTERS:

**Brooke Chehoski**, doctoral student - University of South Carolina

**Aimee Hourigan**, substance abuse prevention & education director - University of South Carolina

**Alicia Czachowski**, health promotion specialist - Columbia University

CONTINUING EDUCATION:

CHES; MCHES; NASW

Are you asking high-risk drinkers about their sleep or eating habits? How do a student's mental health symptoms influence the effectiveness of BASICS? Because high-risk substance use often occurs alongside mental health concerns, BASICS practitioners are in a unique position to intervene in a student's development of either disorder. In this presentation, we will share the experiences of two different campuses utilizing mental health screening in BASICS, including the benefits, challenges, and even a little data.

#### **Learning Outcomes:**

1. Explain rationale and protocol for incorporating mental health screening into BASICS intervention from the perspective of two different campuses.
2. Describe benefits and challenges of incorporating mental health screening into BASICS.
3. Explore preliminary connections between PHQ9 score substance use and other indicators of effectiveness of BASICS (AUDIT score pre/post use etc).





**Broadway II | 5:30 p.m. – 6:30 p.m.**

## **Orienting New Health Promotion Professionals**

**PRESENTERS:**

**Kelly Hogan**, director, McDonald center for student well-being - The University of Notre Dame

**Delynne Wilcox**, assistant director, health planning and prevention - The University of Alabama

**Stacy Andes**, director, health promotion - Villanova University

**CONTINUING EDUCATION:** CHES; MCHES

This session is designed for new health promotion professionals and those who supervise them. The presentation will provide a primer for new professionals as well as tools and strategies for supervisors to employ in their onboarding processes.

### **Learning Outcomes:**

1. Discuss ways to reorient new health promotion professionals to the process of health promotion.
2. Identify tools and strategies widely accepted in the field of health promotion that they can use to enhance their orientation.
3. Review the professional standards within the field.

**Galleria I | 5:30 p.m. – 6:30 p.m.**

## **Peer Power: Lessons Learned From Creating a Peer Advocacy Program at UT-Austin**

**PRESENTERS:**

**Kelly Soucy**, assistant director student emergency services - The University of Texas - Austin

**Bree Van Ness**, confidential advocate & peer advocacy coordinator - The University of Texas at Austin

**Breall Baccus**, confidential advocate and prevention coordinator for Title IX - The University of Texas at Austin

**Lauren White**, health education coordinator voice against violence - The University of Texas at Austin

Confidential options for students impacted by a Title IX situation was determined as an area of growth for UT-Austin following an assessment of the campus community. Additionally, students stated they often spoke with an informal support such as a peer instead of formal reporting structures on campus. UT-Austin created the Interpersonal Violence Peer Support program to address the gap. The session will discuss the development and implementation of the program, lessons learned, and how to develop a peer advocacy program.

### **Learning Outcomes:**

1. Participants will be able to identify key components of a peer advocacy program.
2. Participants will be able to articulate benefits and drawbacks of student peers in confidential roles.
3. Participants will be able to articulate steps to take for their institutions to implement a similar program.

WHPL



SVPR





## SVPR



## CONCURRENT SESSION 3 (cont.) | 5:30 p.m. – 6:30 p.m.

*Forum* | 5:30 p.m. – 6:30 p.m.

### **Title IX for Mandated Reporters: Navigating Privacy Without Confidentiality**

PRESENTERS: **Jennifer Henkle**, assistant director of Community of Concern - University of Kentucky

CONTINUING EDUCATION: NASW

Since the 2011 Dear Colleague Letter, Title IX legislation has been taken more seriously on campuses, resulting in an increase in reports from survivors. As a result, many individuals who may hold clinical licensure are serving in support roles tasked with working with both complainants and respondents in non-confidential settings to provide them with support, accommodations, and more. This presentation addresses working within private but non-confidential boundaries with all parties, including how to coordinate with investigators, advocates, and behavioral intervention teams.

#### **Learning Outcomes:**

1. Identify whether their current role falls within the confidentiality mandated by their licensure.
2. Gain a better understanding of working in a private but non-confidential setting while addressing their own moral/ethical concerns.
3. Explore strategies for working with other parties on their campus such as investigators advocates and BITs to develop and enhance their own work.

## AODVP



*Broadway IV* | 5:30 p.m. – 6:30 p.m.

### **21st Birthday Project: Engaging Students & Local Businesses in a Brief Intervention**

PRESENTERS: **Kelsey O'Hara**, health educator - Virginia Tech

**David Andrews**, assistant director for Hokie wellness - Virginia Tech

CONTINUING EDUCATION: CHES

Among the many high-risk events of the college experience, 21st birthdays are one of the most concerning and yet challenging for prevention practitioners. Traditionally difficult to target, this presentation will describe a new program from Virginia Tech that uses a peer-facilitated ten minute brief intervention. At the end of the Spring 2017 semester, the 21st Birthday Project was reaching 40% of all students turning 21. This presentation will discuss lessons learned, techniques for engaging community stakeholders and program implementation, and current evaluation outcomes.

#### **Learning Outcomes:**

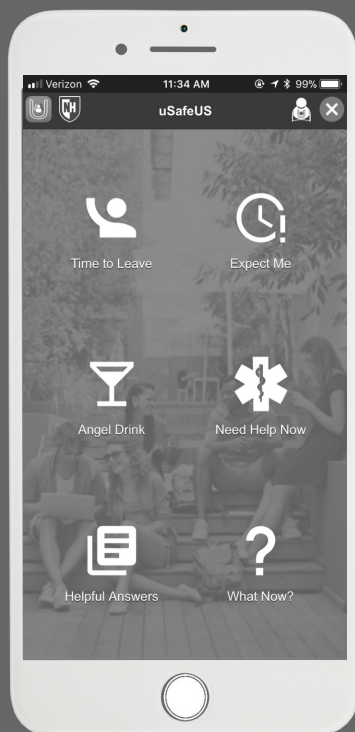
1. Learn a novel approach to targeting risky drinking behaviors of students turning 21 years old through use of a brief intervention
2. Learn strategies to engage community partners in the development of a harm reduction intervention for students turning 21 years old.
3. Develop an in-depth knowledge of how to develop a plan for implementation of the program.

## NATIONAL SEXUAL VIOLENCE RESOURCE CENTER

The NSVRC is the leading nonprofit in providing information and tools to prevent and respond to sexual violence. NSVRC translates research and trends into best practices that help achieve real and lasting change. NSVRC also works with the media to promote informed reporting and leads the national Sexual Assault Awareness Month campaign every April.



Protect your students from sexual assault with a student-designed smartphone app.



### Interactive Prevention Tools

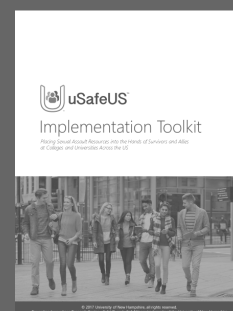
- Help students leave risky situations
- Engage allies in prevention
- Encourage regular use of the app

### Research-Informed Response

- Find local help in the event of an assault
- Explore reporting options
- Learn how to help yourself or a friend

### Support Campus Efforts

- Comprehensive implementation toolkit
- Simplify sexual assault communications
- Customize the app to reflect local campus and community prevention messages and response resources



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## POSTER SESSIONS AND OPENING RECEPTION

*Grand Ballroom I/II* | 6:30 p.m. – 8:00 p.m.

MH



### **A Mixed-Methods Approach to Increase Mental Health Literacy Among Male Undergraduate Students**

PRESENTERS:

**Amy Gatto**, prevention coordinator - University of South Florida

**Gregor Rafal**, graduate research assistant - University of South Florida

**Rita DeBate**, associate vice president for wellness; professor - health policy and management - University of South Florida

University students with higher mental health literacy (MHL) have more positive attitudes toward seeking help and are more likely to receive professional help. A cross-sectional study of males attending a large southeastern urban university (n=1242) and 32 key informant interviews were conducted to assess MHL and help-seeking behaviors. Results revealed poor attitudes and beliefs, high stigma, and low help-seeking intentions. The findings informed practices focused on increasing MHL and help-seeking behaviors as primary prevention for male college students.

#### **Learning Outcomes:**

1. Describe mental health literacy its associated sub-constructs and help-seeking behaviors.
2. Compare findings regarding male mental health literacy between undergraduate and graduate students.
3. Articulate factors which may contribute male undergraduate students' intention to seek professional help for mental health.

SVPR



### **Campus Sexual Assault Prevention: Improvements and Challenges in Measuring Bystander Intervention Behavior**

PRESENTER:

**Jill Hoxmeier**, assistant professor - Central Washington University

In this session, strategies for assessing the effectiveness of bystander training programs will be presented, focusing on studies from three different institutions, examining 1) students' intervention opportunities and behaviors, 2) the frequency of students' intervention behavior, and 3) students' bystander responses relative to opportunity. This session is designed to describe the current ways bystander behavior is measured to aid in the evaluation of bystander training programs and engage the audience in a conversation to share insights from the field.

#### **Learning Outcomes:**

1. Identify three different methods for measuring students' pro-social bystander intervention.
2. Articulate the importance of measuring bystander intervention behavior relative to intervention opportunity.
3. Describe gender differences in students' pro-social intervention behavior.
4. Describe variation in students' pro-social intervention behavior across the continuum of sexual assault risk situations.
5. Identify the salient intervention barriers students face as bystanders to sexual assault risk situations.



## Healthy Detours: A Location-Based Services App to Promote Healthy Choices Among College Students

PRESENTERS:

**Valerie Myers**, senior scientist - Klein Buendel Inc.

**Robert Newton**, associate professor - Pennington Biomedical Research Center Louisiana State University

**Tiffany Jerrod**, project coordinator - Klein Buendel Inc.

The Healthy Detours study was a randomized controlled trial testing the effectiveness of an app for college students that provided real-time, personalized feedback for promoting healthy decision-making for diet, exercise, and sleep. The Healthy Detours app provided person-specific algorithms based on users' lifestyle habits when they "checked-in" using location-based services (LBS) at various locations on or near campus. The app analyzed the data in real-time and provided customized recommendations for healthier options near the user's location.

### Learning Outcomes:

1. Expand knowledge and understanding of health promotion programs delivered through technological approaches.
2. Understand the app development process and use of user-centered design for creating tailored programs.
3. Examine the impact of app technologies on the delivery and implementation of approaches for health promotion in college students.
4. Evaluate and discuss the challenges of "going to scale" and the implementation of technology programs in college settings.

## Mental Health Promotion: What are the Stress and Coping Mechanisms of First-generation, Low-income (FGLI) College Students

PRESENTER:

**Betel Trephan**, graduate student - University of Pennsylvania

Stress management workshops and physical activity have shown to help reduce stress. Original research findings showed that poor academic performance is the leading cause of stress for first-generation, low-income (FGLI) students at the University of Pennsylvania (Penn). To cope with stress, FGLI students rely on their peer network for support. This session will provide information on FGLI students, review mental health promotion on college campuses and engage participants in meaningful dialogue on how to improve the well-being of FGLI students.

### Learning Outcomes:

1. Develop an understanding of the challenges experienced by FGLI students.
2. Discuss the recent mental health promotion efforts in higher education settings.

WHPL



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# THURSDAY, JANUARY 18

AODVP

## Statewide Strategic Prevention Priorities: Translating State Vision to Campus Practice

SVPR

PRESENTERS:

**Michelle Bangen**, associate director for prevention and wellness - Oregon State University

WHPL

**Victoria VandeLinde**, wellness graduate assistant - Oregon State University



Campuses have a unique opportunity to share innovative programs that inform statewide strategic priorities for healthy sexuality education and violence prevention. Learn how Oregon State University has contributed to and aligned its prevention effort with the state's strategic priorities. Discover ways to use a healthy sexuality framework to communicate violence prevention messaging to traditionally resistant student groups, engage student leaders, and strengthen relationships with campus partners. Consider how healthy sexuality topics relate to and impact sexual violence.

### Learning Outcomes:

1. Describe how sexual health promotion connects to violence prevention.
2. Explain and conceptualize connections between state sexual violence prevention priorities and how to implement healthy sexuality programs.
3. Communicate the value of creating healthy sexuality promotion messaging in alignment with violence prevention messaging at their institutions.

MH

## The Wellness Series: A Collaborative Model Transforming Well-being Interventions of College Campuses

WHPL

PRESENTER:

**Connie Briscoe**, director of wellness center - Rollins College

**Renee Treviranus**, substance abuse counselor - Rollins College

**Cristelle Garnier**, assistant director - Health Promotions Coordinator - Rollins College

**Penelope Strater**, director student and family care - Rollins College



This program highlights the key strategies and lessons learned in developing a new framework for addressing wellness and mental health promotion in a true collaborative manner on a college campus. A panel of Student Affairs professionals will describe the framework, discuss their role in this collaborative initiative, and talk about the benefits each has seen in using this transformative framework. Discussion will also include the incorporation of quantitative and qualitative data to both guide our work and assess effectiveness.

### Learning Outcomes:

1. Develop a tangible model of collaboration that addresses holistic wellness and mental health promotion on college campuses.
2. Leave with a clearer understanding of how inter-department and inter-divisional prevention and intervention can look and how such.
3. Develop an understanding of the benefits to student affairs staff and campus faculty of using such a collaborative framework.





## USC 'Pause for Paws': Impact and Implications of Therapy Dogs on a College Campus

### PRESENTERS:

**Breezell Miller**, intern - Office for Wellness and Health Promotion - University of Southern California

**Chris Tacto**, Health Promotion Specialist - University of Southern California

Stress and anxiety impact college students' academic performance. University of Southern California (USC) students report stress (27.5%) and anxiety (19.4%) negatively impacting their performance (NCHA, 2016). USC created the 'Pause for Paws' therapy dog program two years ago to help address this problem. Therapy dogs were provided and data collected each week, at various sites on campus, to assess the impact on attendees. This report features the background, contributions, outcomes, and recommendations from 'Pause for Paws'.

### Learning Outcomes:

1. Describe the various program implementation strategies used in the 'Pause for Paws' therapy dog program for student engagement.
2. Create solid communication and collaboration with internal and external partners.
3. Apply effective marketing strategies and tools.
4. Analyze data collection and program evaluation methods.

## Using Developmental Theory as a Language for Student Affairs Professionals

### PRESENTERS:

**Adam Gregory**, graduate assistant - Northern Illinois University

**Lucy Parker**, associate director - Northern Illinois University

Traditionally, there has been a division of labor in higher education between academics and student affairs. This session is designed to focus on the plausibility of using developmental theory to facilitate communication across many departments of higher education, it is important to remember the student affairs profession "grew from the campus up, not from theory down". College counselors and student affairs professionals have advantages assisting with these goals because of their training and competencies in the areas of student development.

### Learning Outcomes:

1. Inform student affairs professionals how to use theories as the tool for communication between departments and specialty areas.
2. Further educate student affairs professionals on how developmental theories form a framework to collaborate during events.
3. Provide specific examples of campus events and collaborations that will benefit student well being and mental health.

WHPL



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WHPL





# THURSDAY, JANUARY 18

## WHPL



### **Well-being Through Wellness Coaching: Developing Wellness Coaching Programs for Academic Success**

#### **PRESENTERS:**

**Natalie Rella**, health promotion specialist - University of Florida

**Jennifer Kennymore**, health promotion specialist - University of Florida

**Brandace Stone**, graduate student outreach assistant - University of Florida

This session will explore campus-based Wellness Coaching programs and identify benefits to using these programs to increase academic success and promote positive behavior change. Using data from internal and external sources, the session will compare and contrast existing university Wellness Programs, including a case study from a large public institution. Participants will analyze Wellness Coaching program structures and effective components in order to generate a plan for developing a Wellness Coaching program at their home institution.

#### **Learning Outcomes:**

1. Describe the benefits of Wellness Coaching within higher education.
2. Compare and contrast existing university Wellness Coaching programs.
3. Identify components of an effective Wellness Coaching program.

## SVPR



### **"She wasn't resisting:" Students' Barriers to Intervening in Sexual Assault Risk Situations**

#### **PRESENTER:**

**Jill Hoxmeier**, assistant professor - Central Washington University

The goal of this poster presentation is to present the salient themes among students' qualitative responses for why they did not intervene in sexual assault risk situations when they had the opportunity to do so. In 2014, undergraduate students (n = 9,358) at a large, public university in the Northeast completed a web-based survey to assess bystander opportunities and responses for six different risk scenarios. Content coding revealed students report a failure to intervene due to a variety of barriers.

#### **Learning Outcomes:**

1. Evaluate the benefit of using both quantitative and qualitative measures of bystander behavior for students' responses.
2. Identify the sexual assault situations that students have the opportunity to intervene in and do not intervene.
3. Identify salient barriers students' report as bystanders to sexual assault situations that prevent their intervention.

## MH



### **An Understanding of the Relationship Between Birth Control and Depression in College-aged Women**

#### **PRESENTERS:**

**Jamie Paola**, mph candidate - University of South Florida

**Rita DeBate**, associate vice president of wellness -  
University of South Florida

**Jennifer Black**, research assistant professor child and family studies -  
University of South Florida

This session features a poster presentation describing the relationship between birth control use and depression. Data was gathered from the National Longitudinal Study of Adolescent to Adult Health (Add Health) to further explore the effects of contraception use on depressive symptoms. This presentation will disseminate information about a topic frequently debated.

#### **Learning Outcomes:**

1. Discuss the impacts of multi-contraception use and previous depression history in regards to this association.
2. Describe how to assess the relationship between birth control and depression.
3. Describe how routine checks for depression in college-aged females can improve student wellness.



## Poetry Summit for LGBTQ Students: Poetry Therapy and Coping Mechanisms on Campuses

**PRESENTERS:**

**Jeremy Berry**, graduate coordinator of clinical mental health counseling program - Texas A&M University - Central Texas

**Patrick Whitfill**, professor - Wofford College

**Meghan Berlin**, undergraduate student - Wofford College

One of the challenges students in the LGBTQ community face is psychosocial stress, which they can feel when entering into an institution. During this session, the presenters will explore the creation of a Poetry Summit in an effort to improve the psychosocial stress levels of potentially at-risk LGBTQ first-year students. This program will implement the presenters' research in LGBTQ mental health, poetry therapy, poetry workshops, and the current model of the Poetry Summit as a cost-effect tool for universities.

### Learning Outcomes:

1. Learn the benefits of creating a structured poetry workshop as a collegiate summit experience.
2. Replicate a poetry summit experience with a low-cost high-yield model of action.

## The DEA's Campus Drug Prevention Webpage

**PRESENTER:**

**Richard Lucey, Jr.**, prevention program manager, Community Outreach and Prevention Support Section - Drug Enforcement Administration

In July 2017 the Drug Enforcement Administration (DEA) launched a new website for professionals working to prevent drug abuse among college students ([www.campusdrugprevention.gov](http://www.campusdrugprevention.gov)). Featured sections include drugs and paraphernalia, data and research, publications, views from the field, upcoming events, and how to help a friend. This poster session will provide attendees with more detail on the website's content and offer the opportunity for attendees to suggest future content that would be helpful in their efforts to prevent drug abuse among college students.

### Learning Outcomes:

1. Identify resources for campus drug prevntion.
2. Define prevention strategies for illicit substance abuse in higher education.

## Assessing Substance Use Trends Among College Athletes: NCAA National Study of Substance Use Habits of College Student-Athletes

**PRESENTERS:**

**Markie Cook**, assistant director of research, NCAA

**Jessica Gonzalez**, assistant director of prevention and health promotion - NCAA Sport Science Center

This poster features the newest data from the NCAA National Study of Student-Athlete Substance Use Habits of College Student-Athletes, an initiative of the NCAA Research department. This poster will highlight the responses from approximately 23,000 student-athletes who answered questions regarding 1) use of and experience with various substances 2) prescription drugs 3) attitudes toward drug testing.

### Learning Outcomes:

1. Gain a better understanding of substance use among college student-athletes.
2. Gain insight about student-athletes' attitudes regarding drug testing.
3. Learn how the NCAA complies survey data.

MH



AODVP

AODVP



# FRIDAY, JANUARY 19

*Skyline Ballroom | 6:45 a.m. – 7:45 a.m.*

## **Yoga**

*Ballroom Foyer, Ballroom Level | 7:30 a.m. – 5:00 p.m.*

## **Registration Open**

*Plaza Foyer, Plaza Level | 7:30 a.m. – 8:30 a.m.*

## **Continental Breakfast with Exhibitors**

*Atrium Ballroom, Plaza Level | 7:30 a.m. – 5:00 p.m.*

## **Exhibit Hall**

## **CONCURRENT SESSION 4 | 8:30 a.m. – 9:30 a.m.**

**MH**

*Broadway III | 8:30 a.m. – 9:30 a.m.*

### **A Curricular Approach to Student Mental Health Concerns in Residential Communities**

**PRESENTERS:** **Susan Lawhead**, community director - North Carolina State University

**Nicola Bell**, assistant director for student behavior - North Carolina State University

**CONTINUING EDUCATION:** CHES; MCHES; NASW

A curricular approach to residential education has positive impacts on student development, learning, and interventions. It can improve satisfaction, persistence, and a sense of belonging- all of which are influenced by, and/or impact student mental health. Curricular approaches rely on intentionality, structure, and sequencing found in academic majors to increase the impact of extracurricular experiences. Come learn about what a residential curriculum is, and how NC State is implementing a residential curriculum to address student mental health.

#### **Learning Outcomes:**

1. Distinguish a residential curriculum approach from traditional programming models.
2. Discuss how the increased intentionality leads access and education to mental health services.
3. Analyze the new staffing structure and then discuss how it increases campus collaborations and coordination.
4. Relate aspects of the residential curriculum to their home campuses to begin reflecting on potential implementation.



**SVPR**

*Galleria II | 8:30 a.m. – 9:30 a.m.*

### **A Lot with a Little: Sexual Violence Prevention Programming on Small Campuses**

**PRESENTERS:** **Michael Blackman**, director of student conflict resolution - School of the Art Institute of Chicago

**Debbie Martin**, dean of student life - School of the Art Institute of Chicago

**CONTINUING EDUCATION:** NBCC; NASW

College campuses have a responsibility to implement comprehensive sexual violence prevention programming that reduces sexual violence, encourages bystander intervention, and increases reporting. However, best practices such as establishing institutional task forces, implementing ongoing prevention programming, and utilizing a socio-ecological model for response efforts seem impossible when an institution has limited staff and limited resources. This session will highlight how one small school utilized a collaborative, efficient, and evidence-based approach to deliver effective prevention programming.

