

NYSCHA 2024 Annual Meeting
List of Programs – With Abstracts

WEDNESDAY, NOVEMBER 13

PRE-CONFERENCE SESSIONS – WED-1

8:45-10:00 a.m.

WED-PRE-1.1: Developing and Expanding a Health Product Program on Campus

Conference Center

Samantha Warren, MPH, MCHES, CPH, Stony Brook University

CME: 0.00 | CHES: 1.25 | MCHES: 1.25 | NYS LMHC Contact Hours: 1.25 | NYS LMSW & LCSW Contact Hours: 1.25 | NYS PSY Contact Hours: 1.25

Abstract: Join Stony Brook University’s Center for Prevention and Outreach to learn about their Health Products Program that provides menstrual hygiene kits, safer sex kits, flu kits, first aid kits, fentanyl and xylazine testing kits to thousands of students each semester. Working through a lens of harm reduction techniques and inclusivity, learn how we’ve adapted and expanded the program to fit our students' needs and how you can bring this essential resource to your campus.

Objectives:

1. Recognize the need for a free health products program on their and other campuses.
2. Describe 2 techniques or ideas to develop or expand a health product program on their campus.
3. Evaluate the financial and administrative support on their campus that may be available to them.

WED-PRE-1.2: Introduction to Lifestyle Medicine: In Support of a More Whole Foods, Plant-based Diet

Mohawk Room

PLEASE NOTE: This program will begin at 9:00 a.m.

Rebecca Kobos, MD, University at Albany

CME: 1.00 | CHES: 1.00 | MCHES: 0.00 | NYS LMHC Contact Hours: 0.00 | NYS LMSW & LCSW Contact Hours: 0.00 | NYS PSY Contact Hours: 0.00

Abstract: Evidence-based lifestyle medicine is based on six tenants which include: following a whole food, plant-based diet, ensuring regular physical movement and restorative sleep, decreasing stress, avoiding substance use like smoking, and promoting social connectivity. It does not replace traditional allopathic or osteopathic medicine and is not meant to supplant critical surgical or pharmacologic interventions. Instead, if followed correctly, lifestyle medicine has been shown to not only prevent but treat chronic diseases while encouraging patients to take an active role in their health. Lifestyle medicine necessitates a holistic approach including the entire physical, mental, and social health of a patient while also addressing the social determinants of health. Success in one tenant frequently leads to success in other tenants, while struggles in one area often negatively impact adherence to the other tenants. While this presentation will primarily focus on healthy eating, it’s worth noting that connection with others is a critical piece.

Objectives:

1. Identify the 6 pillars of Lifestyle Medicine.
2. Outline ten Nutrition Pearls.
3. Explain how to implement Motivational Interviewing.

WED-PRE-1.3: The Broadening of Mental Health: The Next Paradigm Shift in Higher Education

Adirondack Room

David Walden, PhD; Katie Cowen, MPH, CHES; and Barb Fluty, PA-C, Hamilton College

CME: 0.00 | CHES: 1.25 | MCHES: 0.00 | NYS LMHC Contact Hours: 1.25 | NYS LMSW & LCSW Contact Hours: 1.25 | NYS PSY Contact Hours: 1.25

Abstract: The presenters will share a way of thinking about the landscape of mental health in higher education that points to a coming paradigm shift, one that encompasses emerging movements in the field and promises a more sustainable and healthy future. They will outline key components of a vision that is aligned with how students see themselves and what they seek from college, that recognizes and honors the holistic nature of students and staff, and that could serve as the foundation for new approaches to a historical challenge in higher education. An initiative at our institution that we hope will bring this vision to life will be outlined.

Objectives:

1. Identify primary forces shaping views around mental health.
2. Explain how a Collective Impact approach can be used as a framework for understanding current and shifting ways of thinking about mental health.
3. Apply assumptions of the mental model to existing campus structures and resources.
4. Discuss implications for future directions in higher education.

