

Welcome

Call for Programs



Awards and Grants



Register

CEUs/CE hours

Keynote speakers

Agenda

Venue/travel

Call for exhibitors

Archives

Welcome

October 18–20, 2017

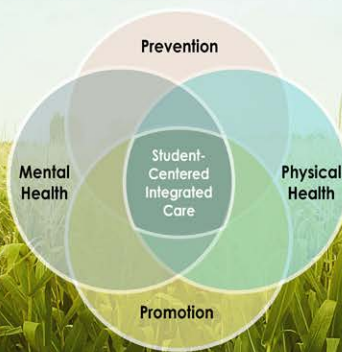
Cedar Falls, Iowa

Hosted by University of Northern Iowa

Join us, October 18–20, 2017, at the North Central College Health Association Annual Meeting in Cedar Falls, IA. This year's theme is, *Collaboration...If We Build It, They Will Come*. We will explore the implementation and integration of student-centered healthcare through collaboration with all campus departments.

Strands of focus:

- Student-centered integrated care
 - Prevention
 - Mental health
 - Physical health
 - Promotion



NCCHA

Collaboration...If We Build It, They Will Come

Welcome

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Who should attend:

- College Health Administrators

- Counselors
- Psychologists
- Health Educators
- Medical Assistants
- Nurse Practitioners
- Nurses
- Pharmacists
- Physician Assistants
- Physicians
- Or anyone working in the healthcare field

nccha

North Central College Health Association

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NCCHA Annual Meeting Call For Programs



You are invited to submit a program proposal for the upcoming NCCHA Annual Meeting in Cedar Falls, IA.

This year's theme is, *Collaboration...If We Build It, They Will Come*. We will explore the implementation and integration of student-centered healthcare through collaboration with all campus departments. Please share your ideas and perspectives for presentations with us via the proposal submission form below.

Proposals must be received by June 30, 2017.

Desired strands of focus:

- Disease Prevention
- Health Promotion
- Mental Health
- Physical Health

Suggested Topics of Interest:

- Holistic care through campus-wide partnerships—breaking down the silos between health care, prevention, promotion and mental health
- Collaboration with all departments on campus
- College health and its role in student experience and retention
- Strategic planning to provide an integrated approach to campus health care

Questions: Contact Jennifer Carlson at jcarlson@uwlax.edu.

How to Submit a Proposal

The online form below must be entered in one sitting, therefore...

1. Compile your program proposal using the [Call for Proposals Worksheet \[MS Word\]](#).
(Important: Refer to the [Instructions for Writing Learning Objectives and Content](#) before completing the objectives section.)
2. For each co-presenter, complete a separate [Co-Presenter Information Form \[MSWord\]](#) and save each under a file name beginning with the co-presenter's LAST NAME
3. Once you are sure all information is complete and can be entered online in one sitting, cut and paste the information from your proposal worksheet into the online form below. At the end of the form, you will be required to attach your Program Submission Worksheet and all Co-Presenter Forms.

Required fields are indicated by a "*"

2017 NCCHA Annual Meeting Call for Programs

To Submit Your Proposal:

1. After you have completed your proposal on the Program Submission Worksheet, cut and paste the information from the worksheet into this online form. Please note: You will need to complete this online form in one sitting.
2. You will be asked to attach your Program Submission Worksheet with Primary Presenter Bio/Disclosure as well as a Co-Presenter Bio/Disclosure Form for each of your co-presenters as the last step before submitting your proposal. These documents should be attached in Word format, not PDF.

Program Title *

The title of the proposed program should reflect the content of that program. Please note: Cute titles tend to detract from the professionalism of the conference and make it harder to determine what will be presented.

Poster *

If not selected, would you like your session to be considered as a poster?

Poster displays are graphics highlighting model projects and research studies, mounted on posterboard measuring no more than 46 inches wide and 40 inches high. They present information in a summarized format, giving participants an opportunity to review your material. We will also have a designated time during which you can answer questions about your display. The Planning Committee will make final selections based on quality, fit with other conference offerings, and space available.