#### **Learning Outcomes:**

1. Describe two common barriers that small schools face when developing sexual violence prevention programming.
2. Identify at least two collaborators outside of an institution's Title IX office that can assist in sexual violence prevention.
3. Implement two primary prevention programs that are not resource intensive.







*Pavilion West | 8:30 a.m. – 9:30 a.m.*

## Applying an Intersectional Lens to Campus Sexual Violence Prevention and Response

PRESENTERS:

**Allison Tombros Korman**, senior director Culture of Respect - NASPA

**Evelyn Cheng**, systemwide Title IX program coordinator at the University of California Office of the President - University of California

**Jill Dunlap**, director for equity, inclusion, and violence prevention - NASPA

**Sarice Greenstein**, program manager - Culture of Respect - NASPA

CONTINUING EDUCATION: NBCC; NASW

Discussions around identities abound. As campuses deliver sexual violence prevention programming, an understanding of intersectionality - the complexity of how identity impacts and informs experiences - could yield a more meaningful experience. Yet, data from the Culture of Respect Collective suggest institutions are not frequently availing themselves of this opportunity. In this session, presenters will: unpack the concept of intersectionality, discuss its relation to sexual violence, and suggest concrete actions institutions can take to create an intersectional approach to addressing violence.

### Learning Outcomes:

1. Explain the concept of intersectionality.
2. Discuss why an intersectional approach to sexual violence prevention and response is critical.
3. List three ways their institution can more effectively integrate intersectionality into their efforts to address campus sexual violence.

SVPR



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## WHPL



## CONCURRENT SESSION 4 (cont.) | 8:30 a.m. – 9:30 a.m.

*Parlor A/B/C* | 8:30 a.m. – 9:30 a.m.

### Building and Evolving a Comprehensive, Data-driven Peer Health Educator Program

#### PRESENTERS:

**Carla Jackson**, health educator - California State Polytechnic University Pomona

**Ty Ramsower**, interim director student health and wellness - California State Polytechnic University Pomona

**Fernando Diaz**, interim senior coordinator for health promotion and wellness services - California State Polytechnic University Pomona

This session will outline the development and evolution of a comprehensive Peer Health Educator (PHE) program. Discussion will cover how the program utilized the CAS (Center for the Advancement of Standards for Higher Education) standards as a springboard to evaluate and improve the program. The development of various evaluation tools will be presented, including a rubric based on the CAS standards. Ideas for how to create a feedback loop based on evaluation, improvement, and innovation will be introduced, and participant discussion encouraged.

#### Learning Outcomes:

1. Design a rubric evaluation tool using the CAS standards.
2. Gain an understanding of components to a comprehensive PHE program.
3. Describe how evaluation informs the evolution of a PHE program.
4. Articulate how PHEs can be an integral part of a health promotion program.
5. Recognize the value of being a PHE for future career and educational aspirations.

## AODVP



*Broadway I* | 8:30 a.m. – 9:30 a.m.

### Building Partnerships and Communication for Campus Hazing Prevention

#### PRESENTERS:

**Elizabeth Allan**, professor, University of Maine

**Jane Stapleton**, director of programs prevention innovations - University of New Hampshire

**Laura Santacrose**, assistant director Skorton Center for Health Initiatives -

**Tim Marchell**, director Skorton Center for Health Initiatives - Cornell University

**David Kerschner**, graduate research assistant - University of Maine

As a form of interpersonal violence, hazing impinges on campus safety, student leadership development, and the educational missions of postsecondary institutions. Based on findings from a research-to-practice initiative to develop comprehensive approaches to hazing prevention at eight universities, this session will describe a data-driven framework for campus hazing prevention that includes building partnerships, strengthening communication, and enhancing campus transparency related to hazing and its prevention.

#### Learning Outcomes:

1. Design a rubric evaluation tool using the CAS standards.
2. Gain an understanding of components to a comprehensive PHE program.
3. Describe how evaluation informs the evolution of a PHE program.
4. Articulate how PHEs can be an integral part of a health promotion program.
5. Recognize the value of being a PHE for future career and educational aspirations.



*Council* | 8:30 a.m. – 9:30 a.m.

## **Graduate Student Life & Well-Being by Design: Evidenced-based and Data Driven Approaches to Student Success**

PRESENTERS: **Matt Helm**, director graduate student life and wellness - Michigan State University  
**Paul Artale**, manager for graduate student engagement - University of Michigan

CONTINUING EDUCATION: NBCC

Great educational design combines data, the science of student and academic affairs, health promotion, beauty, and art to produce something higher education didn't know it was missing. In order to effectively design healthy graduate student learning environments, it is incumbent upon graduate school administrators and key student affairs and wellness professionals to work collaboratively to understand and intervene with factors related to a poor quality of student life. This program highlights two innovative well-being models at two different research institutions.

### **Learning Outcomes:**

1. Gain familiarity with a research-based framework for hazing prevention.
2. Understand key indicators that characterize effective hazing prevention in college and university settings.
3. Identify strategies for building campus partnerships strengthening communication and enhancing transparency.
4. Apply the hazing prevention framework to their own campus context.

*Broadway II* | 8:30 a.m. – 9:30 a.m.

## **Many Hands Make for Light Work: A Systematic Approach to Bystander Intervention**

PRESENTERS: **Benjamin Bradley**, program manager dartmouth bystander initiative - Dartmouth College  
**Dawn Gillis**, assessment and program evaluation coordinator - Dartmouth College

While we often associate bystander intervention programming with learning opportunities for creative ideas like "spill your drink," systematic efforts to normalize bystander intervention as a community value and interpersonal expectation are often overlooked or seem too large to implement. This interactive presentation will provide SV prevention staff tangible strategies for: creating multiple touchpoints throughout a student's college experience, collaborative workshop development with/for different student communities, and efforts to evaluate effectiveness including longitudinal behavior change.

### **Learning Outcomes:**

1. Develop tangible strategies for an implementation plan for creating a systematic bystander intervention experience for students
2. Develop a knowledge of program evaluation/assessment including tools techniques and ideas for implementation
3. Use a case study of an entire program process: creation delivery evaluation and community follow up to examine best practices

WHPL



SVPR





## CONCURRENT SESSION 4 (cont.) | 8:30 a.m. – 9:30 a.m.

WHPL



*Galleria I* | 8:30 a.m. – 9:30 a.m.

### **Moving from Wellness to Well-Being and the Center of Higher Education**

PRESENTER: **Glen Sherman**, associate vice president and dean of students - William Paterson University

The transition from wellness to well-being implies philosophical significance that has yet to be adequately articulated. Ideas about well-being are rooted in ancient Greek philosophical notions like virtue, happiness and practical wisdom, as well as more current concepts, such as meaning, understanding, social justice, and emancipation. This presentation will explore how these ideas bear upon a broad conception of well-being in higher education, which implies a more centralized role for the concept in higher education's missions and purposes.

#### **Learning Outcomes:**

1. Learn the history and evolution of the concept of wellness laying the foundation for the concept of well-being.
2. Learn about related key ideas from Aristotle Paul Ricoeur and Jürgen Habermas.
3. Consider wellness practices along the lines of this broader conception of well-being.

AODVP



*Pavilion East* | 8:30 a.m. – 9:30 a.m.

### **The Highs and Lows of Collegiate Cannabis Prevention Efforts: Lessons Learned from Two Adult Use States**

PRESENTERS: **Laurie Jevons**, assistant director of BACCHUS Initiatives - NASPA  
**Matthew Vogel**, health promotion specialist & adjunct instructor - Southern Oregon University  
**Mallory Jordan**, assistant director of BACCHUS Initiatives - NASPA

CONTINUING EDUCATION: NBCC; CHES; MCHES; NASW

The changing legal landscape of cannabis requires professionals across many areas of student health to reexamine their current approach to education and prevention. Working from a social-ecological lens, presenters from Colorado and Oregon will share practical approaches and lessons learned from their respective institutions and communities. Examples of both individual and environmental strategies will be shared, to include harm reduction messaging, town-gown collaborations, retailer partnerships, and pre- and post-legalization trends.

#### **Learning Outcomes:**

1. Learn strategies to address cannabis use across the social-ecological spectrum through application of existing prevention frameworks.
2. Define federal and state marijuana laws.
3. Evaluate the strengths and challenges of harm reduction-based marijuana education.



Galleria III | 8:30 a.m. – 9:30 a.m.

## Using Case Management Data to Inform Practice and Develop Campus Trainings

PRESENTERS:

**Makenzie Schiemann**, director student outreach and support; director Center for Victim Advocacy; chair students of concern assistance team - University of South Florida Tampa

**Nicole Morgan**, assistant director student outreach and support - University of South Florida Tampa

CONTINUING EDUCATION: NBCC; NASW

This presentation will analyze case management and behavioral intervention team referral processes and campus trainings implemented at USF Tampa. Based on case management referral data which indicated low referral numbers with a large percentage of referrals for high risk issues, USF developed a campus training on early intervention. Post-training referral data indicates a significant increase in overall referrals and a shift toward early intervention. Recommendations regarding how campuses can develop trainings, assess referrals, and conduct data analysis are also provided.

### Learning Outcomes:

1. Understand how to analyze data in order to make programmatic and/or policy changes.
2. Gain knowledge about how to train key campus stakeholders on identifying supporting and referring a student of concern.
3. Collect and analyze campus data in order to develop relevant training to campus stakeholders.

SVPR

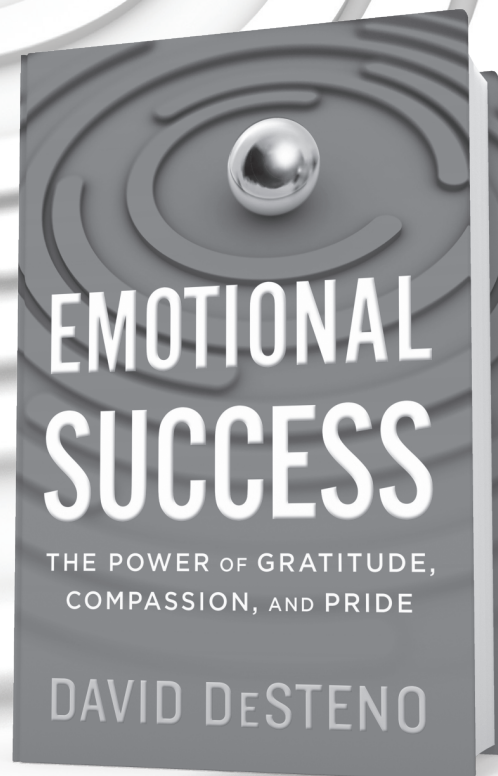


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# FRIDAY, JANUARY 19

## CONCURRENT SESSION 4 (cont.) | 8:30 a.m. – 9:30 a.m.

MH



*Broadway IV* | 8:30 a.m. – 9:30 a.m.

### We're on the Same Team: Engaging Athletics as Partners in Mental Health

PRESENTERS:

**Jennifer Jacobsen**, director of wellness & prevention assistant dean of students - Grinnell College

**Erin Buenzli**, director of wellness and recreation - Lawrence University

CONTINUING EDUCATION:

CHES; MCHES

College counseling centers work hard to reduce stigma and other barriers to seeking support for mental health concerns. Collaboration with athletics departments provides a significant opportunity to reach students, particularly many who may be less likely to access services. In this session, participants will become familiar with the NCAA Mental Health Best Practices guidelines and develop strategies for collaborating with key campus stakeholders, including athletics staff, to expand mental health promotion efforts and increase appropriate utilization of counseling services.

#### Learning Outcomes:

1. Identify the four key components of the NCAA Mental Health Best Practices guidelines.
2. Identify and engage with key stakeholders in their athletics department.
3. Develop strategies for collaboration with athletics department upon return to their campus.
4. Describe the benefits of collaboration with athletics.

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**PLENARY SESSIONS | 9:30 a.m. – 11:00 a.m.**

SVPR

*Grand Ballroom II***The State of Title IX: Navigating Campus Sexual Assault in an Era of Uncertainty****Fatima Goss Graves**, president and CEO - National Women's Law Center

The changes in Title IX guidance coming from the Department of Education in 2017 have presented a challenge to campus administrators. From the repeal of protections for transgender students to the rescinding of the 2011 Dear Colleague Letter and the 2014 Frequently Asked Questions guidance, this has been a trying several months for those on campus invested in this work. This session will help student affairs practitioners identify ways that they can continue to invest in the work of moving these efforts forward on their own campuses while also understanding national efforts to contest the changes coming from the Department of Education by national organizations, including the National Women's Law Center.

WHPL

*Grand Ballroom I***Pathways to Wellbeing: Whole System Leadership for Health Promoting Higher Education****Mark Dooris**, professor in health and sustainability, director of Healthy & Sustainable Settings Unit - School of Community Health and Midwifery

This presentation will provide an overview of health promoting universities and colleges – outlining the history, context and evolution; exploring theory, research and practice; examining the convergence of agendas; and sharing learning from experience. Drawing on findings from a recent research study, it will also consider the characteristics of a whole system approach and the features of leadership necessary for effective implementation. Reflecting on the 2015 Okanagan Charter, it will explore the challenges and opportunities for forging networks and building a transformative international movement for health promoting higher education that maximizes the contribution of universities and colleges to the wellbeing of people, places and the planet.





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## CONCURRENT SESSION 5 | 9:45 a.m. – 10:45 a.m.

*Galleria II* | 9:45 a.m. – 10:45 a.m.

### #Transferring Love: Transfer Student Services That Promote Mental Health and Wellness

PRESENTERS:

**Celina Benavides**, assistant professor - California State University Los Angeles

**Claudia Kouyoumdjian**, associate professor - California State University Los Angeles

**Jessica Rodriguez Lazo**, peer advocate - California State University Los Angeles

**Randi Harris**, director - Portland State University

**Lorena Márquez**, PolyTransfer coordinator - California State Polytechnic University Pomona

CONTINUING EDUCATION: NBCC; NASW

By focusing solely on students' academic attainment, we overlook their broader well-being and personal development. This presentation examines three public universities' strategies for supporting and empowering transfer students as they transition into higher education. Innovative approaches will be shared regarding changing institutional practices, developing a community space, creating love in action using high impact practices, and focusing on students' mental health to promote educational success.

#### Learning Outcomes:

1. Learn about successful approaches for supporting transfer students' mental health and well-being.
2. Gain a more in-depth understanding of the link between socioemotional development sense of belonging and academic outcomes.
3. Recognize how student affairs leaders can change institutional practices to build a welcoming reaffirming community rooted in love

*Parlor A/B/C* | 9:45 a.m. – 10:45 a.m.

### Advocacy for What? Reflections on Getting a Good, Healthy Buzz

PRESENTER:

**David Anderson**, professor emeritus - George Mason University

What progress are we making with campus drug/alcohol abuse prevention efforts? Where are we heading? What can we do better? This session blends data from the longitudinal College Alcohol Survey and interviews with long-term professionals addressing substance abuse. Areas of progress and concern with are highlighted, including policies, education, support services, staffing, data collection and priorities. Rich insights from practitioners, policy makers, thought leaders, and researchers provide helpful perspectives. Specific reasonable, impactful action steps are offered within a comprehensive framework.

#### Learning Outcomes:

1. Understand the historical context of campus efforts addressing drug and alcohol abuse including strategies resources and philosophical approaches
2. Gain insights about what progress and gaps with specific elements incorporated in a comprehensive campus strategy.
3. Identify specific short and longer-term approaches for implementation by campus leaders including tools for application on campus.

MH



AODVP





# FRIDAY, JANUARY 19

## CONCURRENT SESSION 5 (cont.) | 9:45 a.m. – 10:45 a.m.

MH



*Pavilion East* | 9:45 a.m. – 10:45 a.m.

### **Assistance and Support Animals on Campus: Understanding the Differences, Capitalizing on the Opportunities, and Navigating the Challenges**

**PRESENTER:** **M. Dolores Cimini**, assistant director for prevention and program evaluation - University at Albany SUNY

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

With the increasing numbers of service, assistance, and emotional support animals on college campuses in recent years, mental health professionals are being faced with more complex and evolving professional and ethical challenges. This presentation will discuss the differences among service, assistance, and support animals, outline the laws that govern their access on college campuses, and highlight best practices for evaluating requests for access. Potential opportunities for the integration of trained animals, such as therapy dogs, within our mental health treatment and promotion efforts will also be explored.

#### **Learning Outcomes:**

1. Discuss the similarities and differences among assistance animals service animals and emotional support animals.
2. Articulate how the Americans with Disabilities Act and Fair Housing Act apply to service and assistance animals.
3. Outline best practices to ensure and promote access by service assistance and emotional support animals on college campuses.
4. Identify opportunities through which trained support animals such as therapy dogs can support our mental health promotion work.

MH



*Broadway I* | 9:45 a.m. – 10:45 a.m.

### **Changing the Culture and Outcomes of Mental Health on Campus**

**PRESENTERS:** **Andrew Szeto**, director campus mental health strategy - University of Calgary  
**Debbie Bruckner**, senior director student wellness access & support - University of Calgary

**Susan Barker**, vice provost student experience - University of Calgary

**CONTINUING EDUCATION:** NBCC; NASW

The University of Calgary's Campus Mental Health Strategy was launched in December 2015 with the goal of improving mental health and creating a supportive campus environment. The twenty-eight recommendations from the Strategy address the whole campus community and examines mental health at the individual to institutional levels. This interactive session provides an overview of the Strategy development and implementation processes but also highlights the lessons learned, challenges, and barriers that may come with implementation in a complex university setting.

#### **Learning Outcomes:**

1. Develop a clear understanding of a campus mental health strategy.
2. Define the considerations and contextual factors that need to be addressed in the development and implementation of a mental health strategy.
3. Develop an understanding of the factors that contribute to a successful implementation of a broad-based strategy.





**Galleria I | 9:45 a.m. – 10:45 a.m.**

## **Collegiate Recovery Training - Bridging the Gap**

**PRESENTERS:** **Blake Schneider**, program director - Mississippi State University  
**Teresa Johnston**, executive director and assistant dean - Kennesaw State University

**CONTINUING EDUCATION:** NBCC

As the field of collegiate recovery continues to grow as a student affairs initiative it attracts new professionals. There exists a gap between education, experience, knowledge and training in the field. Attendees will gain a broad understanding of the continuum of care and recovery support structures, and gain a better understanding of the field in order to build professional competency in higher education, substance use disorder, and collegiate recovery.

### **Learning Outcomes:**

1. Gain a broad understanding of the substance use continuum of care and recovery support structures.
2. Gain a better understanding of the collegiate recovery field in order to build professional competency.
3. Develop an understanding of addiction recovery collegiate recovery and higher education.

**Galleria III | 9:45 a.m. – 10:45 a.m.**

## **Creating a System of Care: Integrating Student Athlete Values with University Expectations**

**PRESENTERS:** **Jay VanDenBogaard**, substance use disorder clinician - Oregon State University  
**Elizabeth Kennedy**, violence prevention coordinator - Oregon State University

**CONTINUING EDUCATION:** NBCC

With today's changing climate and number of states supporting its legalization the recreational use of marijuana on college campuses is an issue, which cannot be ignored. Student athletes may pose more risk for substance-use than their non-athlete student counterparts, with demanding schedules an irregular stress being just a few of the challenges they face entering their college years. During this session, presenters explore an integrative approach used with student athletes and discuss where they hope to be in the future.

### **Learning Outcomes:**

1. Articulate the OSU system of care model related to substance use disorder treatment and referral for students.
2. Develop ways to engage student athletes related to substance use prevention and treatment.
3. Identify benefits related to individualized treatment planning for student athletes in substance use treatment.

AODVP



AODVP





# FRIDAY, JANUARY 19

## CONCURRENT SESSION 5 (cont.) | 9:45 a.m. – 10:45 a.m.

AODVP

*Pavilion West* | 9:45 a.m. – 10:45 a.m.

### Facilitating BASICS with Mandated Students: Some Practical Considerations

PRESENTER: **Jenny Wagstaff**, assistant professor - counseling - Campbell University

CONTINUING EDUCATION: NBCC

BASICS is a common intervention for high-risk drinking. Many institutions mandate that students who violate alcohol policies complete BASICS. Despite strong evidence of effectiveness, little is known about practical implementation with these mandated students. This qualitative study explored the perspectives and experiences of thirteen mental health professionals who use BASICS on their campuses. Results from this study will be presented in this session highlighting both challenges and strategies for success when working with the mandated student population.

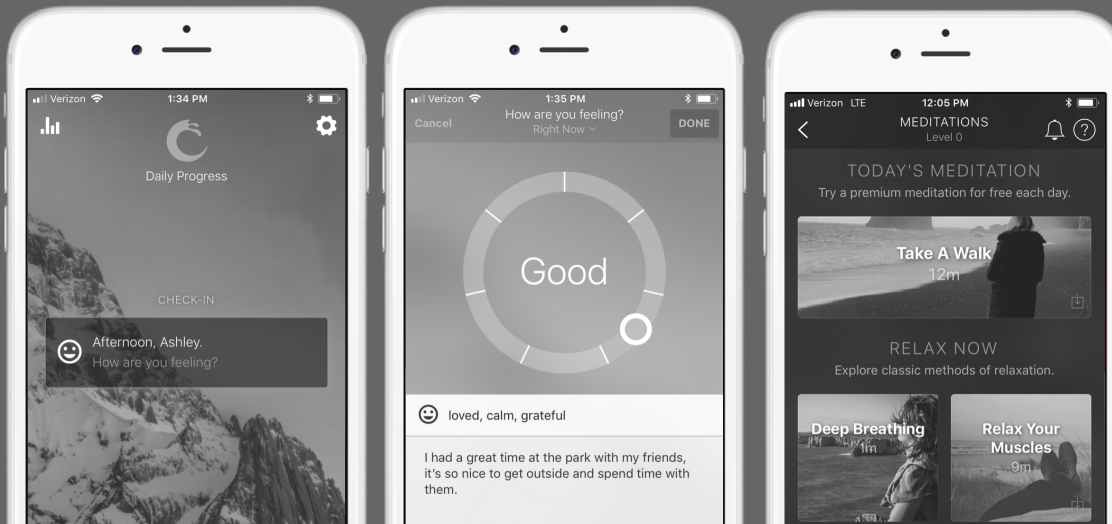
#### Learning Outcomes:

1. Identify best practices and research-based approaches to address high-risk drinking on campus.
2. Examine both challenges and strategies for success when working with the mandated student population.
3. Describe and discuss the advantages of and potential roadblocks to a System of Care approach.