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WELCOME & KEYNOTE PRESENTATION	10:10-11:35 a.m.
<p>WED-KEY: Upstream Medicine: Swimming Against the Current to Improve Patient Outcomes Grande Ballroom <i>Lara Zakaria, PharmD, MS, CNS, IFMCP, Foodie Pharmacist LLC; Adjunct Professor, U. of Bridgeport, Nutrition Institute; Adjunct Assistant Professor, George Washington University, School of Medicine & Health Sciences, Integrative Medicine</i> CME: 1.25 CHES: 0.00 MCHES: 0.00 NYS LMHC Contact Hours: 0.00 NYS LMSW & LCSW Contact Hours: 0.00 NYS PSY Contact Hours: 0.00</p> <p>Abstract: There is increasing interest in the integration of conventional medicine with complementary, and alternative medicine (TCAM) as well lifestyle medicine that can improve outcomes for chronic diseases. Evidence is mounting that to make significant improvements in health outcomes, we must start thinking outside the medicine vial – to lifestyle modification including nutrition, stress modification, sleep, and exercise. How do holistically minded health professionals find opportunities to coach and inspire our patients in these areas – while cultivating a supportive and collaborative professional environment.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the role complementary medicine plays in providing opportunities for patient advocacy. 2. Define systems medicine and lifestyle medicine’s role in improving health outcomes. 3. Discuss examples of evidence-based dietary and lifestyle interventions as they apply to the scope of practice. 	
CONCURRENT SESSIONS - WED-2	1:00-2:15 p.m.
<p>WED-2.1: Medical Grand Rounds Adirondack Room <i>Maggie Reilly, PA-C and Lindsay Phillips, MD, MSc, Rochester Institute of Technology</i> CME: 1.25 CHES: 0.00 MCHES: 0.00 NYS LMHC Contact Hours: 0.00 NYS LMSW & LCSW Contact Hours: 0.00 NYS PSY Contact Hours: 0.00</p> <p>Abstract: While many patients seen at a college health center are young and healthy and have straightforward issues, some of what we see is quite complex. This session will be a guided discussion using case-based discussions of challenging and complex diagnoses seen in a student health center. Key history taking components will be shared, helping the participant to be on the lookout for less straight forward diagnoses in their own practice. The presentation will include the important parts of physical exam, lab and image ordering, referral, and the final diagnosis. This session entails audience participation.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify history components working through interesting cases from 2023-24 school year. 2. Identify key physical exam findings and other data collected (lab work, imaging, referral) in working through cases. 3. Discuss clinical information about each case diagnosis. 4. Explain the value of peer collaboration. 	
<p>WED-2.2: Optimizing Support: Exploring the Stepped Care Model in the University/College Counseling Center Mohawk Room <i>Jaime Castillo, PhD, SUNY Geneseo</i> CME: 0.00 CHES: 0.00 MCHES: 0.00 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: The 2023 Annual Report from the Center for Collegiate Mental Health (CCMH) highlights that only 11% of college students utilize counseling services, averaging 4.89 sessions per year, with 61% having prior mental health treatment. Traditional 50–60-minute individual therapy sessions struggle to meet rising demand. To address this, a shift towards an organized and scalable model like Stepped Care 2.0 is proposed. This program aims to explore contemporary college mental health needs, introduce the Stepped Care 2.0 framework, and offer insights on implementation for counseling centers and campus administrators.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify how a stepped care model optimizes resource allocation. 2. Apply Stepped Care 2.0 to their setting. 	