- Yes
 No

Original Research *

Does your program contain or report original research? If yes, please specify in the abstract below.

- Yes
 No

Program Goals *

About

- History
- Board of Directors
- Governance
- Awards and Fellows
- Staff
- Annual Report

Membership

- About Our Members
- Becoming a Member
- Directory

Resources

- College Health Topics (A-Z)
- Guidelines, Recommendations, and White Papers
- Publications
 - Brochures
 - Salary Survey
 - Action Newsletter
 - Journal
- Archived CE Events
- ACHA YouTube Channel
- Survey Data

Networks

- By Region (affiliates)
- By Interest (committees/coalitions)
- By Discipline (sections)
- Discussion Groups
- Liaison Relationships

Programs & Services

- Annual Meeting
- National College Health Assessment
- Peer Review Assistance Program
- Patient Satisfaction Assessment Service

The Foundation

- About ACHF
- ACHF Funds
- How to Contribute
- Apply for Funding and Awards
- Foundation Dollars at Work
- Recognizing Donors

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National College Health Assessment
PAP Test/STI Survey
Benchmarking
Vision Into Action
Jobline Classifieds

Healthy Campus 2020
Continuing Education

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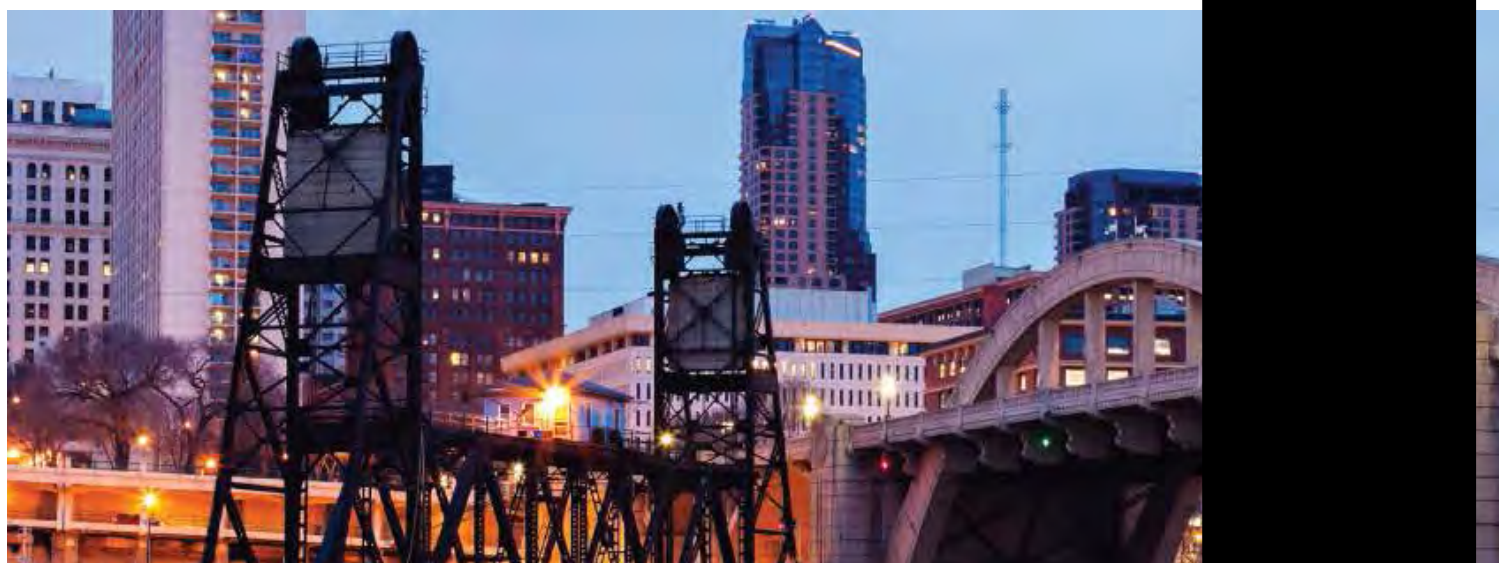
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North Central College Health Association

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[Annual Meeting](#)

[NCCHA Newsletter](#)

[NCCHA Membership](#)

[NCCHA Awards and Grants](#)

Conference Scholarship Application Guidelines

The purpose of these scholarships is to encourage attendance at our regional and national meetings.