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## CONCURRENT SESSION 6 | 11:00 a.m. – 12:00 p.m.

*Forum* | 11:00 a.m. – 12:00 p.m.

### 5 Things Campuses Should Know When Developing a Prescription Drug Prevention Strategy

**PRESENTER:** Kimberley Timpf, senior director of prevention education - EVERFI

**CONTINUING EDUCATION:** NBCC; CHES

While many schools are well positioned to address student alcohol abuse, prescription drug misuse and abuse is less familiar, leaving institutions wondering how to best approach this latest challenge within their current prevention structures. This session will provide attendees with 5 considerations for developing an effective prescription drug abuse prevention strategy. It will include a review of college student data, discussion of current trends, and overview of successful strategies being implemented at the University of Central Florida.

#### Learning Outcomes:

1. Describe the national public health crisis related to prescription drug abuse and its implications for campus.
2. Describe the distinctions between alcohol prevention and prescription drug abuse prevention.
3. Identify specific ways that evidence-based alcohol prevention strategies can be used to inform prescription drug abuse prevention efforts.
4. Identify the key components of a prescription drug abuse prevention program that is grounded in effective public health frameworks.

*Council* | 11:00 a.m. – 12:00 p.m.

### Designing Learning Environments that Enhance Student Wellbeing

**PRESENTERS:** Patty Hambler, director health promotion and education - University of British Columbia

Rosie Dhaliwal, acting associate director health promotion - Simon Fraser University

Alisa Stanton, health promotion specialist - Simon Fraser University

Michael Lee, senior instructor - University of British Columbia

**CONTINUING EDUCATION:** CHES

Research is demonstrating that subtle shifts within higher education classroom contexts can create a profound impact on student well-being. This interactive workshop will share research, action, and innovations of two Canadian institutions who are creatively engaging faculty members to enhance student well-being. Presenters will highlight outcomes from their respective projects on well-being in learning environments, and strategies for establishing effective partnerships. Participants will explore assets at their institutions and consider opportunities to collaborate and build on this topic.

#### Learning Outcomes:

1. Define the connection between teaching practices the learning environment and student well-being
2. Explore new ideas resources and tools that post-secondary institutions in BC are using on their campuses to better support student well-being
3. Reflect on ways they can engage faculty members across their campus to integrate new practices to their teaching
4. Discuss and map some practical ways they can collaborate with others on their campus to achieve common goals to better support student well-being

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## CONCURRENT SESSION 6 (cont.) | 11:00 a.m. – 12:00 p.m.

*Pavillion East* | 11:00 a.m. – 12:00 p.m.

### Exploring Campus Approaches to 24/7 Advocacy

#### PRESENTERS:

**Courtney Diener**, assistant director for student support and interpersonal violence - George Mason University

**Angie Makomenaw**, assistant director for prevention education and advocacy services - University of Northern Colorado

**Rima Shah**, director of the EmPOWER Center - The Claremont Colleges Consortium

**Steph Trilling**, assistant director of the Safe Office - Wake Forest University

**Ryan Travia**, associate dean of students for wellness - Babson College

**Joy Evans**, assistant director of survivor support services - University of California Berkeley

**Amanda Luckett**, prevention and education coordinator - University of San Diego

**Katie Schmalzel**, director of Title IX programs - Colorado School of Mines

CONTINUING EDUCATION: NBCC; NASW

Many campuses are challenged with providing an ongoing level of care to survivors of sexual violence that include after-hours and weekend assistance. Campus resources available 24/7 can provide a consistent level of support for survivors and can have long-term benefits overall. However, providing 24/7 support to survivors can place additional strain and staffing needs on campus resources. This panel will bring together professionals from several different campuses to explore the benefits and challenges of their current models of providing 24/7 advocacy to survivors.

#### Learning Outcomes:

1. Identify three or more different examples of campus models of providing 24/7 advocacy.
2. Understand the benefits and challenges to providing 24/7 and after hour advocacy.
3. Articulate 1-2 strategies that have assisted other campuses in building and sustaining a 24/7 advocacy approach.



**Galleria I | 11:00 a.m. – 12:00 p.m.**

## **Exploring Health and Well-being Educational Initiatives for Men of Color**

PRESENTERS:

**Rory James**, director office of student diversity and inclusion - Indiana University School of Public Health-Bloomington

**Robert Clay**, director of intercultural affairs - Governors State University

**Tony Laing**, director of Men of Color Initiative and lecturer - University of Wisconsin at Oshkosh

**Brian Richardson Jr.**, assistant director office of student diversity and inclusion - Indiana University School of Public Health-Bloomington

**Anthony Young**, quality safety specialist - Piedmont Healthcare (Registered Professional Nurse)

CONTINUING EDUCATION: CHES

Ample studies on the educational and sociocultural experiences of men of color exist, however few studies empirically document the deconstruction of masculinity and health practices of Men of Color ages 18-35 from a clinical and higher education administration perspective. Cultural norms, gender roles, and religion shape men's health behaviors, diet, and access to healthcare. This panel highlights the cultural nuances that impact Men of Color health outcomes and perspectives—specifically focusing on our outreach to collegiate men.

### **Learning Outcomes:**

1. Ascertain how collegiate men of color are engaged in conversations and educative programs related to their health and well-being.
2. Engage attendees on different approaches for work with collegiate men of color centering on their health and wellness.
3. Inform attendees about different on-campus and off-campus initiatives including some challenges related to men of color health and well-being.

**Galleria II | 11:00 a.m. – 12:00 p.m.**

## **Flourish or Perish: Tips for Preventionists in it for the Long Haul**

PRESENTERS:

**Peggy Glider**, coordinator evaluation & research - University of Arizona Campus Health Service

**M. Dolores Cimini**, assistant director for prevention and program evaluation - University at Albany SUNY

**Diane Fedorchak**, director, BASICS Program - University of Massachusetts Amherst

**Sally Linowski**, associate dean of students - University of Massachusetts Amherst

**Lynn Reyes**, counselor and AOD prevention specialist - University of Arizona

CONTINUING EDUCATION: NBCC; NASW

It is difficult for preventionists to flourish with budget cuts, loss of motivation by stakeholders, and even resistance or lack of political will by their campuses to sustain gains and take necessary next steps. Join a panel of AOD prevention professionals from three campuses who have had leadership for national model prevention programs as they describe their strategies for persisting and remaining optimistic about prevention on their campuses despite the fact that political will and support is often lacking.

### **Learning Outcomes:**

1. Identify the major components of Seligman's PERMA model.
2. Describe two ways they might support their own resilience and rejuvenation as preventionists.
3. Articulate the important role that they can play in re-invigorating institutional enthusiasm and promoting continued long-term programs
4. Describe the importance of building relationships with key stakeholders to support and sustain their prevention efforts.

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## CONCURRENT SESSION 6 (cont.) | 11:00 a.m. – 12:00 p.m.

SVPR



*Parlor A/B/C* | 11:00 a.m. – 12:00 p.m.

### **New York State's Enough is Enough Program: Addressing Sexual Violence on Campus**

PRESENTERS:

**Lynn Baniak**, director of campus sexual assault prevention - New York State Department of Health

**Christi Waldron**, college advocate coordinator - RESTORE-Sexual Assault Services

**Kristin Lowe**, Title IX coordinator - Monroe Community College

New York passed the "Enough is Enough" law in July 2015. The Department of Health established the Enough is Enough Program, which funds 54 rape crisis programs to assist colleges/universities with implementation of the law. The objectives include establishing partnerships, and delivering services and prevention education based on the needs of each campus. This presentation will provide a summary of the program, and describe the partnership of a Rape Crisis Program with their college partner and the outcomes of their collaborative work.

#### **Learning Outcomes:**

1. Understand the importance of college and community agency partnerships in addressing sexual violence response and prevention on campuses.
2. Discuss processes to establish and maintain these partnerships.
3. Review challenges and successes of these types of partnerships.

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*Pavilion West* | 11:00 a.m. – 12:00 p.m.

### **Planning and Implementing a Comprehensive Suicide Prevention Program on Campus**

PRESENTERS:

**Jessalyn Klein**, psychologist & suicide prevention coordinator at the Center for Counseling & Psychological Services - University of North Carolina at Charlotte

**David Spano**, associate vice chancellor for student affairs and director of the Center for Counseling and Psychological Services - University of North Carolina at Charlotte

CONTINUING EDUCATION: NBCC; APA

While the rate of completed suicide is approximately one-half of their non-college peers, over 1350 college students nationwide complete suicide each year, 80% of whom are not in counseling. In this presentation, counseling center staff members from a large public research university will describe the history, conceptualization, and development of a comprehensive suicide prevention program designed to equip the campus community to identify and respond to students who may be at risk for suicide.

#### **Learning Outcomes:**

1. Participants will understand the process by which a comprehensive suicide prevention plan is developed.
2. Develop an increased understanding of the components required for a comprehensive suicide prevention plan.
3. Learn about innovative approaches to suicide prevention on campus.
4. Consider strategies to overcome potential barriers in the effective implementation of a suicide prevention program.



**Broadway III | 11:00 a.m. – 12:00 p.m.**

### **Sexual Violence Prevention Education: Best Practices**

**PRESENTER:** **Heather Imrie**, director of program development and efficacy - Catharsis Productions

**CONTINUING EDUCATION:** NBCC; CHES; MCHES; NASW

To create effective prevention programs, practitioners need to understand the barriers to change and how to overcome them. It is salient for prevention programs to be socially-culturally relevant, based in research and include outcome evaluation. This session features a two-part facilitated lecture. Part one is an overview of evidence based practices for creating effective prevention programs rooted in the socioecological theory of change. Part two reviews a research supported and empirically proven multi-tiered sexual assault prevention program that has been implemented at a U.S. Military training campus.

#### **Learning Outcomes:**

1. Understand what the literature says are best practices for creating effective prevention programming.
2. Be introduced to the concepts of attitudes, confirmation bias, the elaboration likelihood model, the backfire effect.
3. Learn about the barriers to changing a mind and how to overcome them.
4. Consider the role emotions play in learning, and the positive role humor plays in the learning environment.
5. Learn about actionable best practices they can implement; review and consider researching on a multi-tiered prevention initiative.

**Galleria III | 11:00 a.m. – 12:00 p.m.**

### **Student Affairs and Wellness Collaboration to Support Student Mental Health and Wellbeing**

**PRESENTERS:** **Laura Horne**, director of programs - Active Minds  
**Casey Carr**, associate dean of students - Cornell University  
**Jill Beville**, director of recreation & wellness - University of North Carolina Greensboro  
**Elva Munro**, director of prevention and wellness services - Western Washington University

**CONTINUING EDUCATION:** NBCC; CHES; MCHES; NASW

Investments in student wellbeing often translate into increased student engagement, retention, and graduation. This session will demonstrate how campus attention to wellbeing can be intentional and inclusive across both student affairs and wellness departments. Active Minds, Cornell University, the University of North Carolina at Greensboro, and Western Washington University will share the trends, lessons learned, and challenges for prioritizing students' academic success through innovative practices connected to students' wellbeing and personal development.

#### **Learning Outcomes:**

1. Connect efforts in student affairs and wellness through promising practices that prioritize student well-being as essential to success.
2. Discuss challenges in supporting well-being of under-served students with unique barriers to accessing mental health support.
3. Gain strategies for replicating one of the presented campus models for addressing well-being such that efforts span student affairs and wellness.

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## CONCURRENT SESSION 6 (cont.) | 11:00 a.m. – 12:00 p.m.

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*Broadway IV* | 11:00 a.m. – 12:00 p.m.

### Where Prevention Meets Response: Creating a Game Plan for Student-Athlete Wellness

PRESENTERS: **Erin McClintock**, director of prevention education - EVERFI  
**Erin Hetzel**, mental health clinician - Merrimack College

This session seeks to explore the intersection of substance use, sexualized violence, and mental health as they relate to the collegiate athlete, from both a prevention and a response standpoint. Using national data insights, experiences with collegiate athletes, and recommendations from the field, presenters will provide an outline of these critical issue and their impact on college athletes, as well as a best practice framework for how institutions support collegiate athlete well being.

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*Broadway I* | 11:00 a.m. – 12:00 p.m.

### Worth 1000 Words: What Students' Snapchat Stories Teach us About Drug Culture

PRESENTER: **Tom Fontana**, BASICS program coordinator - University of Vermont  
 CONTINUING EDUCATION: NBCC; NASW; APA

In the Fall of 2015, colleges around the country had students posting pictures to Snapchat type apps telling their "unofficial campus stories". Within months, most of these accounts were banned or deactivated. But the pictures posted- often of drugs and drug use- illustrate an evolving campus drug culture. We will get an update on drug types, trends, and paraphernalia. With that knowledge, we will begin to consider how to craft policy to best minimize harm and maximize engagement.

#### Learning Outcomes:

1. Learn of recent trends in drug use type and paraphernalia
2. Compare and contrast alcohol, marijuana and othes drugs use
3. Consider success of campus alcohol interventions and consider what may work for other drug types

MH



*Skyline II* | 8:30 a.m. – 9:30 a.m.

### Transcending Sexual Trauma through Yoga

PRESENTER: **Zahabiyah Yamasaki**, program director, Trauma Informed Yoga Programs - University of California Los Angeles

1 in 5 women are sexually assaulted during their time in college, yet the reporting rate remains staggeringly low, with only 5% of cases being reported to campus authorities and law enforcement. It has been three years since the first report was produced by the White House Task Force to Protect Students from Sexual Assault. The task force announced a series of actions to help combat this issue including: identify the scope of the problem on college campuses, help prevent campus sexual assault, help schools respond effectively when a student is assaulted, and improve, and make more transparent, the federal government's enforcement efforts. Many programs have found that survivors who are uncomfortable with or express a lack of interest in talk therapy have flourished in art or movement-based formats (Holistic Healing Services for Survivors). Transcending Sexual Trauma through Yoga has created a model therapeutic yoga program and curriculum and has trained yoga instructors to implement yoga programs throughout the U.S. This session will provide campus administrators with an overview of how to implement a trauma-informed yoga program on campus.

#### Learning Outcomes:

1. Provide campus administrators with tools and strategies to implement a trauma-informed yoga program for survivors.
2. Provide campus administrators with an overview of the neurobiology of trauma and the critical need for body-based interventions.

**CONFERENCE BREAK | 12:00 p.m. – 12:45 p.m.****PLENARY SESSIONS | 12:45 p.m. – 2:15 p.m.***Grand Ballroom I*

AODVP

**From Macro to Micro: National Trends and What These Mean on College Campuses**

**Jason Kilmer**, associate professor, psychiatry and behavioral sciences -  
University of Washington

**Amelia Parnell**, vice president for research and policy - NASPA –  
Student Affairs Administrators in Higher Education

Efforts to bridge the gap between science and practice continue on college campuses, and there is a similar opportunity with national trends/data and how these might appear on any one college campus. Further, single campuses may be seeing trends and wondering if this is unique to their campus or a larger issue. In “From Macro to Micro,” we will discuss what is being seen on a national (or even international) level, key findings from research that could and should be generalizable across college campuses, and what this might mean for any one campus. We will then consider how what we learn on any one campus can inform national efforts related to best practices in prevention.

*Grand Ballroom II*

MH

**Culture and Identity Issues in Collegiate Mental Health**

**Melba Vasquez**, president - American Psychological Association

The diverse demographics of this country may serve to widen the existing gaps of mental health providers to provide culturally competent service. This includes understanding how culture influences the experiences of distress, dysfunction, strength and resilience. The purpose of this talk is to provide an evidence-based analysis of the importance of developing culturally appropriate skills, knowledge and attitudes. Because insidious bias can interfere with the development of a working alliance, strategies to reduce bias and enhance effectiveness will be suggested.



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## CONCURRENT SESSION 7 | 1:00 p.m. – 2:00 p.m.

*Forum* | 1:00 p.m. – 2:00 p.m.

### **A Slice of Prevention PIE: Positive, Inclusive, Empowering Violence Prevention Programming**

**PRESENTERS:** **Jessica Heredia**, assistant director CARE at the Sexual Assault Resource Center - University of California San Diego  
**Lana Talampas**, training and education specialist - University of California San Diego

Positive, Inclusive, Empowering (PIE) is a core concept within social norms approach theory that helps educators construct messages that will resonate with their target audience. In this interactive program, learn how UCSD's CARE at the Sexual Assault Resource Center has used PIE as a guiding prevention philosophy for over 10 years, as well as how you can incorporate PIE on your campus to develop creative and cost-effective prevention programs and materials that engage the entire campus community.

#### **Learning Outcomes:**

1. Discuss the value of social norms approach theory as an effective approach to prevention education and health promotion programs.
2. Examine existing mandatory orientation training and passive programming initiatives and describe how these efforts are informed.
3. Evaluate prevention programs from their individual university using a "PIE Self-Assessment."
4. Develop at least one action step using a tool kit for developing PIE-informed education and training that is creative.

*Galleria III* | 1:00 p.m. – 2:00 p.m.

### **Addressing the Continuum of Sexual Violence through Bystander Intervention**

**PRESENTER:** **Darin Dorsey**, engaging allies coordinator - Sexual Assault Support Services

**CONTINUING EDUCATION:** NASW

This session will include an analysis of current bystander intervention efforts in the context of the academic article titled "Where can I help? A Conceptual Framework for the Prevention of Sexual Violence Through Bystander Intervention" by McMahon and Banyard. We will discuss how bystander intervention programming can be adapted to promote intervention in behaviors that fall on the entire continuum of sexual violence instead of focusing disproportional efforts on high risk situations.

#### **Learning Outcomes:**

1. Identify behaviors that fall throughout the entire continuum of sexual violence.
2. Define nomological framework for the continuum of bystander opportunities as outlined in the article referenced in the abstract.
3. Identify opportunities to promote proactive and low risk bystander intervention strategies on their campuses.

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# FRIDAY, JANUARY 19

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## CONCURRENT SESSION 7 (cont.) | 1:00 p.m. – 2:00 p.m.

*Parlor A/B/C* | 1:00 p.m. – 2:00 p.m.

### **BUILDing Well-being at Simon Fraser University: Interdisciplinary Collaboration for Physical Space**

PRESENTERS:

**Rosie Dhaliwal**, associate director health promotion -  
Simon Fraser University

**Martin Mroz**, director health and counselling services -  
Simon Fraser University

**Mark McLaughlin**, executive director ancillary services -  
Simon Fraser University

CONTINUING EDUCATION: CHES; MCHES

Literature clearly demonstrates the impact of the built environment on health. Physical environments within education also have a significant impact on student success and well-being. With literature and qualitative research findings at Simon Fraser University (SFU), key features of physical spaces that impact student learning and well-being have been identified and web resources developed. Participants will hear about unique inter-disciplinary collaborations at SFU and be invited to consider strategies for similar collaborations

#### **Learning Outcomes:**

1. Demonstrate an understanding of the connection between physical spaces and well-being.
2. Understand ways to integrate relationships across systems to enhance well-being.
3. Reflect on potential collaboration at their own campus to design spaces that support student well-being, to enhance student well-being through the built environment.

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*Galleria II* | 1:00 p.m. – 2:00 p.m.

### **Impact of Use of Meditation App on Student Success**

PRESENTERS:

**Carole Schaffer**, director of organizational learning student affairs/senior  
associate director housing - Cal Poly San Luis Obispo

**Genie Kim**, director of campus well being and health education - Cal Poly San  
Luis Obispo

CONTINUING EDUCATION: CHES

The concepts of mindfulness and meditation practices are receiving increased attention as daily solution to the stressors that life continues to share. For college students, learning and utilizing meditation techniques could have layers of positive impact for not only academic and personal development success, but for the skill building of a tool that will provide life long benefit. Cal Poly, San Luis Obispo entered a partnership with a national mediation app to study the impacts on student and staff sense of purpose, satisfaction, and sense of effectiveness. Results and conclusions of a five week study trial conducted in fall of 2017, along with background information for the implementation of a mindfulness/meditation program model will be shared and discussed.

#### **Learning Outcomes:**

1. Gain knowledge of neuroscience associated with daily meditation.
2. Participate in a meditation experience that is portable and easily accessible.
3. Learn results of research study that is measuring impact of daily meditation for college students.
4. Learn important components to include in the development of an app based meditation model.



**Broadway II | 1:00 p.m. – 2:00 p.m.**

## **It Takes a Village...**

**PRESENTERS:**

**Judy Neighbours**, director of survivor advocacy and resource center - Oregon State University

**Kimberly Hack**, advocacy specialist - Oregon State University

**Anne Bonner**, equity associate - Oregon State University

**Jill Childress**, associate director UHDS - Oregon State University

**Shaznin Daruwalla**, psychologist IVS coordinator (Interim) - Oregon State University

**CONTINUING EDUCATION:** NBCC; NASW; APA

This presentation will focus on the use of an university-integrated trauma- informed response to disclosures of sexual violence and other forms of intimate partner violence. This systemic approach offers a survivor-centered lens to formal/informal disclosures by developing procedures that provide a continuity of care from the university and community partners; and the coordination of supportive measures that can ultimately reduce the negative impact of violence to the student, and the impact on the university through loss of student participation/enrollment.

### **Learning Outcomes:**

1. Understand the need for a systemic trauma-informed response to disclosures of sexual violence.
2. Identify appropriate stakeholders needed in the use of a trauma-informed model.
3. Move from compliance to compassion in responding to sexual violence reports in order to reduce the negative impact to the student.

**Pavilion East | 1:00 p.m. – 2:00 p.m.**

## **Reframing the Conversation: Fraternity Men and Sexual Violence**

**PRESENTERS:**

**Hannah Retzkin**, sexual and relationship violence prevention specialist - DePaul University

**Allie Colina**, graduate student - DePaul University

Sexual assault and fraternities have had a troubling relationship. There is much literature and research on perpetrator behavior, but how does one engage the majority of fraternity men who do not perpetrate violence? This program will explore the relationship between Greek Life, sexual violence, and fraternity leaders. The presenters will utilize research from DePaul University's Fraternity and Sorority Life community, discuss best practice as it relates to prevention, and analyze ways to empower fraternity men to be allies in the movement to end sexual violence and break cultures of silence.