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<p>WED-2.3: Adapting Collective Impact to a Higher Education Setting: An Introduction and Tools to Support Collaborative Processes</p> <p><i>Katie Cowen, MPH, CHES, Hamilton College</i> CME: 0.00 CHES: 1.25 MCHES: 1.25 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: As interest in learning about becoming a Health Promoting Campus has grown, with now over 200 colleges across the US part of the US Health Promoting Campus Network, so, too, has interest in the process of Collective Impact. Collective Impact was developed for and has been well utilized in the government and non-profit sectors, outside of higher education. A number of college health professionals have expressed a desire to use the Collective Impact process, but don't know where to begin or how to adapt its principles and processes for a higher education setting. After this session, participants will understand the basic principles of Collective Impact, assess their college's readiness to embark on the process, and will be introduced to specific tools that can help support collaborative endeavors in a higher education setting.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. List five conditions of Collective Impact. 2. Evaluate college readiness to embark on the process. 3. Describe 3 tools for supporting the collaboration process. 	<p>Conference Center</p>
<p>WED-2.4: Equipping Faculty and Staff with Tools to Support Well-Being for Life and Learning</p> <p><i>Rebecca Block, MS, CHES, CHWP, University of Rochester</i> CME: 0.00 CHES: 1.25 MCHES: 0.00 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: Across the nation, faculty and student support staff often engage in mental health discussions with students but lack specialized training. To address this, the Well-being for Life and Learning Training Program was developed. This self-paced training, led by university experts, aims to improve student well-being, academic success, and campus culture. Topics include supportive communication, identifying distressed students, managing compassion fatigue, and fostering supportive environments. This presentation offers an overview of the program and guidance to implement a similar initiative on your campus.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain the link between student well-being and academic performance. 2. Describe the connection between faculty and staff well-being and knowledge on student well-being and academic outcomes. 3. Identify the factors in learning environments that may impact student well-being. 4. Outline an action plan needed for creating an initiative centered on equipping faculty and staff with tools to support student well-being on their campus. 	<p>Grande Ballroom</p>
CONCURRENT SESSIONS - WED-3	2:45-4:00 p.m.
<p>WED-3.1: Big Red Rash</p> <p><i>Judith Mysliborski, MD, Private Practice (Retired)</i> CME: 1.25 CHES: 0.00 MCHES: 0.00 NYS LMHC Contact Hours: 0.00 NYS LMSW & LCSW Contact Hours: 0.00 NYS PSY Contact Hours: 0.00</p> <p>Abstract: So often a patient presents with a generalized erythematous eruption and the practitioner needs to identify the causes(s). The practitioner also needs to realize that many eruptions evolve over time, making diagnosis especially difficult early in the timeline of a disease. Defining the cause of the eruption leads to a clearer understanding of therapy and prognosis. Most importantly, recognizing evolution into a 'serious' illness is critical to minimizing morbidity and / or mortality.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the cause of generalized erythematous eruptions. 2. Define the clinical timeline of an illness/ or disease. 3. Discuss descriptive terminology of cutaneous eruptions. 4. Explain how to recognize signs and symptoms of a 'serious' eruption. 	<p>Adirondack Room</p>

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WED-3.2: Mental Health in Higher Education: Is the Crisis Narrative Getting in Our Way? Mohawk Room

David Walden, PhD, Hamilton College and Ben Locke, PhD, Togetherall

CME: 0.00 | CHES: 1.25 | MCHES: 0.00 | NYS LMHC Contact Hours: 1.25 | NYS LMSW & LCSW Contact Hours: 1.25 | NYS PSY Contact Hours: 1.25

Abstract: Over the last two decades, the "crisis narrative" of college student mental health has gradually taken hold as the dominant conceptual framework. It defines the problem, shapes our student/faculty experiences, motivates institutional reactions and choices, and has led to constantly shifting sands of challenge and mirage. This presentation will critically examine the "crisis narrative" of mental health and will discuss how it has impacted mental health efforts. Next steps and takeaways will be discussed.

Objectives:

1. Explain the core ingredients of the crisis narrative of mental health.
2. Explain why the crisis narrative has evolved over 20 years.
3. Discuss examples of how the crisis narrative impedes successful mental health efforts.
4. Explain alternatives to the crisis narrative including local actions that can be taken.