Description of Scholarships

North Central College Health Association (NCCHA) Scholarship to attend the NCCHA Annual Conference

North Central College Health Association may offer up to four scholarships in the amount of \$500 each annually to encourage attendance and participation at the regional North Central College Health (NCCHA) Annual Conference.

[Scholarship Application Form \(Rich Text file\)](#)

North Central College Health Association (NCCHA) Scholarship to attend the American College Health Association (ACHA) Annual Conference

North Central College Health Association may offer one scholarship in the amount of \$1000 annually to encourage

attendance and participation at the national American College Health Association (ACHA) Annual Conference.

[Scholarship Application Form \(Rich Text file\)](#)

North Central College Health Association (NCCHA) Pat Fischer Memorial Scholarship to attend the American College Health Association (ACHA) Annual Conference

North Central College Health Association may offer one scholarship in the amount of \$1000 annually in memory of Pat Fischer and funded by UnitedHealthcare StudentResources for attendance and participation at the national American College Health Association (ACHA) Annual Conference.

[Scholarship Application Form \(Rich Text file\)](#)

Scholarship funds may be used to pay for NCCHA or ACHA conference registration, lodging, travel and/or meal expenses.

Eligibility

All professional, active, non-student members are eligible to receive a scholarship one time for either the NCCHA regional conference or ACHA national conference. The Pat Fischer Memorial Scholarship is offered only to professional, active, non-student members who have never attended the ACHA Annual Conference.

Selection Criteria

- Preference will be given to applicants who have never attended the meeting they are applying for scholarship funds to attend.
- Preference will be given to applicants who demonstrate financial need (i.e. limited or no professional development funds).
- In the case of a tie, the scholarship will be given based on written statement about what the applicant hopes to gain by attending the conference.
- The NCCHA Board reserves the right to offer funds to the next ranking applicant if a scholarship is declined by the original recipient.

Application Process

1. Complete the scholarship application.
2. Submit completed application to NCCHA Secretary electronically during the following time periods:
 - NCCHA scholarship to attend the NCCHA annual conference must be received between February 1 – August 1.
 - NCCHA Scholarships to attend the ACHA conference (NCCHA Scholarship and Pat Fischer) must be received between November 1 – January 15.
3. NCCHA Executive Board will review applications and determine recipients for NCCHA meeting scholarship at the summer (August) board meeting and for the ACHA meeting at the winter (February) board meeting.
4. Applicant will be notified of award within one week following the board meeting by NCCHA President or designee.
5. To receive scholarship award funds, scholarship recipient will submit the following within one month of the conference to NCCHA Treasurer:

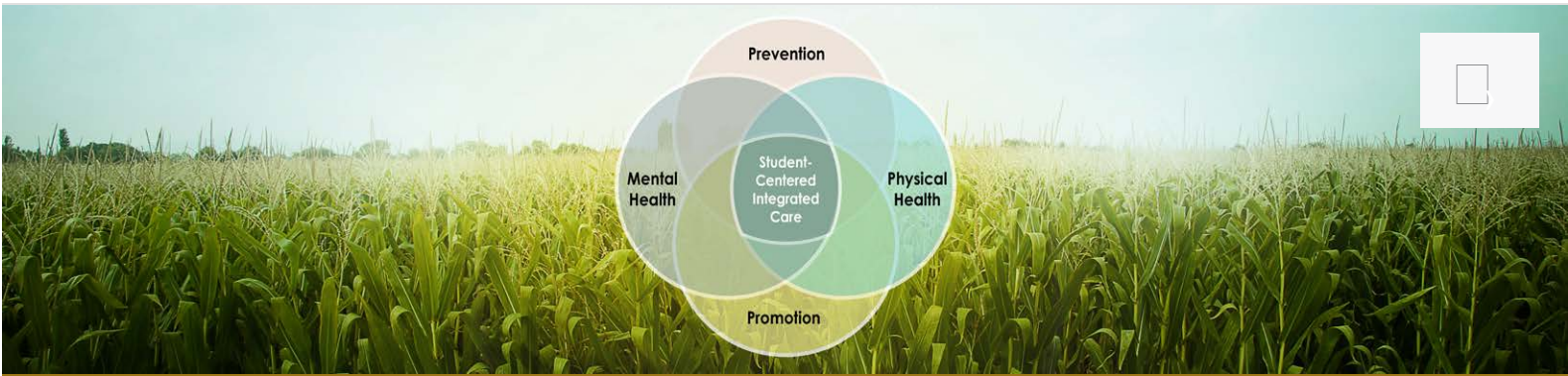
- Submit completed [Member Expense Report](#) with receipts verifying conference registration, lodging, travel and/or meal expenses to NCCHA Treasurer and President.
- Scholarship recipients are to submit an electronic newsletter item to the Newsletter Editor, with a copy to NCCHA Treasurer and President within one month of conference describing what they gained by attending the conference. Newsletter items will be published as space allows.
- The NCCHA Treasurer will issue a check to recipient within one month after receiving expense verification and newsletter article. Remittance will not exceed scholarship award.

Completed applications need to be sent electronically to the NCCHA Secretary by the deadline in order to be eligible.

See [NCCHA Board Roster](#) for current NCCHA Secretary, Treasurer, and Newsletter Editor contact information.

[Home](#) [Contact Us](#)

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NCCHA

Collaboration...If We Build It, They Will Come

Register

Register Today!

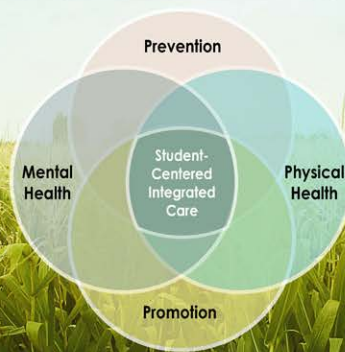


Registration information

Full Conference		
	On or before October 6	October 7 or after
Student	\$60	\$60
Attendee	\$295	\$345
Presenter	\$155	\$155
Exhibitor	\$800	\$1,250
Additional Exhibitor Representative	\$125	\$125
Day 1 Only		
Student	\$40	\$40
Attendee	\$100	\$125

Presenter	\$60	\$60
Day 2 Only		
Student	\$60	\$60
Attendee	\$195	\$270
Presenter	\$105	\$105
Day 3 Only		
Student	\$40	\$40
Attendee	\$100	\$125
Presenter	\$60	\$60





NCCHA

Collaboration...If We Build It, They Will Come

CEUs/CE hours

Continuing Education Units/Hours

Continuing Education Units (CEUs) are a means of recognizing and recording satisfactory participation in non-degree programs. University of Wisconsin-Extension (UW-Ex) awards one CEU for each 10 contact hours in a continuing education experience. Actual contact hours are recorded. CEUs are offered at no additional charge, through the UW-Ex.

- UW-Ex CEUs fulfill continuing education requirements for many professionals, agencies and organizations. Professional associations may have specific licensing requirements. Individuals should contact their licensing association before assuming UW-Ex CEUs will fulfill all requirements.
- UW-La Crosse keeps records of individual CEUs for three years of programming. Certificates are emailed within two weeks of the conclusion of each program. Requests for duplicate CEU certificates are charged a \$15 processing fee.