### **Learning Outcomes:**

1. Investigate ways in which Greek Life leaders can be empowered as change agents within their communities.
2. Explore how to utilize prevention best practices within the Greek community.
3. Evaluate how the Greek community is trained to respond to sexual violence on their campus.

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## CONCURRENT SESSION 7 (cont.) | 1:00 p.m. – 2:00 p.m.

*Pavilion West* | 1:00 p.m. – 2:00 p.m.

### **Sexual Violence Prevention and Marketing: Building Effective Campus Partnerships**

PRESENTERS:

**Andrew McDaniel**, client relations specialist student affairs marketing and communications - University of California Davis

**Nefretiri Cooley-Broughton**, executive director student affairs marketing and communications - University of California Davis

In November of 2015, UC Davis launched its first-ever integrated marketing campaign addressing awareness and prevention of sexual violence through affirmative consent and bystander intervention. To create a campaign that would serve not only the UC Davis community but also as a model for other universities, the team consulted with faculty, staff, student leaders and subject matter experts from across the campus. This session will discuss the creation, implementation and success of a campus-wide sexual violence marketing campaign.

#### **Learning Outcomes:**

1. Develop marketing tools to further current sexual violence outreach efforts on their campuses.
2. Identify potential campus collaborators for a sexual violence marketing campaign on their campuses.
3. Identify strategies to promote a sexual violence marketing campaign to students on their campuses.

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*Galleria I* | 1:00 p.m. – 2:00 p.m.

### **Shifting into Resilience - Creating the Kent State of Wellness**

PRESENTER:

**Melissa Celko**, Kent State of Wellness director - Kent State University

How do you build well-being into a community? Kent State University has been asking that question; the result is a university level initiative, the Kent State of Wellness. This session will focus on the roadmap, data collection, best practice tools and collaboration breakthroughs that resulted in a three-year strategic plan that encompasses every area of the university and every single human on its campuses. The results and the learnings are an insight into what makes a community thrive.

#### **Learning Outcomes:**

1. Articulate the steps of a comprehensive review.
2. Identify resources for best practice guidelines & benchmarking.
3. Describe the phases of establishing collaboration.
4. Recognize key elements for an effective wellness steering committee.
5. Outline possible advantages to a comprehensive review of their own campus.



**Council | 1:00 p.m. – 2:00 p.m.**

## **Using CAS Guidelines to Integrate Varying Guidance into Health Promotion Strategic Planning**

PRESENTERS:

**Paula Adams**, associate director health promotion - Washington State University

**Alicia Czachowski**, health promotion specialist - Columbia University

CAS Standards can serve as a foundational tool to integrate varying sources of guidance (e.g. Healthy Campus 2020, Standards of Practice for Health Promotion in Higher Education, and the Okanagan Charter) into effective strategic planning. This session will include an introduction to CAS Standards, a discussion of the relationship between CAS Standards and other forms of guidance, and a review of applied examples from different campus contexts.

### **Learning Outcomes:**

1. Describe how the Council for the Advancement of Standards (CAS) guidelines can be used to guide strategic planning and practice.
2. Identify how common health promotion guidance for strategic planning and practice (e.g. Healthy Campus 2020, Okanagan Charter etc.) relate to CAS standards.
3. Analyze how to use the CAS standards and other common guidance to meet the needs of differing campus contexts.

**Broadway I | 1:00 p.m. – 2:00 p.m.**

## **Mastering the Art of Campus-Based SARTs**

PRESENTERS:

**Jill Dunlap**, director for equity inclusion and violence prevention - NASPA

**Karla Vierthaler**, advocacy and resources director - National Sexual Violence Resource Center

CONTINUING EDUCATION: NASW

Communities have long used Sexual Assault Response Teams (SARTs) to coordinate and strengthen services to individuals impacted by sexual assault and domestic violence. As campuses have strengthened their response efforts in recent years, many have come to mirror this community model at their institutions. This session will explore best practices for campus SARTs, as well as the recently released campus SART toolkit, a collaboration between the National Sexual Violence Resource Center and the Office on Victims of Crime.

### **Learning Outcomes:**

1. Identify the benefits of forming a campus SART.
2. Identify the differences between a community-based SART and a campus-based SART.
3. List barriers to forming a campus-based SART.
4. Articulate resources available to campus administrators who want to create a campus SART team.
5. Distinguish between the functions of a campus SART and other campus committees.

**EXHIBITOR BREAK | 2:00 p.m. – 3:00 p.m.**

**Grand Ballroom II |** Please enjoy a refreshment break in the exhibit hall

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# FRIDAY, JANUARY 19

## CONCURRENT SESSION 8 | 2:15 p.m. – 3:15 p.m.

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*Council* | 2:15 p.m. – 3:15 p.m.

### **Keeping the Climate Study Data and Other Reports Off-the-Shelf: How to Use Data to Inform Prevention Strategies.**

PRESENTERS: **Jane Stapleton**, executive director of practice - Prevention Innovations Research Center University of New Hampshire

**Clay Coleman**, director of education - Phi Delta Theta Fraternity

CONTINUING EDUCATION: NBCC; NASW

As institutions of higher education seek to move beyond “checking the box” by developing comprehensive plans for sexual violence prevention, international fraternities and sororities have an opportunity to take the lead in identifying prevention strategies that meet the needs and readiness of their organizations, members, and volunteers. Drawing upon what we know works in prevention, this program will highlight the strategic partnership between Phi Delta Theta Fraternity and Prevention Innovations Research Center at the University of New Hampshire. This cutting-edge partnership utilizes strategic assessment to build a customized and more comprehensive approach to violence prevention in an international fraternity organization. Specific attention will focus on providing participants with tools to identify social norms, knowledge of the problems of sexual and relationship violence, misuse, and abuse of alcohol, hazing intervention, including behavioral intent and strategies to ensure that prevention efforts meet the needs of target populations.

#### **Learning Outcomes:**

1. Understand the elements of what works best in prevention.
2. Articulate the benefits to using data to inform prevention strategies.
3. Apply data and best practices into the development and adaptation of bystander intervention strategies.
4. Identify steps that will assist them in ensuring that prevention strategies are informed by target audience(s).
5. Apply the strategic framework on their campus/organization.

MH



*Forum* | 2:15 p.m. – 3:15 p.m.

### **ARISE: Building a Collaborative and Inclusive Trauma Focused Mental Health Program**

PRESENTERS: **Elise Latino**, staff psychologist ARISE coordinator - University of Cincinnati

**Shane Gibbons**, staff therapist - University of Cincinnati

CONTINUING EDUCATION: NBCC; APA

This lecture will outline the development of a comprehensive trauma-informed campus mental health program for student survivors of sexual assault. Using a case study format, presenters will share their experience with program development within a university counseling center setting and will engage participants in discussion about considering their unique campus needs. Presenters will outline the process of expanding individual and group therapy services, increasing training for staff, and increasing collaboration with student affairs partners.

#### **Learning Outcomes:**

1. Develop an understanding of how to assess the holistic wellness needs of survivors of sexual violence on their campus.
2. Define the “resource cost” of providing long term therapy for survivors of sexual violence.
3. Understand how to apply a “stepped care” and collaborative “xare management” model of mental health support for survivors.



**Galleria I | 2:15 p.m. – 3:15 p.m.**

### **Exploring the Role of Wellness Liaisons to Special Student Populations**

**PRESENTERS:** **Alex F. Howard**, director wellness and prevention services - Appalachian State University  
**Ben Asma**, assistant director wellness and prevention services - Appalachian State University

**CONTINUING EDUCATION:** NBCC; CHES; MCHES; NASW

The purpose of this session is to describe the process undertaken to develop intentional services to better identify and support the needs of special student populations attending a rural, primarily-white institution in the mountains of northwest North Carolina. This session will explore the use of both quantitative and qualitative data to identify special populations and their needs, and the subsequent strategies employed to better serve these diverse student populations.

#### **Learning Outcomes:**

1. Identify existing data that highlights disparities within the student body.
2. Discuss strategies to better identify and serve special student populations.
3. Articulate the potential impact of having professional staff dedicated to the support and well-being of special student populations.
4. Map the partnerships both on and off campus necessary to build health promoting environments for all students.

**Broadway IV | 2:15 p.m. – 3:15 p.m.**

### **Follow the Leader: Lessons Learned from the Nation's Leading Prevention Institutions**

**PRESENTERS:** **Rob Buelow**, vice president - EVERFI  
**Lauren Soutiea**, senior research analyst - EVERFI

**CONTINUING EDUCATION:** NBCC; NASW; APA

When it comes to sexual assault prevention, what does best practice actually mean? How does it look in action? Why does it matter? Look no further than the nation's leading prevention institutions. Earning their distinction from a rigorous and comprehensive assessment, these institutions have committed to the highest standards in sexual assault prevention. This session highlights the efforts that set these schools apart, presenting a roadmap for leading prevention practice that all campuses can follow.

#### **Learning Outcomes:**

1. Participants will be able to recall the three core pillars of a comprehensive sexual assault prevention strategy.
2. Participants will be able to apply the best practices of Advanced institutions to improve their own prevention initiatives.
3. Participants will be able to analyze their institutional prevention efforts to identify strengths and areas for improvement

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## CONCURRENT SESSION 8 (cont.) | 2:15 p.m. – 3:15 p.m.

*Broadway II* | 2:15 p.m. – 3:15 p.m.

### **Situational Prevention: A New Approach To Comprehensive Campus Sexual Violence Prevention**

#### PRESENTERS:

**David Lee**, director of prevention - California Coalition Against Sexual Assault

**Meg Bossong**, director of sexual assault prevention and response - Williams College

**Tammy Meredith**, principal and co-founder - Applied Research Services Inc.

**Holly Rider-Milkovich**, senior director prevention education - EVERFI

CONTINUING EDUCATION: NBCC; CHES; MCHES; NASW

Situational prevention employs environmental strategies to change physical, social, and cultural factors that facilitate sexual and gender-based violence on college campuses. Situational prevention efforts complement existing individual prevention strategies by gathering and assessing environmental data to support decision-making on campus educational efforts, policy, and the built environment. This workshop will describe the essential elements of situational prevention and will feature a case study of situational prevention at Williams College.

#### **Learning Outcomes:**

1. Define situational prevention.
2. Describe how situational prevention may strengthen campus comprehensive sexual assault prevention plans.
3. Compare sexual violence situational prevention strategies to environmental approaches for existing alcohol and other drug harm reduction efforts.
4. Evaluate the strengths and limits of student-driven mapping as a tool for collecting data on physical social visual factors to support prevention efforts.



**Broadway III | 2:15 p.m. – 3:15 p.m.**

## **The Postsecondary Education Partnership- Alcohol Harms (PEP-AH) Framework: A Comprehensive Canadian Framework**

PRESENTER:

**Bryce Barker**, knowledge broker - Canadian Centre on Substance Use and Addiction

**Susan Barker**, vice provost of student experience - University of Calgary

**Catherine Paradis**, senior research and policy analyst - Canadian Centre on Substance Use and Addiction

**Maggie Patterson**, national priority advisor - Canadian Centre on Substance Use and Addiction

The Canadian Postsecondary Education Partnership- Alcohol Harms (PEP-AH) provides an evidence-informed framework to encourage and support post-secondary educational (PSE) institutions to reduce alcohol-related harms on Canadian campuses. The collaborative currently has 36 postsecondary partners across Canada. This session will provide attendees with an understanding of PEP-AH socio-ecological framework, identifying common indicators of reduced harm. Finally, this session will show how PEP-AH engages students as leaders and partners in reducing alcohol harms.

### **Learning Outcomes:**

1. Recognize the opportunities to implement individual environmental and system approaches to reduce alcohol harms.
2. Learn about the initiatives that they can adapt and implement on their campuses.
3. Recognize the value of a logic model-based data management plan to measure progress in reducing alcohol-related harms.
4. Recognize the need and advantages of working with students to develop implement and evaluate alcohol harm reduction initiatives.
5. Learn about how an adaptive framework can be used on their campuses to address alcohol harms.

**Pavilion East | 2:15 p.m. – 3:15 p.m.**

## **Unconscious Biases, Micro-aggressions and Stereotype Threats: Impediments to Quality ATOD Prevention Efforts**

PRESENTERS:

**Alicia Battle**, assistant professor - Benedictine University

**Robert Clay**, director intercultural student affairs - Governors State University

**Shawnte Elbert**, director office of health and wellness promotion - Indiana University-Purdue University Indianapolis

**Lynette Danley**, independent scholar

**Sharon Holmes**, associate professor - Binghamton University

CONTINUING EDUCATION: CHES; MCHES

Unconscious biases in ATOD program development often lead to micro-aggressions. While unintentional such biases communicate hostile, derogatory or negative messages which in turn impede ATOD prevention efforts on campus. This session will encourage participants to explore their own biases (conscious and unconscious). Through a deliberative discussions and safe-space interactions this session seeks to provide participants with tools to build inclusive ATOD prevention programs.

### **Learning Outcomes:**

1. Develop an understanding of unconscious biases micro-aggressions and stereotype threats.
2. Identify how unconscious biases micro-aggressions and stereotype threats work to impede the development of ATOD prevention.
3. Discuss strategies for developing equity-minded ATOD prevention programs that interrogate the participants' own unconscious biases.

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## MINI-INSTITUTE SESSIONS 2 | 2:30 p.m. - 4:30 p.m.

*Skyline I* | 2:30 p.m. – 4:30 p.m.

### Navigating Health Promotion: Your Role in Creating a Health Promoting Campus

PRESENTERS:

**Paula Swinford**, director student health promotion -  
University of Southern California

**Diane Medsker**, assistant director consultation and training -  
University of Southern California

**Oliver Tacto**, assistant director communication and assessment -  
University of Southern California

CONTINUING EDUCATION: CHES; MCHES

Are you interested in exploring other paths to student health and well-being that are not only about prevention and health care? Have you ever questioned what the students as a community would do to enhance their well-being? Have you wondered when to use the term “wellness”, “health” or “well-being”? This session provides a framework to move health promotion forward on your campus. Join us in exploring how the process of health promotion goes beyond prevention, programs, or product. New and seasoned professionals welcomed.

#### Learning Outcomes:

1. Identify professional reference points when crossing into a professional health promotion culture.
2. Articulate distinctions in between health/wellness/well-being and prevention/health promotion.
3. Describe foundational references and documents to ground health promotion on a campus in best practices.
4. Detail the delivery a process not a predetermined product.

*Pavilion West* | 2:30 p.m. – 4:30 p.m.

### Addressing Student Group Risk-Taking through Focused Strategy

PRESENTERS:

**Thomas Workman**, principal researcher - American Institutes for Research

**Linda Major**, assistant to the vice chancellor of student affairs -  
University of Nebraska-Lincoln

Alcohol use among certain student groups remains way above the rest of the campus population. As a result, many of the harms caused by excessive alcohol consumption, from emergency rescues to assaults, tend to come from activities related to these groups ranging from fraternities to the marching band. The presenters will present data and theories that explain high-risk alcohol use among student organizations,

#### Learning Outcomes:

1. Increase the knowledge of the effect of group membership on alcohol consumption and related harms.
2. Increase the awareness of strategic approaches to reducing high-risk drinking and related harms in student organization settings.
3. Increase the understanding of the Failsafe Student Leader Toolkit and its intended impact on student group behavior and attitudes.
4. Increase the ability to implement student group-specific intervention programs on campus. and lead participants through tested interventions that are focused at the student group level.

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# FRIDAY, JANUARY 19

## MINI-INSTITUTE SESSIONS 2 (cont.) | 2:30 p.m. - 4:30 p.m.

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*Broadway I* | 2:30 p.m. – 4:30 p.m.

### Changing Tides: Shifting from a Health Education Approach to Health Promotion Framework

PRESENTERS:

**Kelly White**, health promotion strategist - University of British Columbia

**Patty Hambler**, director health promotion and education - University of British Columbia

**Ben Pollard**, director vice president students initiatives - University of British Columbia

**Matt Dolf**, director strategic support UBC Wellbeing - University of British Columbia

CONTINUING EDUCATION: CHES

With a move toward a settings-based and systems approach to health promotion in higher education, student affairs professionals who have historically worked within a health education framework, may find the focus of their job changing. How can postsecondary institutions start to make the necessary shifts to position descriptions, portfolio priorities, and work processes to better align with a robust health promotion approach? This session will share what this shift might look like and unpack some of the questions that need

#### Learning Outcomes:

1. Describe the application of the Okanagan Charter for Health Promoting Universities and Colleges at a large Canadian research institution.
2. Examine the changing roles and responsibilities for Student Affairs professionals in a health promotion context.
3. Critique the applicability of new practices and perspectives shared by the presenters to one's home institution. to be explored

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*Galleria II* | 2:30 p.m. – 4:30 p.m.

### Collaborating for A Healthy Campus: Lessons Learned from Athletics Partnerships

PRESENTERS:

**David Anderson**, professor emeritus - George Mason University

**Jessica Gonzalez**, assistant director of prevention and health promotion - National Collegiate Athletic Association

**Jeff Milroy**, assistant professor and associate director, Department of Public Health Education - University of North Carolina at Greensboro

CONTINUING EDUCATION: NBCC; NASW

College professionals addressing health and safety issues such as drug and alcohol abuse, sexual violence, mental health and wellness are often challenged with staffing, varying organizational cultures, resistance to change, attitudes, and limited resources. This session engages participants with planning strategies and resources from collaborative efforts orchestrated by the NCAA over the past two decades. The workshop will inspire and enhance participants' skills for engaging campus counterparts, and will provide individual, team and environmental perspectives about athletics cultures.

#### Learning Outcomes:

1. Understand the conceptual and research basis of interdisciplinary approaches for promoting a culture of collaboration on campus.
2. Learn specific insights regarding the life of a student-athlete.
3. Learn about the athletics culture from the perspective of organizational factors.
4. Learn successful approaches for implementing cross-campus engagement and collaboration and overcoming organizational and attitudinal resistance.



**Galleria III | 2:30 p.m. – 4:30 p.m.**

## **Delivering Innovative Mental Health-focused Peer Education Programs: Successes, Challenges, and Lessons Learned**

PRESENTERS:

**Marian Trattner**, bystander intervention specialist - University of Texas at Austin

**Joy Pehlke**, health educator and wellness coach - University of Michigan

**Sam Orley**, student, University of Michigan

**Ashley Ewearitt**, staff therapist - University of Southern Indiana

**M. Dolores Cimini**, assistant director for prevention and program evaluation and director middle earth peer assistance program - The University of Albany

CONTINUING EDUCATION: CHES; MCHES

Student-facilitated peer education programs with a mental health focus offer an innovative and timely opportunities to expand our reach as prevention professionals and support broader, more universal campus-level change. Through case studies and discussion, a panel of Peer Education experts will explore how mental health content may be infused into existing peer education programs while ensuring that these initiatives are operating efficiently and safely.

### **Learning Outcomes:**

1. Articulate strategies that may be used to promote visibility of and access to mental health resources through peer education programs.
2. Define the need to infuse mental health into peer education programs.
3. Describe three models for the effective and safe delivery of mental health promotion-focused peer education.

**Skyline II | 2:30 p.m. – 4:30 p.m.**

## **It's Not You, It's Me: Accepting Responsibility for the Harm We Cause**

PRESENTER:

**Alicia Oeser**, director CARE program, UCLA

To create attitudinal and behavioral change, we need to find ways of having meaningful conversations about the harm we observe and - often unconsciously and unintentionally - engage in. This workshop moves away from traditional bystander intervention programs and teaches participants simple skills to address harmful behavior not that they witness, but that they cause. Participants will learn to identify the differences between reactionary and responsive feedback for the explicit purpose of creating social safety for those who call us out.

### **Learning Outcomes:**

1. Identify the different types of feedback we receive.
2. Identify barriers to receiving feedback and how their individual identities impact these barriers.
3. Describe steps they will take to be more open to feedback in the moment it is received.
4. Articulate the connection between upstander intervention and receiving feedback.

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# FRIDAY, JANUARY 19

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## MINI-INSTITUTE SESSIONS 2 (cont.) | 2:30 p.m. - 4:30 p.m.

*Parlor A/B/C* | 2:30 p.m. – 4:30 p.m.

### Opening and Unpacking the ACHA's Toolkit on Addressing Sexual and Relationship Violence

PRESENTERS:

**Jennifer Jacobsen**, director of wellness and prevention Title IX deputy for prevention - Grinnell College

**Trent Claypool**, staff psychologist licensed clinical psychologist - University of Colorado-Colorado Springs

**Kim Webb**, director Relationship and Sexual Violence Prevention Center - Washington University in St. Louis

CONTINUING EDUCATION: APA

The American College Health Association (ACHA) recently released its toolkit on Addressing Sexual and Relationship Violence on College and University Campuses. In this session, three of the toolkit developers will highlight unique contributions of the toolkit to the national discourse. This evidence-based document offers guidance on creating a trauma-informed campus, effectively engaging men, addressing the intersection between alcohol and sexual assault, and developing culturally appropriate and inclusive prevention and response.

#### Learning Outcomes:

1. Identify key evidence-based contributions of the ACHA toolkit.
2. Evaluate their own campus prevention and response efforts through an trauma-informed lens.
3. Evaluate the cultural appropriateness and inclusivity of their campus prevention and response efforts to best reach a diverse student body.
4. Identify campus and community partners for further collaboration.

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## CONCURRENT SESSIONS 9 | 3:30 p.m. - 4:30 p.m.

*Broadway III* | 3:30 p.m. – 4:30 p.m.

### **Being Comfortable with the Uncomfortable: Understanding and Managing Resistance**

PRESENTER: **Joli Ienuso**, violence prevention educator - Columbia University

The most successful facilitators are those who are willing and prepared to meet students exactly where they are in their intercultural development and understanding of sensitive issues. The goal of this workshop is to help facilitators of sexual violence prevention education workshops understand why students may resist, deny, or shut down during prevention programming. During Participant Resistance: Origins and Resolutions, there will be time to troubleshoot and practice various methods to respond to students who contest.

#### **Learning Outcomes:**

1. Define and explain the three key reasons why students resist material included in social justice classrooms.
2. Discuss methods to manage resistance to sexual violence prevention education.
3. Practice relevant skills to respond to resistance to sexual violence prevention education.

*Broadway II* | 3:30 p.m. – 4:30 p.m.