WED-3.3: Blunt Knowledge: Exploring the Frontier of Cannabis Harm Reduction Grande Ballroom

Marissa Whitaker, MS, SUNY Cortland and Rebecca Harrington, MA, SUNY Delhi

CME: 0.00 | CHES: 1.25 | MCHES: 1.25 | NYS LMHC Contact Hours: 1.25 | NYS LMSW & LCSW Contact Hours: 1.25 | NYS PSY Contact Hours: 1.25

Abstract: Cannabis laws and trends are evolving, leaving professionals to find new and effective education and prevention strategies. The Blunt Knowledge cannabis education module was developed to provide cannabis education through the lens of harm reduction and goes beyond "checking a box." In addition to the module, we will discuss how harm reduction is an inclusive approach to discussing cannabis use and misuse and invites more meaningful conversations with students.

Objectives:

1. Outline the current cannabis laws and trends in New York State.
2. Describe the Blunt Knowledge cannabis education module.
3. Identify how harm reduction strategies provide a more inclusive approach to misuse prevention.

WED-3.4: Partnership to Advance Collaborative Education (PACE): A Health Promotion and Disease Prevention Program Conference Center

Annemarie Rosciano, DNP, MPA, ANP-BC, and Barbara Brathwaite, DNP, RN, CBN, Stony Brook University

CME: 0.00 | CHES: 1.25 | MCHES: 1.25 | NYS LMHC Contact Hours: 0.00 | NYS LMSW & LCSW Contact Hours: 0.00 | NYS PSY Contact Hours: 0.00

Abstract: College-age students are considered a high risk and vulnerable population while transitioning to their college environment due to the stressors, academic and psychosocial demands. The Partnership to Advance Collaborative Education (PACE) was created to provide preventative clinical screenings on campus with the goal to increase healthy future outcomes. This original research has enabled PACE to identify unhealthy behaviors and provide education, referrals, and resources for students. Using Brief Action Planning has resulted in behavior change.

Objectives:

1. Describe how the PACE Program promotes an interprofessional collaborative practice environment.
2. Explain how the PACE (Partnership to Advance Collaborative Education) Program increases access to health promotion and prevention of disease for a diverse group of college students.
3. Explain how Brief Action Planning (BAP)/ Motivational Interviewing is implemented as the supportive technique for students to make action plans to change unhealthy behaviors.
4. Discuss findings pre and post COVID.

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CONCURRENT SESSIONS - WED-4	4:15-5:30 p.m.
<p>WED-4.1: Point of Care STI Testing in the College Setting Conference Center</p> <p><i>Kathleen Coughlin, MPA, and Honora Marceau, RN, Syracuse University</i> CME: 0.00 CHES: 1.25 MCHES: 0.00 NYS LMHC Contact Hours: 0.00 NYS LMSW & LCSW Contact Hours: 0.00 NYS PSY Contact Hours: 0.00</p> <p>Abstract: Syracuse University implemented point of care (POC) testing to rapidly diagnose and treat STIs in late Fall 2023. Rapid detection assists in disrupting transmission chains on campus. This presentation will review how to implement STI POC in a CLIA waived, college health center laboratory. Will also review the volume of testing conducted and lessons learned.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. List the benefits and challenges of setting up Point of Care (POC) testing for STI's. 2. Outline the benefits and challenges of POC testing for the college age population. 3. Discuss the data from the first year of testing. 	
<p>WED-4.2: Examining College Students and Gambling Behaviors – Risks and Resources Adirondack Room</p> <p><i>Brandy Richards, BS, NY Council on Problem Gambling</i> CME: 1.25 CHES: 1.25 MCHES: 1.25 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: The most recent research estimates that 6 percent of college students in the US have a serious gambling problem. With the increase in access and availability of gambling activities, it is important that college campuses have the education and tools to reach students who may be struggling with their gambling. This presentation will review what problem gambling is, why college students are at risk, and discuss resources for college staff and students.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Define problem gambling. 2. Identify why college students are at higher risk for developing a gambling problem including co-morbidities with other substance use and mental health issues. 3. Identify what college campuses can do to start the conversation about gambling. 4. Discuss resources available in New York State to help and treat problem gambling. 	
<p>WED-4.3: Zzz's Get Degrees: Multi-strategy Approach to Addressing Sleep at College (or lack thereof) Grande Ballroom</p> <p><i>Alyssa Staino, MS, CHES, Rochester Institute of Technology and Shelly Sloan, MS, CHES, SUNY Oswego</i> CME: 0.00 CHES: 1.25 MCHES: 0.00 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: Recent data from the ACHA-NCHA III Spring 2022 indicates that 42.7% of students are sleeping less than 7 hours on weeknights, and that 78.1% of students felt sleepy during the day on 3 or more days during the week. With this in mind, it is important that college campuses have the education and tools to support students struggling with their sleep management practices. After this session, participants will have a thorough understanding of strategies that can be implemented to support sleep hygiene, and in turn, academic success.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify at least one strategy to promote positive sleep habits on college campuses. 2. Describe at least one benefit of using a multi-strategy approach. 3. Define sleep hygiene. 	
<p>WED-4.4: Mindful Eating Support Team: How to Holistically Support Students with Eating Concerns Mohawk Room</p> <p><i>Nicole Adamo, MS; Margot Schinella, FNP-C; Natalia Martinez Munoz Potter, LCSW; Andrea Pesavento, LCSW; Jessie George, MS, Vassar College</i> CME: 1.25 CHES: 1.25 MCHES: 0.00 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: At the beginning of the 2022 academic year, the Collaborative Health and Advocacy Team at Vassar reporting to the Associate Dean of Student Living and Wellness, along with representatives from our athletics department came together to create a program to address the needs of students struggling with eating disorders and student struggling with their relationship with food. As a result of many conversations among members of various departments (Health</p>	