Continuing Medical Education (CME)

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for **Continuing Medical Education (CME)** through the joint provider ship of the American College Health Association and The North Central College Health Association. The American College Health Association is

accredited by the ACCME to provide continuing medical education for physicians.

The American College Health Association designates this live activity for a maximum of *10 AMA PRA Category 1 Credits*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

CECH Contact Hours (CHES/MCHES)

Sponsored by the American College Health Association, 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 10 total Category I continuing education contact hours. Maximum advanced-level contact hours available are 8.

American Psychological Association (APA)

University of Wisconsin-La Crosse (UWL) is approved by the **American Psychological Association (APA)** to sponsor continuing education for psychologists. UWL Continuing Education and Extension maintains responsibility for the program and its content. The University of Wisconsin-La Crosse has awarded these program 9.75 hours of continuing education for psychologists. Psychologists must attend each session in its entirety in order to qualify for CE credit for that session.

Continuing Nursing Education (CNE) Credits

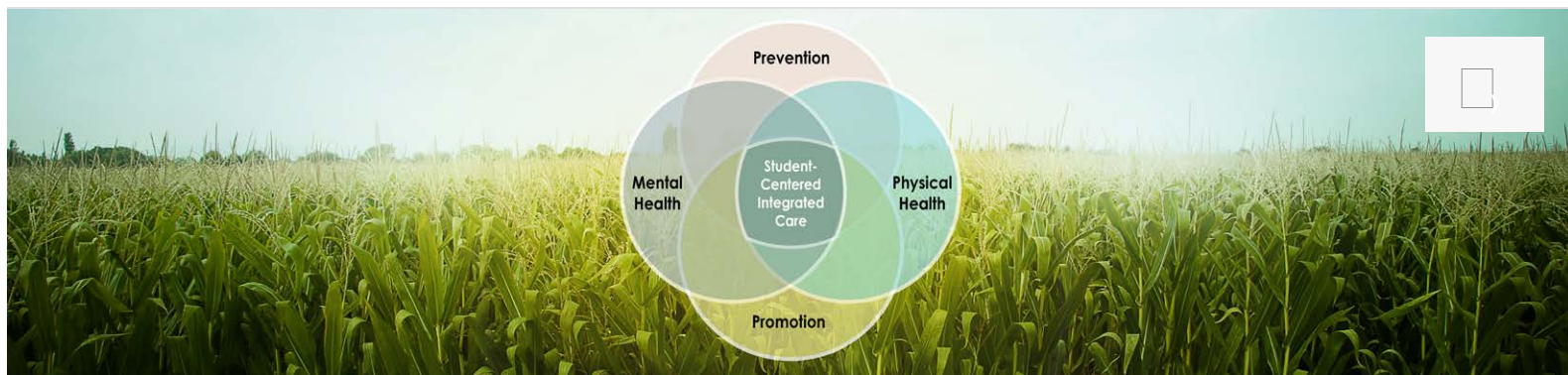
Satisfactory completion

Participants must complete an evaluation form to receive a certificate of completion. Your chosen sessions must be attended in their entirety. Partial credit of individual sessions is not available. NOTE: If you are seeking continuing education credit for a specialty not listed below, it is your responsibility to contact your licensing/certification board to determine course eligibility for your licensing/certification requirement.

Nurses

Amedco is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

This course is co-provided by Amedco and the North Central College Health Association. Maximum of 10 contact hours.



NCCHA

Collaboration...If We Build It, They Will Come

Keynote speakers



Sarah Van Orman, M.D., M.M.M., FACHA

Dr. Van Orman has spent her professional career as both a college health physician and university health services administrator. She earned an undergraduate degree in physics from Carleton College (MN) and her MD degree from the Mayo Clinic (MN). Residency training was at the University of Chicago in combined Internal Medicine and Pediatrics. She is board-certified in both Internal Medicine and Pediatrics and earned a Master of Medical Management (MMM) degree from Carnegie Mellon University.

She is currently the Associate Vice Provost and Chief Health Officer for Student Health and Clinical Professor of Family Medicine at the University of Southern California, Keck School of Medicine.