### **Healthy Campus Initiative: One Campus' Journey Toward Health and Wellness Culture Change**

PRESENTER: **Julie Weissbuch Allina**, director of health promotion - Portland State University

CONTINUING EDUCATION: CHES

This session will describe the process in which Portland State University started and continues its Healthy Campus Initiative. During this session participants will be exposed to a Steering Committee/Task Force structure, understand the value of the Socioecological Framework and Social Movement Theory, learn how to move health and wellness priorities by encouraging culture change, and how to effectively use data to move health priorities forward.

#### **Learning Outcomes:**

1. Implement a healthy campus initiative that is focused on culture change.
2. Understand how to use a Steering Committee/Task Force structure for a Healthy Campus Initiative.
3. Understand the value of the Socioecological Framework and Social Movement Theory when trying to prioritize health on campus.
4. Understand the importance of using data to highlight health priorities on campus.

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# FRIDAY, JANUARY 19

## CONCURRENT SESSIONS 9 (cont.) | 3:30 p.m. - 4:30 p.m.

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*Captain Gray I/II* | 3:30 p.m. - 4:30 p.m.

### **Sleep Deprivation Epidemic: Implications for Retention, Mental Health, Academic and Athletic Success**

PRESENTERS:

**Birdie Cunningham**, associate director of Health and Wellness Center and programming director Center for College Sleep - University of St. Thomas

**J. Roxanne Prichard**, associate professor psychology and scientific director Center for College Sleep - University of St. Thomas

**Madonna McDermott**, executive director health wellness and counseling - University of St. Thomas

**Lisa Broek**, associate director of health and wellness center - Macalester College

CONTINUING EDUCATION: NBCC; CHES; MCHES; APA

This presentation will use national data from the American College Health Association to discuss how the epidemic of disturbed sleep impacts students' physical and mental health, academic success, retention, and athletic performance. We will highlight successful programs for sleep assessment and health promotion.

#### **Learning Outcomes:**

1. Identify demographic and behavioral risk factors for disturbed sleep in the college population.
2. Recognize the academic social and health consequences of disturbed sleep.
3. Describe effective health promotion strategies for assessing and improving sleep.

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*Galleria I* | 3:30 p.m. - 4:30 p.m.

### **Strategies to Advise Students in Recovery**

PRESENTERS:

**Waltrina Bailey**, academic advisor - Ohio University

**Rose Troyer**, graduate student - Ohio University

Results of a case study examining women's stories in recovery who received coaching, mentoring, sponsorship and advising will be shared. We will explore the difference between these approaches, how the symptoms of addiction affect academic performance, and provide developmental experiences for advisors to attend that will inform their practice of working with recovering or distressed students due to addiction.

#### **Learning Outcomes:**

1. Identify causes leading to students' addictions -realize how addiction has become an epidemic.
2. Provide strategies to create an environment that supports recovering students' education safety and degree completion goal.
3. Recognize the need to communicate with support services on and off campus - foster a collaborative approach to address this growing epidemic and support students on campus.





*Council* | 3:30 p.m. – 4:30 p.m.

## **Putting Data into Practice to Reduce High-Risk Drinking: The First 45 Days Initiative**

PRESENTERS:

**Jenny Rabas**, substance abuse prevention specialist - University of Wisconsin - Madison

**Reonda Washington**, substance abuse prevention specialist - University of Wisconsin - Madison

CONTINUING EDUCATION: CHES; MCHES; NASW

In 2013, UW-Madison implemented AlcoholEdu for all incoming first year students. Data showed 28% of students who drank were high-risk drinkers and that rate increased once on campus. These rates were higher than other universities, nationally. After collaboration, discussion, and dissemination of these data the First 45 Days Initiative was launched. The initiative was a coordinated effort that focused on alcohol use during this time. This session will discuss successes, challenges, and lessons learned from implementation of this campus-wide effort.

### **Learning Outcomes:**

1. Learn how to use data to engage stakeholders.
2. Learn the steps one university took to create a comprehensive program.
3. Consider key questions as they reflect on the steps one institution took to reduce high-risk drinking.

*Pavilion East* | 3:30 p.m. – 4:30 p.m.

## **What if it's a Student Employee? Collaboratively Addressing Student Leader Mental Health Concerns Across Campus**

PRESENTERS:

**Jacqui Tisdale**, assistant director outreach and intervention - University of Rhode Island

**Amanda Downey**, associate director of residential education - University of Rhode Island

**Paige Ramsdell**, assistant director disability services for students - University of Rhode Island

**Kelley Ryan**, assistant director substance abuse prevention services - University of Rhode Island

CONTINUING EDUCATION: NBCC; CHES; MCHES; NASW

With growing numbers of college students struggling with mental health concerns, it is only natural that students in leadership positions will also be impacted. How should campus partners collaborate to adequately support these students, while continuing to uphold their commitments to serve as employees and representatives of the university? During this program we will address the strategies used at the University of Rhode Island to identify and support struggling students, particularly students in leadership positions.

### **Learning Outcomes:**

1. Identify two possible strategies for addressing challenges with student leaders of concern.
2. Articulate potential campus partners at their institutions to form multidisciplinary teams and engage in tiered levels of support.
3. Identify a valuable tool that they may be replicated on their campus to share with partners and to assist in supporting students.
4. Reveal gaps in services available to specific student populations at their host institution and one strategy for addressing the barriers to service delivery.

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# FRIDAY, JANUARY 19

## CONCURRENT SESSIONS 9 (cont.) | 3:30 p.m. - 4:30 p.m.

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*Broadway IV* | 3:30 p.m. – 4:30 p.m.

### Working Together: Campus and Community Partnerships to Prevent Sexual Violence

PRESENTERS:

**Karla Vierthaler**, advocacy and resources director - National Sexual Violence Resource Center

**Ashleigh Klein-Jimenez**, project manager - PreventConnect - California Coalition Against Sexual Assault (CALCASA)

**Jill Dunlap**, director of equity inclusion & violence prevention - Student Affairs Administrators in Higher Education (NASPA)

This presentation, hosted by NASPA, PreventConnect, and the National Sexual Violence Resource Center (NSVRC), will review the importance of campus and community partnerships when working to end sexual violence on campuses. We will review best practices from the field, and provide an overview of what each of our organizations does and how we can support the work of both campus professionals and community agency staff serving campus communities.

#### Learning Outcomes:

1. Identify three ways a campus/community partnership can help prevent sexual violence.
2. Describe at least two examples of how campuses have successfully partnered with community rape crisis centers.
3. Identify two resources that will help their work on campuses.

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## CONCURRENT SESSIONS 10 | 4:45 p.m. - 5:45 p.m.

*Galleria III* | 4:45 p.m. – 5:45 p.m.

### Evidence Informed Application of Marijuana Education with Students

**PRESENTERS:** **Kellianne Carfi**, assistant director, office of prevention and education - Northeastern University

**Amaura Kemmerer**, director, office of prevention and education - Northeastern University

**CONTINUING EDUCATION:** NBCC; CHES; MCHES; NASW

While there is an extensive amount of literature and research on evidence-based alcohol prevention for college students, much less is known regarding effective practices for marijuana prevention and education. The Office of Prevention and Education at Northeastern University (OPEN) has adapted evidence informed alcohol prevention efforts to be utilized for marijuana intervention and education. We plan to share how we've integrated available research on marijuana into our individual interventions with students. Additionally, we will share examples of our interactive marijuana presentations and other educational outreach

#### Learning Outcomes:

1. Gain knowledge on the latest marijuana research and how information can be applied to a comprehensive prevention model.
2. Develop concrete strategies to discuss marijuana in individual meetings with students.
3. Learn new and creative techniques to provide science and harm reduction techniques to a larger scope of student populations.

*Pavilion East* | 4:45 p.m. – 5:45 p.m.

### Food Insecurity on College Campuses: Comprehensive, Innovative Approaches to Meet Students' Needs

**PRESENTER:** **Andrea Dunbar**, director of student support - School of the Art Institute of Chicago

**CONTINUING EDUCATION:** CHES; MCHES; NASW

Food insecurity among college students is an ongoing concern despite increasing access of food pantries on college campuses. Food insecurity is associated with negative outcomes related to academic achievement and personal well-being. This presentation will offer unique developments to comprehensively address food insecurity at a small, private urban institution, with a focus on decreasing stigma and enhancing the utility of available supports, and which may be particularly attractive for schools with limited resources.

#### Learning Outcomes:

1. Understand the magnitude of food insecurity issues among college students and the impact of food insecurity on students' academic performance and persistence.
2. Become familiar with students' ongoing needs for food security despite engagement with food resources and drawbacks of current popular approaches.
3. Understand the need for collaborative comprehensive and approachable initiatives to meet students' food needs.
4. Access new and multifaceted ideas to meeting food security needs that give students options help to reduce stigma and may be relatively easy to implement.

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## CONCURRENT SESSIONS 10 (cont.) | 4:45 p.m. - 5:45 p.m.

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*Galleria I* | 4:45 p.m. – 5:45 p.m.

### Recruiting and Retaining Exceptional Peer Leaders

PRESENTERS: **Jill Lassiter**, associate professor - Bridgewater College  
**Kelsey O'Hara**, health educator - Virginia Tech

CONTINUING EDUCATION: CHES

Peer leaders are integral to substance abuse prevention efforts on campuses across the country. Because of the important role they play it is critical that we recruit and retain exceptional students. This interactive program will present theory and provide practical tips and tools for strengthening peer leadership programs through recruitment, training, and retention efforts. Examples will be given from two different college settings that highlight the many similarities and differences across institutional demographics.

#### Learning Outcomes:

1. Describe and implement effective recruitment practices for peer leaders around substance abuse issues.
2. Identify training needs for peer leaders both practical and theoretical.
3. Explain how training and retention are connected.
4. Generate ideas for providing peer leadership training that is engaging educational and motivating.
5. Identify practical strategies for facilitating connectedness and support within a peer leadership group.

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*Broadway IV* | 4:45 p.m. – 5:45 p.m.

### Responding to Tragedy: A University's Grassroots Response to Mental Health Crises

PRESENTERS: **Jayci Bash**, honors program director - Southern Utah University  
**Curt Hill**, CAPS director - Southern Utah University  
**Kristina Johnson**, staff psychologist - Southern Utah University  
**Johnny MacLean**, associate professor of geology - Southern Utah University

The Care and Support Team at Southern Utah University is a grassroots effort designed to be a visible network of faculty and staff committed to creating an environment that supports students who may be struggling with emotional distress and mental health issues. This presentation describes how such an innovative program can support faculty and staff, students, and administration as we reduce stigma and change our campus climate toward belonging and well-being.

#### Learning Outcomes:

1. Recognize the need to reduce stigma surrounding mental and emotional health.
2. Recognize the responsibility of all university employees including faculty to care for and support our students.
3. Learn about one successful innovative campus-wide initiative to change the campus culture toward belonging.
4. Discuss challenges and solutions regarding grassroots efforts to bring various stakeholders together around mental health issues impacting students.





**Broadway III | 4:45 p.m. – 5:45 p.m.**

### **Secondary Traumatic Stress Among Student Affairs Staff**

**PRESENTER:** **Erik Sorensen**, assistant director, office of residence life - Miami University

**CONTINUING EDUCATION:** NBCC; NASW

Helping professionals are at risk for Secondary Traumatic Stress (STS), the stress that one experiences when helping others. Student Affairs staff are in the position to help others through difficult situations, and as such may experience this unique type of stress. In this session, we will discuss STS, its impact Student Affairs professionals, including reviewing dissertation research on STS and resident assistants. We will discuss how to educate staff around STS and work to reduce the effects of this phenomenon.

#### **Learning Outcomes:**

1. Understand Secondary Traumatic Stress and how it may affect Student Affairs Professionals.
2. Summarize research and literature surrounding Secondary Traumatic Stress.
3. Develop a plan to assess and discuss Secondary Traumatic Stress with their staff and colleagues.

**Broadway II | 4:45 p.m. – 5:45 p.m.**

### **Shifting Culture: Reflections on the Pilot Year of the Student Civility Program**

**PRESENTERS:** **Natalie Fiato**, sexual violence prevention coordinator - The Ohio State University

**Natalie Spiert**, assistant director - The Ohio State University

**CONTINUING EDUCATION:** NBCC; CHES

The Ohio State University's Sexual Civility and Empowerment Program aims to shift culture and challenge current social norms through sexual violence prevention, civility and empowerment education and victim/survivor support. This presentation will focus on the creation and implementation of the Student Civility Program, an educational workshop series on personal responsibility, community safety, and civil engagement. Grounded in social work, public health, and student development theory, best practices for implementation and lessons learned along the way will be discussed.

#### **Learning Outcomes:**

1. Learn about the creation and implementation of the Student Civility Program led by the Sexual Civility and Empowerment Program.
2. Define the assessment methods being conducted to evaluate the efficacy of the Student Civility Program.
3. Discuss best practices for the planning and implementation of a civility educational workshop series for students.
4. Develop a logic model for creating a civility educational workshop series on campus.

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# FRIDAY, JANUARY 19

## CONCURRENT SESSIONS 10 (cont.) | 4:45 p.m. - 5:45 p.m.

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*Pavilion West* | 4:45 p.m. – 5:45 p.m.

### **The Equity in Mental Health Framework: Addressing Student of Color Wellbeing**

PRESENTERS:

**David Rivera**, associate professor of counselor education -  
Queens College City University of New York

**Alfiee Breland-Noble**, associate professor of psychiatry; senior scientific  
adviser - Georgetown University; The Steve Fund

CONTINUING EDUCATION:

NBCC; NASW; APA

Students of color experience a variety of challenges including social, emotional, financial, and academic stressors, and they are less likely than their white peers to seek out support for these stressors. There is a need for culturally appropriate student affairs practices to address these needs. This program introduces The Steve Fund and JED Foundation's Equity in Mental Health Framework, which offers student affairs practitioners specific recommendations and strategies for addressing the mental health needs of students of color.

#### **Learning Outcomes:**

1. Identify the salient issues that compromise mental wellbeing for students of color.
2. Recognize the need to develop culturally appropriate policies and strategies for addressing the mental health of students of color.
3. Understand how to incorporate the Equity in Mental Health Framework recommendations into campus environments.

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*Galleria II* | 4:45 p.m. – 5:45 p.m.

### **The Journey of Women of Color: Navigating Health and Education**

PRESENTERS:

**Carmen Jones**, graduate research assistant - Iowa State University

**Tyanez Jones**, graduate research assistant - Iowa State University

**Claudia Young**, graduate research assistant - Iowa State University

CONTINUING EDUCATION:

NBCC; NASW

This study explores health as it intersects race and gender for higher education students. Voices of Women of Color (WoC) are highlighted through self-definition and lived experiences. Health identity allows interpretation of individual and community engagement with well-being. This study will define health identity as self-conception of health and its impact on actions and behaviors, benefiting those on their educational journey who are redefining what it means to live well and those seeking to engage in discussions about health status.

#### **Learning Outcomes:**

1. Evaluate past and current health behaviors.
2. Identify influences on current health actions and behaviors.
3. Identify the personal and external factors that impact health identity.
4. Discuss the implications of adopting a positive health identity for women of color.



**Broadway I | 4:45 p.m. – 5:45 p.m.**

### **Using Data Visualization to Tell Your College Health Story**

**PRESENTERS:** **Alicia Baker**, health promotion specialist - University of Florida  
**Monica Webb**, assistant director, health promotion - University of Florida

**CONTINUING EDUCATION:** CHES

Peer leaders are integral to substance abuse prevention efforts on campuses across the country. Because of the important role they play it is critical that we recruit and retain exceptional students. This interactive program will present theory and provide practical tips and tools for strengthening peer leadership programs through recruitment, training, and retention efforts. Examples will be given from two different college settings that highlight the many similarities and differences across institutional demographics.

#### **Learning Outcomes:**

1. Identify and describe at least three data visualization tools.
2. Describe positive and negative considerations associated with data visualization tool selection.
3. Identify potential missteps when identifying data.

**Parlor A/B/C | 4:45 p.m. – 5:45 p.m.**

### **Utilizing Personal Feedback Programs to Bolster Retention and Expand Prevention Programming**

**PRESENTERS:** **Megan Hopkins**, project director - University of Nebraska - Lincoln  
**Linda Major**, assistant vice chancellor for student affairs - University of Nebraska - Lincoln

The University of Nebraska-Lincoln's Year One College Alcohol Profile (Y1CAP) is a web-based prevention tool for use with incoming students that uses motivational intervention to encourage students to think about their alcohol use and how it might be impacting their life. This session will discuss the predictive value of the Y1CAP related to retention and enrollment and additional ways that personalized feedback programs like the Y1CAP can be greater utilized for prevention efforts among institutions of higher education.

#### **Learning Outcomes:**

1. Define prevention strategies for addressing high-risk drinking among college students.
2. Discuss how web-based programs that use motivational intervention can serve as a tool related to retention.
3. Discuss the multiple applications that web-based intervention programs can have for institutions of higher education.

**Senate | 7:00 p.m. – 10:00 p.m.**

### **Open Recovery Space**

WHPL



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# SATURDAY, JANUARY 20

*Ballroom Foyer, Ballroom Level | 7:30 a.m. – 11:00 a.m.*

**Registration Open**

*Plaza Foyer, Plaza Level | 7:30 a.m. – 8:30 a.m.*

**Continental Breakfast**

## **CLOSING PLENARY SPEAKER | 8:30 a.m. – 9:45 a.m.**

*Grand Ballroom I/II*

**Denzil J. Suite**, Vice President for Student Life - University of Washington

Dr. Denzil Suite, Vice President for Student Life, joined the University of Washington in July 2013. In that capacity, he provides leadership and direction for strategic planning, assessment, and staff development for a comprehensive division of student programs and services. He leads a team of approximately 1,000 professionals in creating and maintaining a healthy campus environment through services, programs, and innovative learning experiences beyond the classroom, and through a highly collaborative relationship with other senior UW leaders.

Prior to joining UW, he served as Associate Vice President of Student Affairs at the University of Southern California where he had oversight responsibilities for over 20 departments in the division. He also served and as an Associate Professor for Clinical Education at the USC Rossier School of Education. He taught master's level courses on Student Development, the History of Higher Education, and on Intervention Strategies.

Suite earned his bachelor's degree in Psychology at The Ohio State University, a master's degree in Education from the University of Vermont, and a Ph.D. in Policy and Organization from the University of Southern California. His research for his doctorate centered on factors affecting student success in college. He is especially interested in how students from differing backgrounds are affected by the college environment. He chose this topic because of his long-standing commitment to college students and their success. Dr. Suite has worked professionally in student affairs for over 20 years and has held positions of responsibility at UC Berkeley, Cal State L.A., and UC Santa Cruz. He is the recipient of numerous awards from national, local, and student organizations. He currently serves on the Board of Directors for Front Porch Communities—a nonprofit company serving the elderly, indigent, and disabled.



## CONCURRENT SESSIONS 11 | 9:45 a.m. - 10:45 a.m.

*Council* | 9:45 a.m. – 10:45 a.m.

### A Photovoice Project on Consent Within (A)Gender and (A)Sexuality Diverse Student Populations

PRESENTERS:

**Stephanie McClure**, director - Weber State University

**Muhammad Rafique**, Safe@Weber LGBTQ+ Violence Prevention student coordinator - Weber State University

**Porter Lunceford**, Safe@Weber LGBTQ+ Violence Prevention student leader - Weber State University

**Cody Brown**, Safe@Weber LGBTQ+ Violence Prevention student leader - Weber State University

CONTINUING EDUCATION: NBCC; NASW; APA

This program highlights a Photovoice project with 13 (a)gender and (a)sexuality diverse students focusing on consent. Participants took photos that spoke to 8 consent framing questions and participated in a focus group to further reflect on the photos and their meaning for the queer-spectrum community. Focus group transcripts were coded and analyzed for themes, and photos selected to incorporate into an LGBTQ+ Consent curriculum. Explore takeaways and learn how to incorporate Photovoice into your prevention initiatives.

#### Learning Outcomes:

1. Describe Photovoice and the benefits of this methodology in prevention initiatives.
2. Discuss LGBTQ+ risk factors attitudes beliefs and behaviors related to consent and sexual assault.
3. Recall LGBTQ student photos/stories related to consent barriers community specific concerns & navigating LGBTQ sexual interactions.
4. Identity how homophobia and transphobia effect LGBTQ+ populations consent sexual relationships and sexual assault.
5. Apply Photovoice methodology to assess needs and empower their own campus at-risk populations.

*Broadway IV* | 9:45 a.m. – 10:45 a.m.

### Building on Basics: Enlisting Student Employees in Bystander Intervention Leadership

PRESENTERS:

**Cyndra Krogen-Morton**, Title IX compliance specialist - Stephen F. Austin State University

**Ken Morton**, director of campus recreation - Stephen F. Austin State University

CONTINUING EDUCATION: NBCC; NASW

Bystander intervention is a promising practice in the enhancement of student wellness on college campuses. Bystander intervention training can empower students to engage in actions that support and encourage healthy behaviors, discourage potentially harmful activities, and intervene in high-risk situations among their peers. This session will provide information about engaging non-traditional campus departments such as campus recreation, residence life, and orientation programs in bystander intervention training to enhance student wellness as well as professional and personal development.

#### Learning Outcomes:

1. Identify campus collaboration opportunities for bystander intervention training.
2. Identify how bystander intervention training enhances student professional and personal development.
3. Identify the basic skills learned from various student employment positions and how these are a foundation for bystander intervention training.
4. Identify elements of bystander intervention training.

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# SATURDAY, JANUARY 20

## CONCURRENT SESSIONS 11 (cont.) | 9:45 a.m. - 10:45 a.m.

MH

*Broadway II* | 9:45 a.m. – 10:45 a.m.

### Changing Minds, Changing Lives: Fostering Resilience Among Diverse and At-Risk Student Populations

PRESENTERS: **Genevieve Chandler**, associate professor college of nursing - University of Massachusetts Amherst

**Derek Doughty**, case manager dean of students - University of Massachusetts Amherst

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

Little research has examined the effects of exposure to childhood adversity on resilience training outcomes during the transition to college. Changing Minds, Changing Lives (CMCL), an innovative, strengths-based, resilience-focused academic course, was offered to a cohort of entering student-athletes (n=18; 100% male; 88% Black). Quantitative and qualitative research found positive changes in emotion regulation, coping, academic engagement and pro-social development. Most notably, increments of measurable change were positively correlated with rates of exposure to childhood adversity. Implications of these findings are analyzed and discussed.