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Promotion and Education, Health Service, Counseling Service, Case Management, Athletics and Associate Dean of Student Living and Wellness), The Mindful Eating Support Team at Vassar was born. After this session, participants will be able to create a holistic support system for students who struggle with eating disorders and disordered eating. Participants will learn how to create a system of care for individual students and create programming that can benefit campus bodies in general.

Objectives:

1. Identify stakeholders that can provide holistic support to students.
2. Assess the need for eating disorder treatment and support on their campus.
3. Identify procedures to execute this plan.
4. Describe how to design programming around nutrition and specific eating struggles.

THURSDAY, NOVEMBER 14

CONCURRENT SESSION – TH-5

9:00-10:15 a.m.

TH-5.1: Allergy Potpourri – An Evidence-Based Q and A

Grande Ballroom

S. Shahzad Mustafa, MD, Rochester Regional Health

CME: 1.25 | CHES: 0.00 | MCHES: 0.00 | NYS LMHC Contact Hours: 0.00 | NYS LMSW & LCSW Contact Hours: 0.00 | NYS PSY Contact Hours: 0.00

Abstract: This session will be an evidence-based Q & A, that will allow attendees to dictate the discussion and cover wide-ranging topics in allergy and clinical immunology.

Objectives:

1. Describe the most recent literature on the management of atopic conditions.
2. Discuss recently approved medications for the management of atopic conditions.

TH-5.2: "A Treatment Model? Really?!": Establishing and Maintaining a Treatment Focused Clinical Services Model That Retains Access

Mohawk Room

David Walden, PhD, Hamilton College

CME: 0.00 | CHES: 0.00 | MCHES: 0.00 | NYS LMHC Contact Hours: 1.25 | NYS LMSW & LCSW Contact Hours: 1.25 | NYS PSY Contact Hours: 1.25

Abstract: It's a deep irony that counseling center clinical service models have been driven more by demand than by what we know about how therapy works from decades of psychotherapy outcome literature and clinical practice. At the same time, institutions are balancing the need for ethical and meaningful care with the obligation to provide continuing access to increasing requests for services. The choices we make around clinical service models impact the help our clients receive and the levels of burnout clinicians experience. This presentation will outline what it has taken to establish and maintain a treatment focused clinical services model that also maintains quick access. We will review the mechanics of the system, the challenges and benefits of implementing and maintaining the model, and the road ahead for mental health in higher education.