She is the past president of the American College Health Association and has been past chair of the chair of the Benchmarking Committee, past chair of the Clinical Medicine section and

past Vice President. Her clinical and administrative interests include management of college students with eating disorders, patient satisfaction and experience of care, health equity in student populations and student health insurance. She is currently leading ACHA efforts to create a college health data warehouse. She is frequent lecturer on health services integration and models of care for college students and recently authored the college health chapter in Neinstein’s “Adolescent Medicine: A Practical Guide”.



Angela Janis, M.D.

Dr. Angela Janis is a board-certified psychiatrist and Co-Director of Mental Health Services and Director of Psychiatry at University Health Services (UHS) at the University of Wisconsin – Madison. Dr. Janis is originally from Illinois and graduated from Washington University and the University of Illinois College of Medicine before completing a psychiatry residency at UW-Madison. In her current role, Dr. Janis oversees mental health services at UHS, which serves the University of Wisconsin-Madison’s 43,000 students. Prior to joining UHS, Dr. Janis provided outpatient services in Janesville, WI, and inpatient and ER consultation at St. Mary’s Hospital - Madison, where she served as Joint Medical Director of Consult Liaison Psychiatry.

Dr. Janis has been involved in organized medicine at many levels. She currently serves on the Wisconsin Medical Society Board of Directors as well as on the Council on Legislation, Membership Committee, and WisMedPAC board. She is on the executive council of the Wisconsin Psychiatric Association where she is currently Secretary. Dr. Janis has been on the Dane County Medical Society Board of Directors since 2012 and is Past President of the Board. Additionally, Dr. Janis is very passionate about women’s health, and is past President of the Wisconsin Alliance for Women’s Health and is Secretary of the Board of Directors for Physicians for Reproductive Health, a national organization of physicians promoting evidenced based reproductive health policies. Last, but not least, Angela enjoys spending

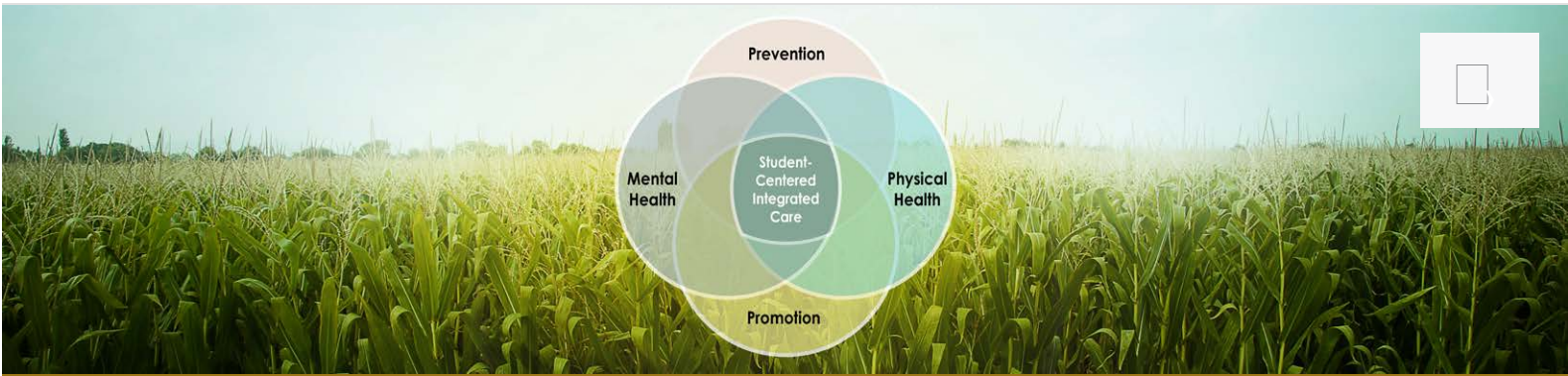
her free time crafting and spending time with her dog Sherlock.