#### Learning Outcomes:

1. Recognize the need for innovative approaches to meet the psychological health needs of diverse student populations.
2. Describe the role of childhood adversity and resilience in young adult health and development.
3. Review the operational components of an evidence-based resilience training program model.
4. Explain how resilience training can enhance their efforts to support diverse students in transition.

SVPR

*Galleria II* | 9:45 a.m. – 10:45 a.m.

### Institutionalizing a Culture of Consent and Comprehensive Sexual Assault Prevention Programming

PRESENTERS: **Maya Vizvary**, sexual assault prevention coordinator - American University

**Sara Yzaguirre**, coordinator of victim advocacy services - American University

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

Anchored by faculty and staff collaboration and informed by student voice, the American University approach to sexual violence prevention is comprehensive, evidence-based, and dynamic. This session will provide an overview of lessons learned after three-years of implemented mandatory, peer-led consent and bystander education for all incoming undergraduate students and robust year-round booster programming. We will discuss program content, logistical considerations, successful inter-campus collaboration, the importance of adaptability, and the role of assessment during and beyond implementation.

#### Learning Outcomes:

1. Review the evidence-base for prevention education that is "early and often."
2. Identify the major themes of effective sexual violence prevention programming: (consent boundaries communication bystander intervention resources).
3. Explore how both program assessment and campus climate data have informed and enhanced prevention and response efforts across campus.
4. Define the meaning of "comprehensive" as it relates to violence prevention programming.
5. Address the logistical challenges of coordinating comprehensive and mandatory programming.



**Broadway I | 9:45 a.m. – 10:45 a.m.**

## **Party Smart: Engaging Students in Solutions to Pesky Town Gown Issues**

**PRESENTERS:** **Sally Linowski**, associate dean of students off campus student life and community engagement - University of Massachusetts Amherst  
**Bill Laramee**, neighborhood liaison - Amherst Police Department

**CONTINUING EDUCATION:** CHES

UMass Amherst employs strategies to improve community relations, reduce noise and quality of life in edge neighborhoods adjacent to on campus residential areas. Day drinks, house parties, “brewfing”, and tailgates are shaped by social media imagery. This session describes several initiatives that create an opportunity for peer education on community impact of certain behaviors; students’ role as community members, and increased active bystander intervention in large crowds. Noise and nuisance house arrests decreased by over 75% in just 4 years.

### **Learning Outcomes:**

1. Identify three strategies for effectively engaging students in addressing party crawl off campus.
2. Discuss how town-gown partnerships can advance interventions to reduce high-risk drinking and its related consequences.
3. Discuss strengths and challenges to develop and sustain initiatives to reduce the impact of party culture on and off campus.
4. Participants will be able to describe how off campus party registration impacts campus alcohol culture and students’ relationship with town police.

**Broadway III | 9:45 a.m. – 10:45 a.m.**

## **Preparing for a Healthy Campus and Healthy Student: Pre-Service and In-Service Strategies**

**PRESENTER:** **David Anderson**, professor emeritus - George Mason University

Campus leaders typically aspire to having a healthy campus and, ultimately, healthy students. How well prepared are new and seasoned professionals? How up-to-date are they with the knowledge and best practices on issues such as stress, sleep, sex, spirituality and substance abuse (among others)? This session reviews national studies of student affairs professionals and examines academic preparation programs on wellness issues. Participants will discuss proposed strategies for elevating wellness competencies throughout campus leadership initiatives to attain a “Well U.”

### **Learning Outcomes:**

1. Learn about the nature of student affairs professional preparation on wellness needs and issues.
2. Learn ways to advocate for wellness issues on campus.
3. Create specific strategies for professional development and for application on campus and within academic preparation programs.

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# SATURDAY, JANUARY 20

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## CONCURRENT SESSIONS 11 (cont.) | 9:45 a.m. - 10:45 a.m.

*Galleria I* | 9:45 a.m. – 10:45 a.m.

### **Residential Response Assessment: Trauma Informed Care**

PRESENTER: **Julia Vizcaino**, residence coordinator - University of Alaska

CONTINUING EDUCATION: NBCC; NASW

When a sexual assault happens on your campus, how well does your institution respond? What long-term impacts does your process have on the survivors? In this session, participants will learn how to assess institutional response to sexual assault using a trauma-informed approach to see how their institutional response to sexual assault can impact lives of students long after their time at a university.

#### **Learning Outcomes:**

1. Identify four principles of trauma informed care by the end of the session.
2. Identify their own institutional response to sexual assault by the end of the session.
3. Analyze their institutional response to sexual assault through the four principles of trauma informed care by the end of the session.
4. Create one strategy to incorporate trauma informed practice into their institutional response to sexual assault.

MH



*Forum* | 9:45 a.m. – 10:45 a.m.

### **The Integration of the CMU Counselor-in-Residence Program into the CARE Process**

PRESENTERS: **Andrea Lobert**, CARE CIR, counselor - Central Michigan University

**Deanna Johnson**, CARE coordinator and CIR program manager - Central Michigan University

CONTINUING EDUCATION: NBCC; NASW

The Counselor-in-Residence (CIR) Program, a Residence Life initiative, was designed to assist staff responding to students in distress. Student Affairs officials then integrated the program's service delivery model with the CARE effort to create a parallel process for responding to both on and off campus students in distress. Presenters will share the service delivery model of the program and its current integration with the CARE effort as a core mechanism to assist students in distress.

#### **Learning Outcomes:**

1. Examine the service delivery model of the CIR program and be able to differentiate it from current approaches.
2. Evaluate the CIR program for replication.
3. Use the program as a model for constructing a similar service delivery model.
4. Understand the role of the Counselor-in-Residence program integrated with a CARE process and identify components.



Galleria III | 9:45 a.m. – 10:45 a.m.

## The Overlap of Non-Medical Prescription Stimulant Use with Other Risk Behaviors

PRESENTERS:

**Nicole Fossos-Wong**, project manager - University of Washington

**Jason Kilmer**, assistant director of health and wellness for alcohol & other drug education and associate professor psychiatry & behavioral sciences - University of Washington

CONTINUING EDUCATION:

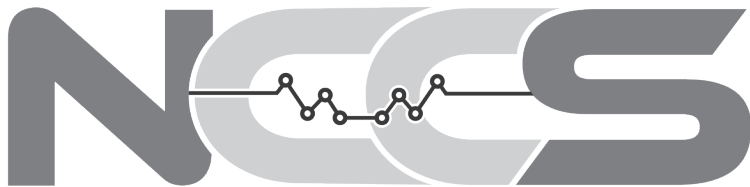
NBCC; CHES; MCHES; NASW; APA

Approximately 10% of students report that they use prescription stimulants non-medically. Most report doing so for academic reasons, and, for many, it is a low frequency behavior around high-stress times. However, a student's non-medical use of prescription stimulants can be associated with other health and risk behaviors, including use of alcohol and other drugs. This session will explore overlapping behaviors, discuss implications for screening and innovative brief interventions, and discuss implications for working with students on campus.

### Learning Outcomes:

1. Identify trends in poly-substance use by college students with a specific focus on non-medical use of prescription stimulants.
2. Identify screening questions and opportunities for introducing these with college students.
3. Consider opportunities for prevention and intervention with college students who report the non-medical use of prescription stimulants.

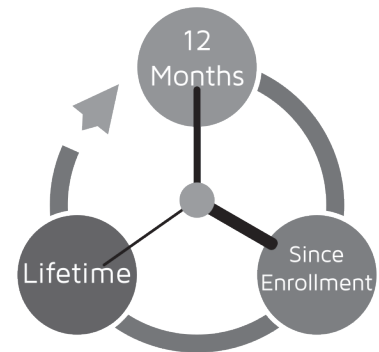
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## National Campus Climate Survey

- ☒ Sexual Misconduct
- ☒ Diversity, Equity & Inclusivity
- ☒ Alcohol & Other Drugs

*Solid methodology = defensible results!*  
*Understand your students, staff,*  
*and faculty climate today.*



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# SATURDAY, JANUARY 20

## CONCURRENT SESSIONS 12 | 11:00 a.m. - 12:00 p.m.

### AODVP

*Galleria I* | 11:00 a.m. – 12:00 p.m.

### **“Let’s be Blunt:” An Alternative Sanction for Marijuana**

PRESENTERS:

**Abigail Erle**, associate director of community standards - Babson College

**Laura Owen**, assistant director of center for health and wellness - Emerson College

**Annelle Kallman**, substance abuse counselor - Emerson College

“Let’s be Blunt” is an example of one campus’ collaborative effort to address marijuana use. It was created by Emerson College Health/Wellness, Student Conduct and Counseling departments as an educational sanction for first time marijuana offenders. In a nonjudgmental classroom environment, the peer-led program uses harm-reduction techniques to teach and discuss how marijuana works, common side affects, use and more. Attendees will participate in a mock class of the program and discuss ideas for change on their campuses!

#### **Learning Outcomes:**

1. Review one campus’s strategy for addressing the changing landscape of marijuana.
2. Participate in a mock class of an innovative educational sanction for marijuana violations.
3. Describe tangible resources for future reference including all course materials.



### SVPR

*Broadway I* | 11:00 a.m. – 12:00 p.m.

### **Addressing Alcohol’s Role in Sexual Assault on Campus Across the Social Ecology**

PRESENTERS:

**Rebecca Woofter**, graduate student - Washington University in St. Louis

**LB Klein**, doctoral candidate and consultant - University of North Carolina at Chapel Hill School of Social Work

**Drew Rizzo**, doctoral candidate and consultant - University of New Hampshire

Alcohol use is implicated in 50 to 70% of campus sexual assaults. While campuses are urged to address alcohol’s role in sexual assault, there is limited guidance for prevention educators and administrators on how to actually do so. This interactive session will preview a forthcoming, free toolkit, based on the best available evidence and 23 in-depth interviews with campus-based prevention educators, to help campus administrators address alcohol’s role in sexual assault on their campuses.

#### **Learning Outcomes:**

1. Describe alcohol’s role in sexual assault on campus.
2. Discuss challenges and opportunities for addressing alcohol’s role in sexual assault on campus.
3. Identify strategies to address alcohol’s role in sexual assault on their campuses.







**Galleria II** | 11:00 a.m. – 12:00 p.m.

## **Creating Engaging and Effective Campus Climate Surveys as a Means of Prevention**

**PRESENTERS:** **Carli Rohner**, advocacy and prevention coordinator - Willamette University  
**Jackie Sandmeyer**, campus coordinator - Oregon Attorney General's Sexual Assault Task Force

**CONTINUING EDUCATION:** CHES; MCHES

What if colleges and universities could boost prevention efforts AND create meaningful, useful campus climate surveys at the same time? Created with funding from the American Public Health Association, AGSATF released the "Campus Climate Survey Toolkit" in July, 2017 to answer this question and provide practical guidance for institutions seeking to reduce sexual violence. This presentation will guide participants through the many features of the toolkit, allowing individuals to create their own customized, effective climate survey and prevention program plan.

### **Learning Outcomes:**

1. Describe the Campus Climate Survey toolkit and associated resources.
2. Articulate the difference between primary prevention and awareness/risk-reduction programs or activities.
3. Develop an understanding of how campus climate surveys can be used as a tool to enhance prevention efforts.
4. Identify who on their campus should be included in prevention and survey distribution and creation efforts.
5. Identify at minimum two ways that climate surveys can be used to inform or evaluate prevention initiatives.

**Galleria III** | 11:00 a.m. – 12:00 p.m.

## **Doing More with Less: Implementing a Sexual Violence Peer Education Program with a Limited Budget**

**PRESENTER:** **Samantha Quinn**, director of community standards - Albertus Magnus College

Often college administrators are tasked to do more with less. The rate in which we need to program proactively as it relates to sexual violence is increasing while our staff, budgets and resources are not. This program aims to show how a Sexual Violence Peer Education organization was created with limited budget relying on building connections within the community of a small public college, local organizations, and surrounding higher education institutions.

### **Learning Outcomes:**

1. Recognize the importance of proactive programming.
2. Identify low cost resources available on campus and locally.
3. Understand the role students can play in sexual violence prevention.
4. Follow a guide to launching a similar program on their own campus.
5. Recognize how properly trained peer educators can impact a culture change on their campus.

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# SATURDAY, JANUARY 20

## CONCURRENT SESSIONS 12 (cont.) | 11:00 a.m. - 12:00 p.m.

SVPR



*Broadway III* | 11:00 a.m. - 12:00 p.m.

### **Ethics, Values and Boundaries: Navigating the Complex Work of Campus Advocacy**

**PRESENTERS:** **Jen Luettel Schweer**, associate director health education services/director sexual assault response and prevention services - Georgetown University

**Shannon Collins**, campus training and technical assistance program manager - University of Colorado Denver Center on Domestic Violence

**CONTINUING EDUCATION:** NBCC; NASW

Advocates who serve the needs of survivors of gender-based violence often find themselves facing difficult ethical dilemmas. Campus-based advocates in particular occupy a unique ethical space in college and university environments. Advocates must navigate the tension between advocating for individual survivors and representing the institutions in which we work. In this workshop, we will explore common ethical challenges; discuss the relationship between ethics, boundaries and confidentiality; and review ethical standards and decision-making processes for campus-based advocates.

#### **Learning Outcomes:**

1. Define ethics values and boundaries in the context of campus advocacy.
2. Identify ethical standards for campus advocates.
3. Explore common ethical issues faced by campus advocates.
4. Articulate decision-making processes to address ethical issues.

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*Parlor A/B/C* | 11:00 a.m. - 12:00 p.m.

### **Increasing Outreach and Diversity through a Community College Mental Health Peer Educator Program**

**PRESENTERS:** **Esther Levy**, student psychological counselor - Bronx Community College - CUNY

**Emalinda McSpadden**, assistant professor - Bronx Community College - CUNY

**CONTINUING EDUCATION:** NASW

Peer programs are effective at engaging students and overcoming the stigma associated with mental health. A diverse and well-trained cohort of peers amplifies the ability to connect with a wider variety of students. Fostering the career development of these peers prepares and welcomes students from under-represented groups for entry into the mental health fields. We will share the nuts and bolts of our model – strategies, curriculum, challenges and lessons learned – in the hopes of encouraging others to create similar programs.

#### **Learning Outcomes:**

1. Develop an understanding of the benefits of combining workforce development and peer educator models.
2. Review a framework and a curriculum outline for developing similar programs and an opportunity to identify solutions for implementation challenges.



**Broadway II | 11:00 a.m. – 12:00 p.m.**

## **UChicago's Innovative Initiative to Address Student Mental Health on Campus**

**PRESENTER:** **Julie Edwards**, director health promotion and wellness -  
The University of Chicago

**CONTINUING EDUCATION:** CHES; MCHES

This presentation will cover how the University of Chicago has implemented Mental Health First Aid (MHFA) training to equip non-clinical staff on campus with the skills to respond to mental health issues. Participants will learn how to gain senior leader buy-in to implement MHFA on their campuses, measure the outcomes of the program, and market the training to relevant audiences. It will also cover how the success of the program has led to mandated staff training and program expansion.

### **Learning Outcomes:**

1. Explain how Mental Health First Aid (MHFA) was implemented as an innovative initiative to support student mental health.
2. Learn how MHFA educates staff faculty and students to increase awareness around mental health issues.
3. Identify ways UChicago engaged cross-campus partnerships to expand this initiative.

**Broadway IV | 11:00 a.m. – 12:00 p.m.**

## **Using Survey Assessment to Build a Customized Approach to Violence Prevention in an International Fraternity**

**PRESENTERS:** **Jane Stapleton**, executive director of practice - Prevention Innovations  
Research Center University of New Hampshire

**Clay Coleman**, director of education - Phi Delta Theta Fraternity

As institutions of higher education seek to move beyond "checking the box" by developing comprehensive plans for sexual violence prevention, international fraternities and sororities have an opportunity to take the lead in identifying prevention strategies that meet the needs and readiness of their organizations, members, and volunteers. Drawing upon what we know works in prevention, this program will highlight the strategic partnership between Phi Delta Theta Fraternity and Prevention Innovations Research Center at the University of New Hampshire. This cutting-edge partnership utilizes strategic assessment to build a customized and more comprehensive approach to violence prevention in an international fraternity organization.

### **Learning Outcomes:**

1. Understand the elements of what works best in prevention.
2. Articulate the benefits to using data to inform prevention strategies.
3. Strategize how to apply data and best practices into the development and adaptation of bystander intervention strategies.
4. Understand how to apply social norms theory and readiness to engage in prevention model to their campus/organization.
5. Apply the strategic framework on their campus/organization.

MH



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# Campus Drug Prevention

[www.campusdrugprevention.gov](http://www.campusdrugprevention.gov)

The Drug Enforcement Administration (DEA) has a new website for professionals working to prevent drug abuse among college students.

Featured sections include:

## Drugs and Paraphernalia

A one-stop reference for everything related to drugs - from their appearance, paraphernalia, effects on the body, and more.

## Data and Research

The most recent data about drug use among college students, and current research and journal articles relevant to drug abuse prevention among college students.

## Publications

Topics include preventing marijuana use and prescription drug misuse among college students, drug-facilitated sexual assault, drug slang code words, and opioid prescribing in college health.

## Views from the Field

Brief articles offering federal, national, state, and local perspectives about drug abuse prevention in higher education from across the nation.

## Resources

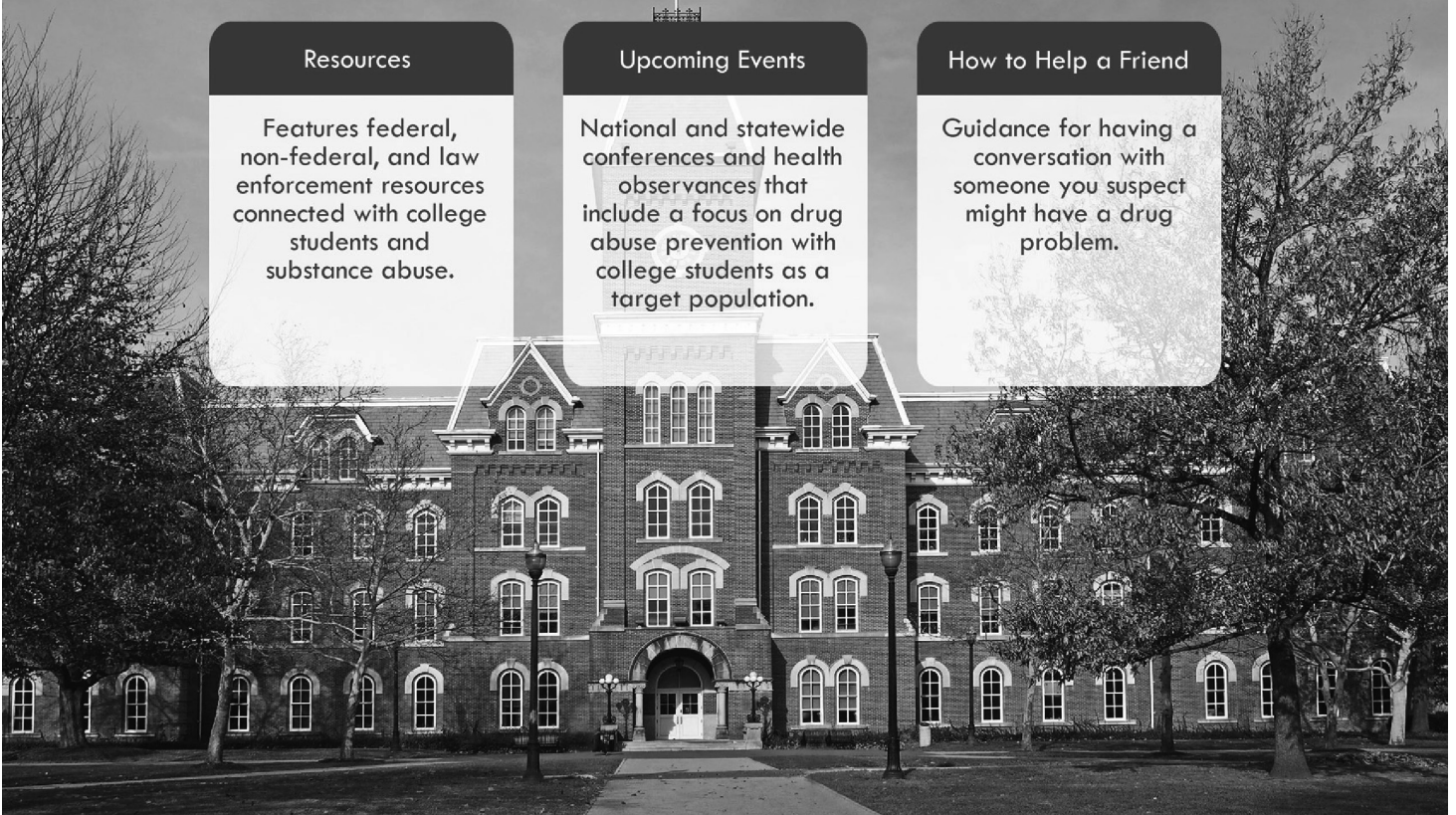
Features federal, non-federal, and law enforcement resources connected with college students and substance abuse.

## Upcoming Events

National and statewide conferences and health observances that include a focus on drug abuse prevention with college students as a target population.

## How to Help a Friend

Guidance for having a conversation with someone you suspect might have a drug problem.