Objectives:

1. Identify the dynamics that have shaped college mental health and led to choices around access vs. treatment.
2. List at least 2 strategies that could be implemented to support a treatment focused model.
3. Discuss the forces that are shaping the future of college mental health services.

TH-5.3: Combating Food Insecurity on Campus

Conference Center

Lauren Scagnelli, MS, CHES, SUNY Cortland

CME: 0.00 | CHES: 1.25 | MCHES: 1.25 | NYS LMHC Contact Hours: 1.25 | NYS LMSW & LCSW Contact Hours: 1.25 | NYS PSY Contact Hours: 1.25

Abstract: This presentation will discuss challenges and successes with our food pantry and learn how to implement additional programs to combat food insecurity.

Objectives:

1. Identify successes in operating a food pantry.
2. Explain the partnerships that are involved to further address food insecurity.

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<p>TH-5.4: Journeying Down the Road to Integrated Health, Counseling, and Wellness Services: How to make the pitch for integration, design for integration, or enhance your integration</p> <p><i>Kevin Readdean, PhD, Rensselaer Polytechnic Institute</i> CME: 1.25 CHES: 1.25 MCHES: 1.25 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: This presentation focuses on supporting staff and administrators at various points on their integrated services journey. Important elements of integrated services are introduced along with an emphasis on how to advocate for and evaluate integrated services. After an overview of integrated care concepts, models and literature, participants will work in small groups, based on their individual needs and self-reported level of if integration, to develop action plans around pitching, designing, or enhancing integrated care programs.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the benefits of integrated health programs with administrators and staff. 2. Discuss the steps needed to successfully implement integrated health, counseling, and wellness services. 3. Outline the steps toward evaluating existing integrative services. 	<p>Adirondack Room</p>
CONCURRENT SESSIONS – TH-6	10:45-12:00 p.m.
<p>TH-6.1: Pearls for Allergic/Immunologic Scenarios in College Students</p> <p><i>Allison Ramsey, MD, ABAI, Rochester Regional Health</i> CME: 1.25 CHES: 0.00 MCHES: 0.00 NYS LMHC Contact Hours: 0.00 NYS LMSW & LCSW Contact Hours: 0.00 NYS PSY Contact Hours: 0.00</p> <p>Abstract: This presentation will cover pearls of knowledge needed to recognize and manage common atopic/immunologic conditions in college students. It will cover SMART therapy for asthma, inducible laryngeal obstruction, subcutaneous immunotherapy reactions and management, omalizumab for food allergy, and vaccine adverse reactions.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the rationale and data supporting SMART therapy in asthma. 2. Identify inducible laryngeal obstruction and distinguish this presentation from asthma. 3. Recognize the presentation and management of local and systemic reactions to subcutaneous immunotherapy. 4. Outline the utility of omalizumab in college students with food allergy. 	<p>Conference Center</p>
<p>TH-6.2: Emerging Issues Impacting Student-Athlete Health and Well-being: Implications for College Health Practice</p> <p><i>M. Dolores Cimini, PhD, University at Albany; Marsha Florio, M.Ed., America East Athletic Conference; Teresa Fiore, MBA, EPIC Global Solutions; Kelly Thorne, PsyD, University of Vermont; Anthony Turon, M.Ed., MBA, Seton Hall University</i> CME: 0.00 CHES: 1.25 MCHES: 1.25 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: Within the collegiate environment, student-athletes face unique challenges that can impact their health and well-being, including mental health concerns that may lead to suicide, risk for gambling and the consequences of sports betting, hazing, and issues of Name-Image, and Likeness (NIL) on their lives. In this workshop, a panel of experts will address several key challenges facing student-athletes and explore the effects of these stressors on their health and well-being. Implications for health and counseling practice will be highlighted using a collaborative, public health-informed framework. The important role that athletic conferences can play in supporting our college health practitioners in addressing student-athlete stressors will be explored.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe unique stressors faced by student-athletes in college and university environments. 2. Explain how stressors specific to student-athletes may affect their mental health and risk for suicide. 3. List five actionable, collaborative, and sustainable strategies based on a comprehensive public health framework that may be implemented by college health professionals, sport managers, and university administrators to promote a community of care for student-athletes. 4. Describe how athletic conferences can collaborate with colleges and universities to support a comprehensive and sustainable community of care for student-athletes. 	<p>Adirondack Room</p>