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NCCHA

Collaboration...If We Build It, They Will Come

Agenda

2017 NCCHA Annual Meeting | Hilton Garden Inn-Cedar Falls, Iowa
October 18-20, 2017

Wednesday, October 18, 2017		
10 a.m.–1:30 p.m.	Registration	Ballroom Foyer
12–12:30 p.m.	Meet and Greet with past ACHA President Jamie Davidson	Meadow Room
12:30–1 p.m.	Welcome	Meadow Room
1–2:15 p.m.	<p>Keynote Address: College Health as Public Health: A Framework for Integration <i>Sarah Van Orman, M.D., M.M.M., University of Southern California, Keck School of Medicine</i></p> <p>A comprehensive college health program provides not only access to medical and mental health care for students but also actively promotes the health of individual students and the population through health promotion and public health activities. College health professionals from varying backgrounds can see how their work maps to the core functions of public health and integrates across disciplines. Awareness and</p>	Meadow Room

2017 NCCHA Annual Meeting | Hilton Garden Inn-Cedar Falls, Iowa
October 18-20, 2017

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	CME: 1.00, CHES: 1.50, MCHES: 1.50, UW-EX CEU: 0.125, APA: 1.25; CNE: 1.25	
2:15–2:30 p.m.	Break (Meet and Greet continued in the Meadow Room)	
2:30–3:30 p.m.	Session 1:	
	<p>Inclusion and Health Promotion: Methods to Implementation in Peer Wellness Education Program <i>—Jazzmine Hudson, M.P.A. & Brian Vanderheyden, M.Ed., CHES, Iowa State University</i></p> <p>Health inequities are rooted in social inequities. This session will explore how to incorporate practices around inclusion into the recruitment, training and development for peer education programs. Presenters will discuss how to develop intentional recruitment strategies, collaborate with units that align with efforts, and implement diversity training. Attendees will leave with resources and engagement strategies to implement on their own campuses.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify best practices for implementation around diversity and inclusion 	Meadow Room

	<ul style="list-style-type: none"> ● Review current model at Iowa State’s Student Wellness Peer Education Program ● Discuss implementation of best practices at current institution ● Identify strategies for implementation of incorporating best practices around diversity and inclusion 	
	CME: 1.00, CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10, APA: 1.00, CNE: 1.00	
	<p>Mental Health Promotion and Support: Cross-Campus Collaboration —Jennifer Jacobsen, M.A., M.P.H.</p> <p>Promotion of and support for student mental health needs to be a campus-wide effort, yet responsibility often lands solely on counseling services. In this session, participants will develop ideas and strategies to break down silos and build relationships so that students, staff, and faculty across campus can all learn how they can meaningfully contribute to a community that promotes mental health and offers appropriate and timely support and referral to those in need.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Describe the limitations of having few offices and staff responsible for mental health promotion and support. ● List potential campus partners with which to collaborate on mental health promotion and support. ● Identify strategies for creating collaboration with various campus partners. 	Wildflower Room
	CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10, APA: 1.00	
	<p>Risk Management and Communications during an outbreak: lessons learned and best practices —Jennifer Baird, M.S.N., RN, NE-BC & Marlena Holden, M.A., University of Wisconsin-Madison</p> <p>Managing and communicating to diverse audiences during a communicable disease outbreak takes planning, flexibility, and an interest in quality improvement. During UW-Madison’s meningococcal B outreach in 2016, UHS was able to vaccinate more than 21,000 students through age 25. Learn our strategies to mitigate risk, how to effectively communicate, make rapid cycle process improvements to achieve optimal outcomes, and opportunities to improve future outbreak responses.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Describe definitions of communicable disease outbreak, barriers to vaccine. ● Identify key stakeholders and their concerns. ● Discuss strategies for communicating. 	Prairie Room
	CME: 1.00, CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00	
3:30–3:45 p.m.	Break	
3:45–4:45 p.m.	Session 2:	