## Real Student Stories.



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# ALCOHOL, OTHER DRUG, AND CAMPUS VIOLENCE PREVENTION

Time	Title	Room
<b>Thursday, January 18</b>		
9:00 a.m.	Peer Education Advisors Academy	Broadway IV
9:00 a.m.	The Importance of Strategic Planning in Prevention: Using a Strategic Prevention Framework for Colleges and Universities	Skyline II
3:00 p.m.	Boosters, Sleeper Effects, and Follow-Ups: What Happens after a Brief Intervention	Pavilion West
3:00 p.m.	How State Marijuana Laws Do - and Don't - Change the College Prevention Landscape	Forum
3:00 p.m.	Innovations in Collegiate Recovery Programs: Implementing Unique Initiatives	Captain Gray I/II
4:15 p.m.	Piloting a Career Counseling Progr a.m. for Students in Recovery	Council
4:30 p.m.	Update on Intervene: Cornell's Evidence-based Bystander Intervention Video and Workshop	Skyline II
4:30 p.m.	Using the S a.m.HSA Strategic Prevention Framework to reduce alcohol and marijuana use among Minnesota college students	Pavilion West
5:30 p.m.	21st Birthday Project: Engaging Students & Local Businesses in a Brief Intervention	Broadway IV
5:30 p.m.	Athletics and Student Affairs Collaboration- 360 Proof Tips to Enhance Your Prevention Partnership	Broadway III
5:30 p.m.	Increasing Student Health, Well-being, & Retention: A Scalable & Personalized Approach	Captain Gray III
5:30 p.m.	Innovation with Fidelity: Integrating Mental Health Screening into BASICS	Pavilion East
6:45 p.m.	Assessing Substance Use Trends among College Athletes: NCAA National Study of Substance Use Habits of College Student-Athletes	Grand Ballroom I/II
6:45 p.m.	Statewide Strategic Prevention Priorities: Translating State Vision to C a.m.pus Practice	Grand Ballroom I/II
6:45 p.m.	The DEA's Campus Drug Prevention Webpage	Grand Ballroom I/II
<b>Friday, January 19</b>		
8:30 a.m.	Building Partnerships and Communication for Campus Hazing Prevention	Broadway I
8:30 a.m.	The Highs and Lows of Collegiate Cannabis Prevention Efforts: Lessons Learned from Two Adult Use States	Pavilion East
9:45 a.m.	Advocacy for What? Reflections on "Getting a Good, Healthy Buzz"	Parlor A/B/C
9:45 a.m.	Collegiate Recovery Training - Bridging the Gap	Galleria I
9:45 a.m.	Creating a System of Care: Integrating Student Athlete Values with University Expectations	Galleria III
9:45 a.m.	Facilitating BASICS with Mandated Students: Some Practical Considerations	Pavilion West
11:00 a.m.	5 Things Campuses Should Know When Developing a Prescription Drug Prevention Strategy	Forum
11:00 a.m.	Flourish or Perish: Tips for Preventionists In It For The Long Haul	Galleria II
11:00 a.m.	Worth 1000 Words: What Students' Snapchat Stories Teach Us About Drug Culture	Broadway I
2:15 p.m.	The Postsecondary Education Partnership- Alcohol Harms (PEP-AH) Framework: A Comprehensive Canadian Framework	Captain Gray III
2:15 p.m.	Unconscious Biases, Micro-aggressions and Stereotype Threats: Impediments to Quality ATOD Prevention Efforts	Pavilion East
2:30 p.m.	Addressing Student Group Risk-Taking through Focused Strategy	Pavilion West
2:30 p.m.	Collaborating for A Healthy C a.m.pus: Lessons Learned from Athletics Partnerships	Galleria II
3:30 p.m.	Putting Data into Practice to Reduce High-Risk Drinking: The First 45 Days Initiative	Council
3:30 p.m.	Strategies to Advise Students in Recovery	Galleria I
4:45 p.m.	Evidence Informed Application of Marijuana Education with Students	Galleria III
4:45 p.m.	Recruiting and Retaining Exceptional Peer Leaders	Galleria I
4:45 p.m.	Utilizing Personal Feedback Progr a.m.s to Bolster Retention and Expand Prevention Programming	Parlor A/B/C

Time	Title	Room
<b>Saturday, January 20</b>		
9:45 a.m.	Building on Basics: Enlisting Student Employees in Bystander Intervention Leadership	Broadway IV
9:45 a.m.	Party Smart: Engaging Students in Solutions to Pesky Town Gown Issues	Broadway II
9:45 a.m.	The Overlap of Non-Medical Prescription Stimulant Use with Other Risk Behaviors	Galleria III
11:00 a.m.	"Let's be Blunt" An Alternative Sanction for Marijuana	Galleria I
11:00 a.m.	Creating Engaging and Effective Campus Climate Surveys as a Means of Prevention	Galleria II

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**Picking Me Foundation is the only nonprofit worldwide focused on Dermatillomania aka Skin Picking Disorder advocacy, while 3% of the global population suffers with this mental illness. We spread awareness and inspire acceptance for sufferers, supporters, and educational communities alike, encouraging individuals to take control back from the OCD related disorder and share why they are #PickingMe over their Skin Picking.**

**Join the conversation. @PickingMeFdn / 312-964-5388 / Lauren@pickingme.org**

Time	Title	Room
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### Thursday, January 18

9:00 a.m.	Zero Suicide: Strategic Planning, Implementation, & Assessment for College Campuses	Broadway II
3:00 p.m.	Mindset Interventions: low-cost, large-scale strategies to improve mental health	Council
3:00 p.m.	The Three Step Theory of Suicide: Applications for Campus-Based Suicide Prevention	Pavilion East
4:15 p.m.	Changing the Culture of Mental Health on Campus Through Evaluation	Captain Gray III
4:15 p.m.	Friend2Friend: Developing Student Skills to Responding and Referring Friends in Distress	Broadway IV
4:30 p.m.	Embracing Neurodiversity: A Model for Changing Campus Culture	Broadway I
4:30 p.m.	How Counseling Centers Assist Campuses Impacted by Divisive Social and Political Events	Skyline I
4:30 p.m.	Update on Intervene: Cornell's Evidence-based Bystander Intervention Video and Workshop	Skyline II
5:30 p.m.	Increasing Student Health, Well-being, & Retention: A Scalable & Personalized Approach	Captain Gray III
5:30 p.m.	Innovation with Fidelity: Integrating Mental Health Screening into BASICS	Pavilion East
6:45 p.m.	A Mixed-Methods Approach to Increase Mental Health Literacy Among Male Undergraduate Students	Grand Ballroom I/II
6:45 p.m.	An Understanding of the Relationship Between Birth Control and Depression in College-aged Women	Grand Ballroom I/II
6:45 p.m.	Mental Health Promotion: What are the Stress and Coping Mechanisms of First-generation, Low-income (FGLI) College Students	Grand Ballroom I/II
6:45 p.m.	Poetry Summit for LGBTQ Students: Poetry Therapy and Coping Mechanisms on Campuses	Grand Ballroom I/II
6:45 p.m.	The Wellness Series: A Collaborative Model Transforming Well-being Interventions of College Campuses.	Grand Ballroom I/II
6:45 p.m.	Using Developmental Theory as a Language for Student Affairs Professionals	Grand Ballroom I/II

### Friday, January 19

8:30 a.m.	A Curricular Approach to Student Mental Health Concerns in Residential Communities	Broadway III
8:30 a.m.	Using Case Management Data to Inform Practice and Develop Campus Trainings	Galleria III
8:30 a.m.	We're on the Same Team: Engaging Athletics as Partners in Mental Health	Broadway IV
9:45 a.m.	#Transferring Love: Transfer Student Services That Promote Mental Health and Wellness	Galleria II
9:45 a.m.	Assistance and Support Animals on Campus: Understanding the Differences, Capitalizing on the Opportunities, and Navigating the Challenges	Pavilion East
9:45 a.m.	Changing the Culture and Outcomes of Mental Health on Campus	Broadway I
11:00 a.m.	Planning and Implementing a Comprehensive Suicide Prevention Program on Campus	Pavilion West
11:00 a.m.	Student Affairs and Wellness Collaboration to Support Student Mental Health and Wellbeing	Galleria III
1:00 p.m.	Shifting into Resilience - Creating the Kent State of Wellness	Galleria I
2:15 p.m.	ARISE: Building a Collaborative and Inclusive Trauma Focused Mental Health Program	Forum
2:30 p.m.	Delivering Innovative Mental Health-focused Peer Education Programs: Successes, Challenges, and Lessons Learned	Galleria III
3:30 p.m.	Sleep Deprivation Epidemic: Implications for Retention, Mental Health, Academic and Athletic Success	Forum
3:30 p.m.	What if it's a Student Employee? Collaboratively Addressing Student Leader Mental Health Concerns Across Campus	Pavilion East
4:45 p.m.	Responding to Tragedy: A University's Grassroots Response to Mental Health Crises	Broadway IV
4:45 p.m.	Secondary Traumatic Stress Among Student Affairs Staff	Broadway III
4:45 p.m.	The Equity in Mental Health Framework: Addressing Student of Color Wellbeing	Pavilion West

Time	Title	Room
<b>Saturday, January 20</b>		
9:45 a.m.	Changing Minds, Changing Lives: Fostering Resilience Among Diverse and At-Risk Student Populations	Broadway II
9:45 a.m.	The Integration of the CMU Counselor-in-Residence Program into the CARE Process	Forum
11:00 a.m.	Increasing Outreach and Diversity through a Community College Mental Health Peer Educator Program	Parlor A/B/C
11:00 a.m.	UChicago's Innovative Initiative to Address Student Mental Health on Campus	Broadway II

## CollegeResponse

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- Analytic reports that show trends and effectiveness
- Ability to link those in need with quality treatment options



Screening for  
Mental Health



# SEXUAL VIOLENCE PREVENTION AND RESPONSE

Time	Title	Room
<b>Thursday, January 18</b>		
9:00 a.m.	Assessment Strategies: Planning and Implementing an Outcome Evaluation of In-person Bystander Intervention Programs	Galleria I
9:00 a.m.	From Collaboration to Commitment: Multidisciplinary Approaches to Addressing Sexual Misconduct on Campus	Galleria II
9:00 a.m.	Using Research to Understand and Prevent the Perpetration of Campus Sexual Misconduct	Broadway I
3:00 p.m.	From Crisis to Confidence: Rebuilding a Survivor Advocacy Program	Galleria I
3:00 p.m.	Sexual Education and the International Experience	Galleria II
3:00 p.m.	Teaching Good Sex: A Method for Violence Prevention	Galleria III
4:15 p.m.	Providing Equitable Support to Respondents: Respondent Services at the University of California	Galleria I
4:30 p.m.	Dialogue for Transformation: Three Campus? Approaches to Engaging Men and Masculine Folks	Galleria III
4:30 p.m.	Partners in Prevention: How a Victim Advocacy Center and a Title IX Office Learned to Love Each Other (consensually, of course)	Galleria II
4:30 p.m.	Update on Intervene: Cornell's Evidence-based Bystander Intervention Video and Workshop	Skyline II
5:30 p.m.	Connecting Self-Care & Supervision to Reduce the Risk of Trauma-Related Stress	Council
5:30 p.m.	Peer Power: Lessons Learned from Creating a Peer Advocacy Program at UT-Austin	Galleria I
5:30 p.m.	Title IX for Mandated Reporters: Navigating Privacy without Confidentiality	Forum
6:45 p.m.	"She wasn't resisting:" Students' barriers to intervening in sexual assault risk situations	Grand Ballroom I/II
6:45 p.m.	Campus Sexual Assault Prevention: Improvements and Challenges in Measuring Bystander Intervention Behavior	Grand Ballroom I/II
6:45 p.m.	Statewide Strategic Prevention Priorities: Translating State Vision to Campus Practice	Grand Ballroom I/II
<b>Friday, January 19</b>		
8:30 a.m.	A Lot with a Little: Sexual Violence Prevention Programming on Small Campuses	Galleria II
8:30 a.m.	Applying an Intersectional Lens to Campus Sexual Violence Prevention and Response	Pavilion West
8:30 a.m.	Many Hands Make for Light Work: A Systematic Approach to Bystander Intervention	Broadway II
8:30 a.m.	Mastering the Art of Campus-Based SARTs	Forum
8:30 a.m.	Transcending Sexual Trauma through Yoga	Captain Gray III
11:00 a.m.	Exploring Campus Approaches to 24/7 Advocacy	Pavilion East
11:00 a.m.	New York State's Enough is Enough Program: Addressing Sexual Violence on Campus	Parlor A/B/C
1:00 p.m.	A Slice of Prevention PIE: Positive, Inclusive, Empowering Violence Prevention Programming	Forum
1:00 p.m.	Addressing the Continuum of Sexual Violence through Bystander Intervention	Galleria III
1:00 p.m.	It Takes a Village...	Broadway II
1:00 p.m.	Reframing the Conversation: Fraternity Men and Sexual Violence	Pavilion East
1:00 p.m.	Sexual Violence Prevention and Marketing: Building Effective Campus Partnerships	Pavilion West
2:15 p.m.	Keeping the Climate Study Data and Other Reports Off-the-Shelf: How to Use Data to Inform Prevention Strategies.	Council
2:15 p.m.	Situational Prevention: A New Approach To Comprehensive Campus Sexual Violence Prevention	Broadway II
2:30 p.m.	It's Not You, It's Me: Accepting Responsibility for the Harm We Cause	Skyline II
2:30 p.m.	Opening and Unpacking the ACHA's Toolkit on Addressing Sexual and Relationship Violence	Parlor A/B/C
3:30 p.m.	Being Comfortable with the Uncomfortable: Understanding & Managing Resistance	Broadway III
3:30 p.m.	Working Together: Campus and Community Partnerships to Prevent Sexual Violence	Broadway IV
4:45 p.m.	Shifting Culture: Reflections on the Pilot Year of the Student Civility Program	Broadway II



Time	Title	Room
<b>Saturday, January 20</b>		
9:45 AM	A PhotoVoice Project on Consent Within (a)gender and (a)sexuality Diverse Student Populations	Council
9:45 AM	Building on Basics: Enlisting Student Employees in Bystander Intervention Leadership	Broadway IV
9:45 AM	Institutionalizing a Culture of Consent and Comprehensive Sexual Assault Prevention Programming	Galleria II
9:45 AM	Residential Response Assessment: Trauma Informed Care	Galleria I
11:00 AM	Addressing Alcohol's Role in Sexual Assault on Campus Across the Social Ecology	Broadway I
11:00 AM	Creating Engaging and Effective Campus Climate Surveys as a Means of Prevention	Galleria II
11:00 AM	Doing More with Less: Implementing a Sexual Violence Peer Education Program with a Limited Budget	Galleria III
11:00 AM	Ethics, Values and Boundaries: Navigating the Complex Work of Campus Advocacy	Broadway III
11:00 AM	Using Survey Assessment to Build a Customized Approach to Violence Prevention in an International Fraternity	Broadway IV

## CENTER FOR COLLEGE SLEEP

Rigorous Research . Educational Outreach . Innovative Programming

The Center for College Sleep is working to support a culture that recognizes good sleep is fundamental to academic success. The **College Sleep Questionnaire™** and the **College Sleep Environmental Scan™** are designed to assist colleges and universities to address and improve sleep on their campus.

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- Customizable and personal feedback directing students to on-campus resources
- Data access to provide more targeted health promotion programs

### College Sleep Environmental Scan

- Free tool designed to analyze how institutional policy, programming, and structures contribute to or impede healthy sleep
- Formative data to evaluate institution-wide changes to address poor sleep
- Participating institutions receive evidence-based annotated bibliography and yearly aggregate report

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*Sleep is a protective factor for physical and mental health, and a predictor of academic success. Each additional day with sleep problems lowers the GPA by .02, and has an impact on course completion and GPA similar in magnitude to marijuana use and high risk drinking.*



# WELL-BEING AND HEALTH PROMOTION LEADERSHIP

Time	Title	Room
<b>Wednesday, January 17</b>		
1:00 p.m.	Well-Being and Health Promotions Director Pre-Conference (Day 1)	Skyline I
<b>Thursday, January 18</b>		
1:00 p.m.	Well-Being and Health Promotions Director Pre-Conference (Day 1)	Skyline I
9:00 a.m.	Once Upon a Time: Effectively Crafting and Communicating Our Story and Services	Galleria III
9:00 a.m.	Well-Being and Health Promotions Director Pre-Conference (Day 2)	Skyline I
3:00 p.m.	Teaching Good Sex: A Method for Violence Prevention	Galleria III
3:00 p.m.	The Three Step Theory of Suicide: Applications for Campus-Based Suicide Prevention	Pavilion East
3:00 p.m.	Using Foundational Theories to Effectively Address Health Promotion Topics	Broadway II
3:00 p.m.	Using Improvement Science to Accelerate Improvement of Student Well-being and Equity on Our Campuses	Broadway III
3:00 p.m.	Wellness by Design: Planning your Campus	Broadway I
4:15 p.m.	Closing the Circle: Identifying a Missing Piece of Bystander Intervention	Pavilion East
4:15 p.m.	Reflections, Trends, and Visions for the Future of College Health and Wellness	Broadway III
4:30 p.m.	Social Justice Practices and Health Promotion: A Facilitated Reflection and Conversation	Captain Gray I/II
5:30 p.m.	Increasing Student Health, Well-being, & Retention: A Scalable & Personalized Approach	Captain Gray III
5:30 p.m.	Orienting New Health Promotion Professionals	Broadway II
6:45 p.m.	Healthy Detours: A location-based services app to promote healthy choices among college students	Grand Ballroom I/II
6:45 p.m.	Statewide Strategic Prevention Priorities: Translating State Vision to Campus Practice	Grand Ballroom I/II
6:45 p.m.	The Wellness Series: A Collaborative Model Transforming Well-being Interventions of College Campuses.	Grand Ballroom I/II
6:45 p.m.	USC 'Pause for Paws': Impact and Implications of Therapy Dogs on a College Campus	Grand Ballroom I/II
6:45 p.m.	Using Developmental Theory as a Language for Student Affairs Professionals	Grand Ballroom I/II
6:45 p.m.	Well-being Through Wellness Coaching: Developing Wellness Coaching Programs for Academic Success	Grand Ballroom I/II
<b>Friday, January 19</b>		
8:30 a.m.	Building and Evolving a Comprehensive, Data-driven Peer Health Educator Program	Parlor A/B/C
8:30 a.m.	Graduate Student Life & Well-Being by Design: Evidenced-based and Data Driven Approaches to Student Success	Council
8:30 a.m.	Moving from Wellness to Well-Being and the Center of Higher Education	Galleria I
11:00 a.m.	Designing Learning Environments that Enhance Student Wellbeing	Council
11:00 a.m.	Exploring Health and Well-being Educational Initiatives for Men of Color	Galleria I
1:00 p.m.	BUILDing Well-being at Simon Fraser University: Interdisciplinary Collaboration for Physical Space	Parlor A/B/C
1:00 p.m.	Impact of Use of Meditation App on Student Success	Galleria II
1:00 p.m.	Shifting into Resilience - Creating the Kent State of Wellness	Galleria I
1:00 p.m.	Using CAS Guidelines to Integrate Varying Guidance into Health Promotion Strategic Planning	Council
2:15 p.m.	Exploring the Role of Wellness Liaisons to Special Student Populations	Galleria I
2:30 p.m.	Changing Tides: Shifting from a Health Education Approach to Health Promotion Framework	Broadway I
2:30 p.m.	Navigating Health Promotion: Your Role in Creating a Health Promoting Campus	Skyline I
3:30 p.m.	Healthy Campus Initiative: One Campus' Journey Toward Health and Wellness Culture Change	Broadway II
3:30 p.m.	Sleep Deprivation Epidemic: Implications for Retention, Mental Health, Academic and Athletic Success	Forum
4:45 p.m.	Food Insecurity on College Campuses: Comprehensive, Innovative Approaches to Meet Students Needs	Pavilion East
4:45 p.m.	The Journey of Women of Color: Navigating Health and Education	Galleria II
4:45 p.m.	Using Data Visualization to Tell Your College Health Story	Broadway I

# WELL-BEING AND HEALTH PROMOTION LEADERSHIP

**Time Title**

**Room**

## Saturday, January 20

9:45 a.m. Preparing for a Healthy Campus and Healthy Student: Pre-Service and In-Service Strategies

Broadway III

# SPONSORED SESSIONS

**Time Title**

**Room**

## Friday, January 19

11:00 a.m. Sexual Violence Prevention Education: Best Practices

Broadway III

11:00 a.m. Where Prevention Meets Response: Creating a Game Plan for Student-Athlete Wellness

Broadway IV

2:15 p.m. Follow the Leader: Lessons Learned from the Nation's Leading Prevention Institutions

Broadway IV




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# EXHIBITOR INFORMATION

**Please visit our Exhibitor Tables on Thursday, January 18 from 1:00 p.m. to 6:30 p.m, Friday, January 19 from 7:30 a.m. to 5:00 p.m. and Saturday, January 21 from 7:30 a.m. to 12:30 p.m.**

## **Acadia Healthcare**

[www.acadiahealthcare.com](http://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.

## **Ambio Health**

[www.ambiohealth.com](http://www.ambiohealth.com)

Ambio Health and NLW Partners have collaborated to create AlphaPoint.Me, an online education program for student well-being and resilience. Topics include: Mental Health, Sexual Violence, Diversity, Alcohol & Drugs, and Civility. Created by leading experts, programs include federal compliance training, sanction courses, as well as student-athlete and faculty/staff training programs.

## **American Foundation for Suicide Prevention**

[www.afsp.org](http://www.afsp.org)

American Foundation for Suicide Prevention is dedicated to saving lives and bringing hope to those affected by suicide. AFSP creates a culture that's smart about mental health through education, research, and advocacy, and provides support for those affected by suicide.

## **AWARE AWAKE ALIVE**

[awareawakealive.org](http://awareawakealive.org)

Aware Awake Alive prevents lives lost to alcohol poisoning through education initiatives, providing resources, and advocacy for amnesty-based policy and legislation. Our mission is to increase awareness of the dangers and symptoms of alcohol overdose, and to empower young people to intervene and help one another in situations involving alcohol.

## **BACCHUS Initiatives of NASPA Certified Peer Education Program**

[cpe.naspa.org](http://cpe.naspa.org)

NASPA's Certified Peer Educator training is a student empowerment course, which has certified over 200,000 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.

## **Callisto**

[projectcallisto.org](http://projectcallisto.org)

Callisto is a non-profit that creates technology to empower survivors and identify repeat offenders. Our system provides a trauma-informed platform for students to document and report their sexual assault. This approach both increases the chances that a survivor will report, and that they will experience improved emotional and adjudicative outcomes.



## **Catharsis Productions**

[www.catharsisproductions.com](http://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 and online sexual assault and sexual harassment prevention education programming for civilian and military audiences.

## **Center for College Sleep, St. Thomas**

[www.stthomas.edu/collegesleep](http://www.stthomas.edu/collegesleep)

The Center for College Sleep at the University of St. Thomas works to better understand and improve college sleep by promoting rigorous research, educational outreach, and innovative programming. Poor sleep has a detrimental effect on academic success, similar in magnitude to marijuana use and high-risk drinking. On average, each additional day per week a student experiences sleep problems raises the probability of dropping a course by 10% and lowering their cumulative GPA by 0.02. Insufficient sleep also impairs decision-making, causes accidents, and exacerbates psychological and physiological illnesses.