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<p>TH-6.3: Strengthening Support Networks: The Role of Mental Health First Aid in Campus Wellbeing</p> <p><i>Sara Engel, MS, CHES, and Beau Gibbs, MS, Rochester Institute of Technology</i></p> <p>CME: 0.00 CHES: 1.25 MCHES: 0.00 NYS LMHC Contact Hours: 1.25 NYS LMSW & LCSW Contact Hours: 1.25 NYS PSY Contact Hours: 1.25</p> <p>Abstract: Amidst the increasing prevalence of mental health challenges within mid-sized college campuses, proactive measures are essential. This program introduces Mental Health First Aid (MHFA) trainings as a response to this urgent need. The session outlines the fundamental principles of MHFA, strategies for campus-wide implementation on campus, and practical insights into its smooth operation. By equipping stakeholders with knowledge and tools, the initiative aims to cultivate a resilient campus community capable of addressing mental health concerns effectively.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe one approach to a campus wide mental health initiative. 2. List existing mental health interventions on participant campuses. 3. Identify current prevention and early intervention structure in place at institution. 	Mohawk Room
<p>TH-6.4: Quality Improvement Projects in College Health</p> <p><i>S. Shahzad Mustafa, MD, Rochester Regional Health</i></p> <p>CME: 1.25 CHES: 0.00 MCHES: 0.00 NYS LMHC Contact Hours: 0.00 NYS LMSW & LCSW Contact Hours: 0.00 NYS PSY Contact Hours: 0.00</p> <p>Abstract: The evidence of medicine is constantly changing, and quality improvement initiatives can help clinicians implement and maintain sustained change over time. This session will briefly touch on the components of QI, and how to implement projects in the real world, and then report outcomes. The session will also present examples of successful QI projects that can be implemented in the college health setting.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the importance of QI projects. 2. Discuss how to successfully complete QI projects. 3. Discuss specific examples of QI opportunities on college health campuses. 	Grande Ballroom
CAPSTONE – TH-7	1:15-2:30 p.m.
<p>TH-CAP: AI & Your College Campus: Planning for the Future Starts Now</p> <p><i>Evan Ozmat, MS, University at Albany; Ahmed Belazi, MPH, Stony Brook University; Karen Dybus, MS, PA-C, Stony Brook University</i></p> <p>CME: 0.00 CHES: 1.25 MCHES: 1.25 NYS LMHC Contact Hours: 0.00 NYS LMSW & LCSW Contact Hours: 0.00 NYS PSY Contact Hours: 0.00</p> <p>Abstract: This session will explore the applications and potential pitfalls of Artificial Intelligence (AI) in college health. Participants will learn the history and definitions of AI, machine learning, and deep learning, and examine AI modeling approaches. The session will highlight current and future AI applications, discuss ethical considerations, and address DEIJA issues, focusing on mitigating biases and enhancing equity. An open panel discussion will further engage participants, addressing their concerns and hopes for AI integration in college health.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the historical evolution of Artificial Intelligence (AI) from the 1950s to the present. 2. Identify the various types of AI modeling and training approaches to enable participants to select the best AI tools for specific health care scenarios. 3. Discuss the current and emerging applications of AI in college health to provide participants with insights into real-world implementations and future possibilities to improved their practice. 4. Discuss strategies to address common concerns and future developments in AI to better prepare for the integration of AI in their own health services. 	Grande Ballroom