Our tools, the College Sleep Questionnaire™ and the College Sleep Environmental Scan™ assist universities in improving their students' sleep. Visit us in the Exhibit Hall to learn more.

## **Center on Domestic Violence at the University of Colorado Denver**

[domesticviolence.ucdenver.edu](http://domesticviolence.ucdenver.edu)

The mission of the Center on Domestic Violence is to end domestic violence by fostering institutional and social change through leadership development, education, research, and community collaboration.

## **Coalition of Higher Education Associations for Substance Abuse Prevention (CoHEASAP)**

CoHEASAP is a coalition of higher education associations and organizations that seeks to eradicate the abuse of alcohol, tobacco, legal and illegal drugs and other substances among college students. It strives to inspire students to review their lifestyles and make informed decisions regarding these substances. CoHEASAP supports teaching college students life skills that will enable them to be successful in college and afterwards.

## **Core Institute**

[www.core.siuc.edu](http://www.core.siuc.edu)

As one of the leading alcohol and other drug assessment organizations serving colleges, Core Institute has the largest database on college students' AOD statistics. We offer a comprehensive range of cost-effective surveys that measure students' attitudes and behaviors to help identify the drinking and drug norms on college campuses.

## **Culture of Respect**

[cultureofrespect.org](http://cultureofrespect.org)

Culture of Respect offers higher education leaders a six-point strategic roadmap – the CORE Blueprint – that engages all campus stakeholders in strengthening sexual violence prevention and response efforts. Through technical assistance, support, and programming, we help institutions implement the leading practices to shift campus culture to one free from sexual violence.



# EXHIBITOR INFORMATION

## **DEA**

[www.campusdrugprevention.gov](http://www.campusdrugprevention.gov)

While the primary function of the Drug Enforcement Administration (DEA) is to enforce the nation's federal drug laws, we understand law enforcement alone cannot solve America's drug problem. The mission of DEA's Community Outreach and Prevention Support Section is to educate and increase the public's awareness about the dangers associated with using drugs; support national drug abuse prevention initiatives; and foster and support collaborative efforts with the community and national organizations, as well as federal, state, and local governments to reduce the demand for drugs.

## **e-Checkup To Go**

[www.eCheckuptogo.com](http://www.eCheckuptogo.com)

The e-CHECKUP TO GO programs are online, evidence-based programs for behavior change.

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Focused on motivating individuals to address their substance use and/or increase bystander behaviors related to sexual violence prevention.

Used at over 600 universities around the world.

## **EVERFI**

[everfi.com](http://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.

## **The Fierberg National Law Group**

<http://www.tfnlgroup.com/>

The Fierberg National Law Group specializes in representing victims and families of victims of those who suffer severe injury or are killed in school-related settings, including but not limited to fraternity hazing, sexual assault on campus, and teacher-student sexual abuse, through civil litigation and/or assisting with Title IX proceedings.

## **Get Inclusive**

[www.getinclusive.com](http://www.getinclusive.com)

Get Inclusive is an online training provider focused on the topics that require changing hearts and minds. Your participants explore their thoughts, beliefs and biases through series of self-reflection activities. Our evidence-based approach is optimized to achieve meaningful and measurable impact.

## **Healthy Minds Group**

[healthymindsgroup.com/](http://healthymindsgroup.com/)

Healthy Minds Group is a dynamic organization dedicated to helping hurting people heal and pursue whole person wellness through continuing education courses, employee wellness solutions, and community engagement. Come learn about The Well, an immersive healingscape designed specifically for university campuses to facilitate healing from trauma and bring communities together.



## **Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery (HECAOD)**

[hecaod.osu.edu](http://hecaod.osu.edu)

The Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery (HECAOD) is a national center that provides training, tools, and resources to campus professionals addressing substance misuse and supporting students in recovery. Housed at The Ohio State University, HECAOD offers webinars, SBIRT tools, and a free weekly newsletter.

## **Kognito**

[www.Kognito.com](http://www.Kognito.com)

Kognito is a health simulation company based in NYC that develops game-based simulations where players engage in conversations with virtual humans in order to prepare for leading similar conversations about health in real life. Our growing portfolio of simulations is used by 300+ leading health, education, government, and nonprofit organizations.

## **Medicat**

[www.medicat.com](http://www.medicat.com)

Medicat is the market leader in providing Patient Health Management solutions and services to over 430 education clients. By living its mission of “Best Product, Superb Implementation, Unsurpassed Support,” Medicat’s client community has doubled over the past four years while maintaining high client satisfaction. [www.medicat.com](http://www.medicat.com) or [sales@medicat.com](mailto:sales@medicat.com)

## **Morneau Shepell**

[www.morneaushepell.com](http://www.morneaushepell.com)

Morneau Shepell’s International Student Support Programs foster student success through the use of technology, providing 24/7 culturally and linguistically-relevant support to international and study abroad students experiencing challenges including mental health issues, acculturation, stress, anxiety and homesickness. Students are able to access clinical support via text, chat, phone, and video.

## **National Campus Climate Survey**

[www.nationalcampusclimatesurvey.org](http://www.nationalcampusclimatesurvey.org)

The National Campus Climate Survey (NCCS) is the premier survey for institutions of higher education designed to better understand and improve their campus climate with regards to sexual misconduct; diversity, equity & inclusivity; and alcohol & other drugs. Our focus is on scientifically defensible results.

## **National Institute on Alcohol Abuse and Alcoholism (NIAAA)**

[www.niaaa.nih.gov](http://www.niaaa.nih.gov)

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) exhibit highlights the importance of alcohol research, prevention, and treatment for maintaining health. The NIAAA booth features publications appropriate for the public, research findings for professionals and policy makers, and research grant opportunities available for biomedical and social science researchers.



# EXHIBITOR INFORMATION

## **National Sexual Violence Resource Center (NSVRC)- Contributing Co-sponsor**

[www.nsvrc.org](http://www.nsvrc.org)

The National Sexual Violence Resource Center (NSVRC) collects and disseminates a wide range of resources on sexual violence including statistics, research, position statements, statutes, training curricula, prevention initiatives and program information. With these resources, the NSVRC assists coalitions, advocates and others interested in understanding and eliminating sexual violence.

## **New Start Recovery**

[newstartrecovery.com](http://newstartrecovery.com)

We are a JCAHO and CARF Accredited treatment facility located in North Tustin, California. New Start's detox and residential care programs help drug and alcohol addicts claim their recovery. Our licensed therapists, case managers, and in-house personal chefs work with our clients in the heart of Orange County, California. We take pride in building long-term sobriety through a high level of individual care. Clients are slowly introduced to powerful self-help tools in our four-phase program, including proven cognitive based therapy approaches like WRAP, the Matrix Model, and 12-step modality. Daily group therapy allows clients to healthfully engage in their recovery process and socialize under staff supervision. Since addiction is a family disease, we offer weekly family therapy sessions as well.

## **Pacifica**

[www.thinkpacifica.com](http://www.thinkpacifica.com)

Pacifica Edu is a mental healthcare funnel for your entire student population capable of guiding individuals to the appropriate counseling resources through a mobile destination for the management, assessment, and treatment of student mental health.

## **Pick Me Foundation**

[www.pickingme.org](http://www.pickingme.org)

Picking Me Foundation is the only donor-supported nonprofit dedicated to advocating the OCD related Body Focused Repetitive Behavior Dermatillomania (Skin Picking Disorder) for sufferers, supporters, and educational communities alike, encouraging individuals to choose themselves over the mental illness that chose them by sharing why they are #PickingMe over their Skin Picking.

## **Point and Click**

[www.pointnclick.com](http://www.pointnclick.com)

Point and Click Solutions is the industry leader in Integrated Case Management, Documentation, Scheduling, and Student Web Portal System for student counseling, AOD and violence prevention, and health services. Our products are optimized for college services and known for tremendous power and capabilities, while maintaining simple, intuitive user interfaces requiring minimal training.

## **PreventConnect- Collaborating co-sponsor**

[www.calcasa.org](http://www.calcasa.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). 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.





## **ProtoCall Services**

[www.protocolservices.com](http://www.protocolservices.com)

ProtoCall Services supports over 200 colleges and universities with specialty telephonic behavioral health services. We offer crisis assessment and intervention by Masters- and Ph.D-level clinicians 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@protocolservices.com](mailto:info@protocolservices.com)

## **PSA Worldwide**

[www.psacorp.com](http://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.

## **RISE Speaking & Consulting**

[www.risespeaker.com](http://www.risespeaker.com)

RISE Speaking & Consulting is a full service firm that provides speaking, training, and consulting to college campuses on issues of alcohol & other drug education, prevention, treatment, and recovery. We also provide programs on leadership development, self-esteem and training of student and professional staff through our videos and on campus programs. Our most requested program is "Party with a Plan," an alcohol education program that is in line with the NIAAA College AIM Matrix.

## **Say It With A Condom**

[www.sayitwithacondom.com](http://www.sayitwithacondom.com)

Say It With A Condom believes condoms are a powerful tool to inform, educate, and engage your campus. We work with colleges and universities to promote consent, safer sex, and various other custom-condom marketing campaigns that empower students to have a conversation about their health and wellness.

## **Screening for Mental Health**

[www.MentalHealthScreening.org](http://www.MentalHealthScreening.org)

Screening for Mental Health envisions a world where mental health is viewed and treated with the same gravity as physical health. We partner with colleges and universities to educate students about mental health and connect them with campus resources.

## **Student Health 101**

[www.studenthealth101.com](http://www.studenthealth101.com)

Student Health 101 has a new product for colleges and universities interested in taking an institution-wide (interdepartmental) approach to wellness. We work with Student Affairs to launch and maintain a wellness program that allows each department to be a stakeholder; our platform promotes the messaging and services of student affairs departments in the context of student well-being.

## **Student Success**

[www.studentsuccess.org](http://www.studentsuccess.org)

Student Success provides a suite of interactive online programs featuring numerous student testimonials that foster viewer empathy to help prevent interpersonal violence. There are programs created specifically for community college students, undergraduates, graduate students, international students, returning students and employees. We believe online training must engage students' hearts as well as their minds.



# EXHIBITOR INFORMATION

## **Transforming Youth Recovery**

[www.transformingyouthrecovery.org](http://www.transformingyouthrecovery.org)

Transforming Youth Recovery is a national leader in the youth recovery movement bringing research, solution-based programs and resources to substance use disorders, transforming the pathway for lifetime recovery. Currently, TYR is conducting a census of recovery programs and services available to students and their families at colleges across the U.S.

## **True to Life**

[www.truetolifetraining.com](http://www.truetolifetraining.com)

True to Life exists to maximize human potential. We know that every interpersonal interaction matters and developing a strong understanding of human behavior (our own included) is the key to real transformation. We work to inspire excitement, grow compassion, evolve understanding and channel it into positive action – avoiding nothing.

## **UniversityCounselingJobs.com**

[www.UniversityCounselingJobs.com](http://www.UniversityCounselingJobs.com)

For more than 18 years, UniversityCounselingJobs.com (formerly PICC) has helped universities and colleges connect with outstanding job candidates for exciting career in collegiate counseling services. Annually, UniversityCounselingJobs.com has more than 800 job posts, 60,000 unique site visitors, and a million page views. We are humbled by the outstanding work of NASPA professionals and are honored to sponsor the 2018 Strategies Conference.

## **U.S. Department of Veterans Affairs (VA) Office of Mental Health and Suicide Prevention (OMHSP)**

[www.maketheconnection.net](http://www.maketheconnection.net)

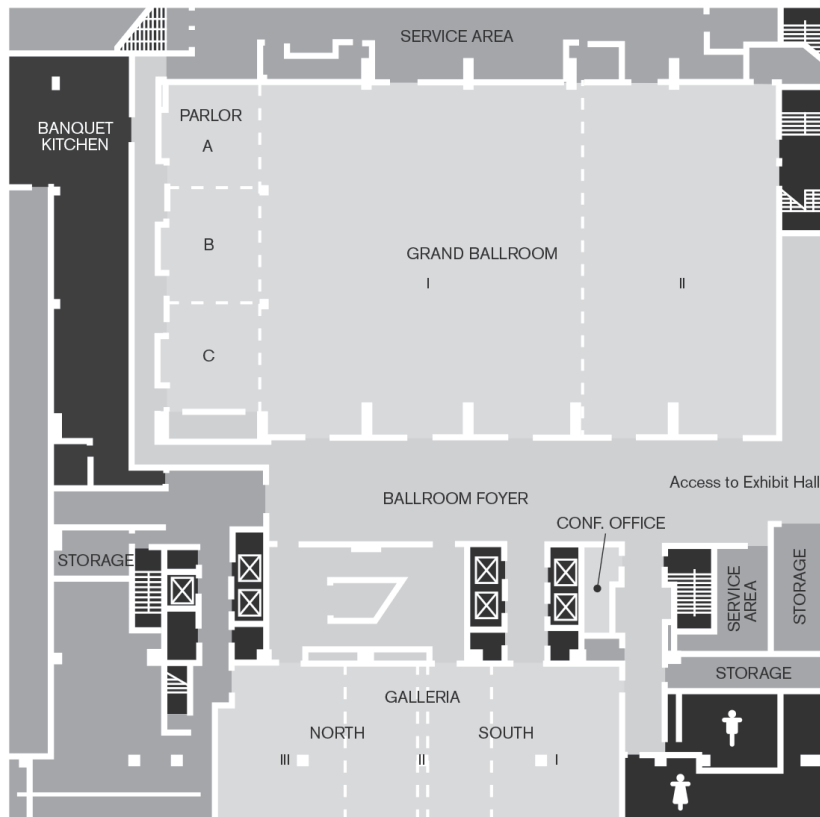
The U.S. Department of Veterans Affairs (VA) Office of Mental Health and Suicide Prevention (OMHSP) aims to eliminate mental health stigma, prevent suicide, and connect Veterans with resources and support. Make the Connection and the Veterans Crisis Line are just two of many resources available to Veterans and their families.

## **YOU at College**

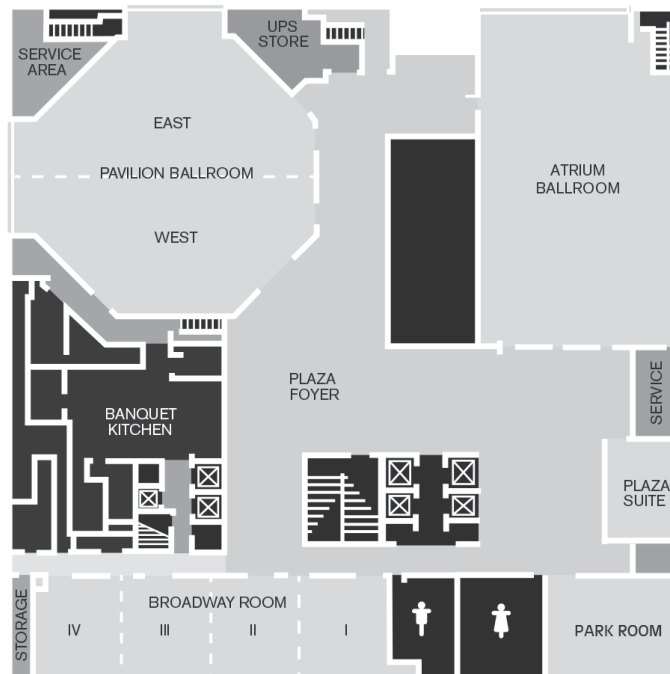
[www.gritdigitalhealth.com](http://www.gritdigitalhealth.com)

Getting health and wellness on students' to-do list is essential on today's stressed-out campuses. YOU at College meets students on their terms as a confidential digital platform. YOU increases health literacy, help seeking behaviors, and connection to campus resources to promote well-being and health policies through data analytics.

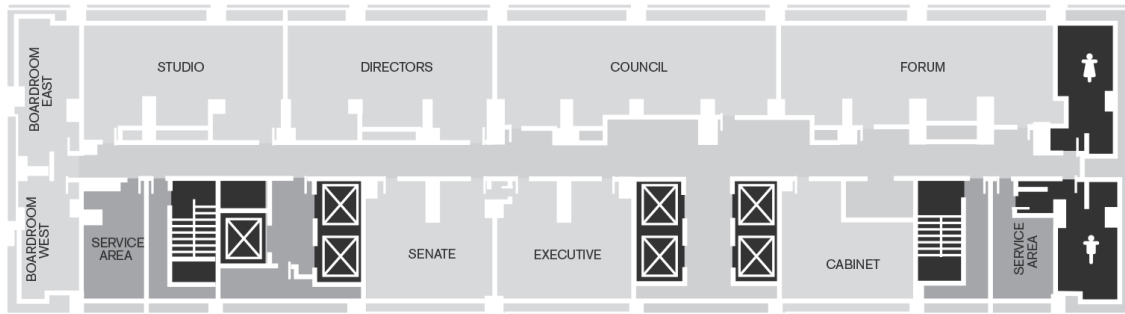
Ballroom Level



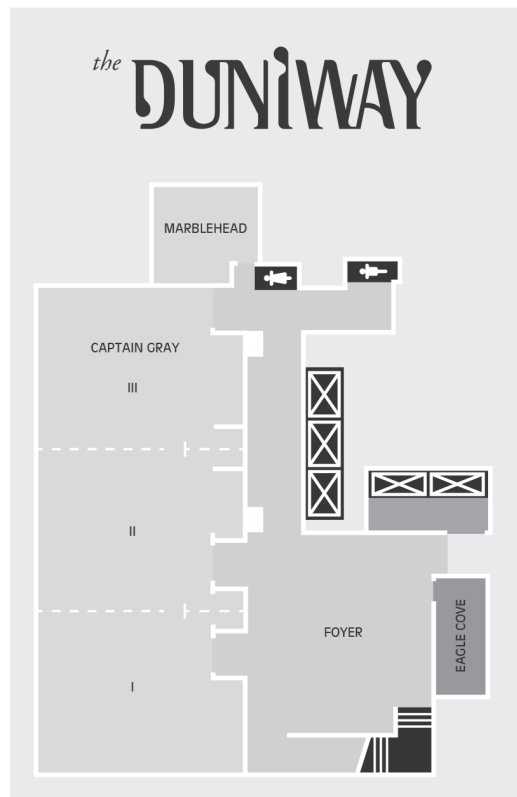
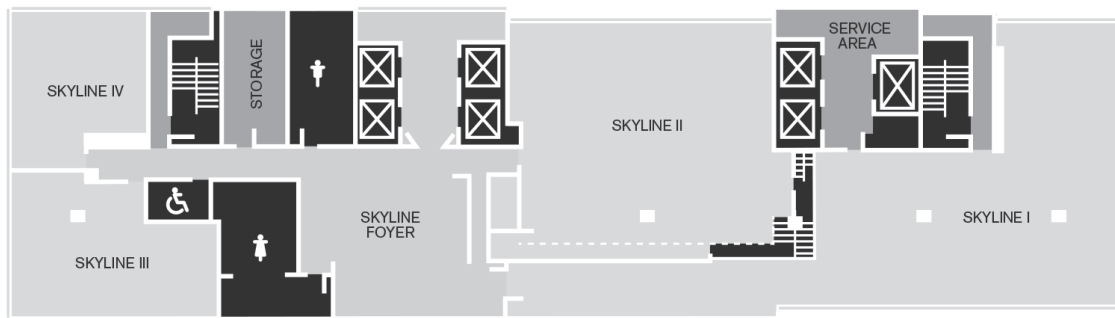
Plaza Level



3rd Floor Conference Level



23rd Floor Skyline Level



# 32 National Campus Safety Initiative (32 NCSI)

NASPA AND VTV'S PARTNERSHIP FOR CAMPUS SAFETY EDUCATIONAL PROGRAMMING

**32 National Campus Safety Initiative™ (32 NCSI™)** is a landmark program, offered through a partnership between NASPA and the VTV Family Outreach Foundation, that empowers college and university campus communities to make more informed decisions about campus safety. Developed by a team of leading experts, 32 NCSI is a robust self-assessment tool that colleges and universities can use to conduct an objective analysis of a full range of institutional safety and security facilities, policies, and procedures across nine critical areas:

- ✓ Alcohol and Other Drugs
- ✓ Hazing
- ✓ Physical Security
- ✓ Campus Public Safety
- ✓ Mental Health
- ✓ Sexual Violence
- ✓ Emergency Management
- ✓ Missing Students
- ✓ Threat Assessment

## BACKGROUND

Following the tragedy at Virginia Tech in 2007, survivors and victims' families joined together to uncover the dimensions of campus safety and facilitate a forum where national experts could develop best practices and resources. The result is a self-paced, online self-assessment program that looks at key areas of campus safety in one review. 32 NCSI is solutions-focused, not compliance-based, and assists institutions with implementing and reinforcing holistic procedures to strengthen campus safety.

## PARTICIPATE IN 32 NCSI

32 NCSI is available as an individual self-assessment as well as part of the NASPA P.R.A.C.T.I.C.E.S. self-assessment. In addition to the 32 NCSI modules, the P.R.A.C.T.I.C.E.S. self-assessment focuses on student affairs policies, resources, relationships with academic affairs, compliance, technology, inclusion, evidence, and student success.

Participants receive customized, confidential reports of all self-assessment modules.

### 32 NCSI SELF-ASSESSMENT:

- ✓ NASPA member institution rate: \$320
- ✓ NASPA non-member institution rate: \$450

### NASPA P.R.A.C.T.I.C.E.S. WITH 32 NCSI SELF-ASSESSMENT:

- ✓ NASPA member institution rate: \$795
- ✓ NASPA non-member institution rate: \$950



## CONTACT.

advisory@naspa.org or call Joseph DeSanto Jones,  
NASPA director of strategic initiatives,  
at 202-903-0654 to get started.





# 2018 CPN SUMMIT

CAMPUS PREVENTION NETWORK

New Orleans, LA | June 6th - 8th | Marriott New Orleans



## Learn about groundbreaking prevention research and evolving legislation

Leading experts will share key insights from cutting-edge research to support campus health and safety, with important updates on Higher Ed laws to ensure compliance.



## Network with leaders in the field

Leverage the power of the network effect by connecting, socializing, sharing, and learning with EVERFI partners and campus leaders from across the nation.



## Take back actionable strategies for breakthrough progress

The CPN Summit is focused on impact, blending innovative new initiatives with proven best practices to help drive real progress and produce measurable results.

To register, visit:  
**[annual.cpnsummit.com/2018](http://annual.cpnsummit.com/2018)**



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