Strategic Planning and Collaboration for Peer Education in Health Promotion
—Brian Vanderheyden, M.Ed., CHES & Lisa Notling, MFCS, RDN, LD & Jazzmine Hudson, MPA, Iowa State University

Meadow Room

Strategic development and collaboration is critical to the success of effective programs on college campuses. This session will explore one university's strategic development & collaboration model for their new peer wellness educator program. Presenters will discuss how they developed a strategic collaboration model and will discuss how they developed an extensive evaluation plan connecting program outcomes, student learning and student development to the university's strategic plan. Attendees will leave with resources to engage in strategic development on their own campuses for peer education.

Objectives:

- Identify evidence based resources to assist in strategic planning.
- Discuss what collaboration looks like on their own campus.
- Discuss developing program evaluation that aligns with university strategic plan.
- Outline at least one way they can improve their peer engagement program to enhance collaboration or evaluation.

CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00, CNE: 1.00

Collaboration for the Nurse-Directed Clinic: Networking Panel
—Beth Baas, M.S., B.S.N., Dordt College, Nancy Reasland, M.S., B.S.N., Cornell College, Tami Laursen, M.S., B.S.N., Buena Vista University, Tammy Marti, M.S., B.S.N., Loras College, Carla Jo Morgan, B.S.N., Briar Cliff University/Mercy Business Health & Carol Garvey, RN, B.A., Morningside College/Unity Point Occupational Medicine

Wildflower Room

A panel of nurse directors from small college health centers will present practical solutions, ideas for collaboration and networking that help them better serve their campuses when time and money are in short supply.

Objectives:

- Describe ways to incorporate wellness activities into health center programming.
- Define on and off campus partnerships and resources which expand health and wellness services for students on a small college campus.
- Explain an alternative funding model and organizational chart for a small college health center.

CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00

Third Party Billing: Is it right for your College Health Service?
—Liz Miller, R.N., B.S.N., Bethel University, Heather Dale, PA-C, Gustavus Adolphus College & Madonna McDermott, M.S., MPA, University of St Thomas, Amy Kelly, M.D., MPH, St. Catherine University

Prairie Room

Third Party Billing is a potential source of revenue for college health centers. However, there are crucial considerations and necessary steps to take before you make the decision to bill for services. Four Health Service directors will share from their own experience of transitioning to billing for services at their IHE, and will cover the key steps to a successful billing program.

Objectives:

- Identify key steps in determining whether or not to bill insurers for services in the college health setting.
- Compare four different college health centers and their experience with implementing third party billing.
- Discuss the pros and cons of third party billing in college health centers.

CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00

4:45–5 p.m.

Break

5–5:30 p.m.

Keep Calm-Cold & Flu Season Ahead

-NCCHA grant winner, UW Whitewater’s Ambrose Health Center

NCCHA makes available to college students/groups/organizations, matching funds up to \$500 for projects/programs that are directly applicable to College Health. NCCHA expects with this funding source available, students will actively become involved in issues related to College Health, and thereby contribute to the enhancement of the overall health and wellness of college students with in the North Central Affiliate. The applicant's institution must be an NCCHA member in good standing with current membership dues paid in full. Applications are available through the NCCHA website

Ballroom Foyer

6–7:30 p.m.

Optional Social Event—Montage Bar & Restaurant

222 Main Street, Cedar Falls, Iowa 50613

Thursday, October 19

7–9 a.m.

Registration

7:15 a.m.

NCCHA Board Meeting

Big Woods Boardroom

8–8:45 a.m.

Continental Breakfast

Ballroom Foyer

8 a.m.–5 p.m.

Exhibits Open

Ballroom Foyer

8:45–10:15 a.m.

Keynote Address:

Marijuana: What You Need to Know

Dr. Angela Janis, M.D., University of Wisconsin-Madison, Health Services

Meadow Room

Marijuana continues to be more and more available throughout the country. Twenty-nine states have medical marijuana and 8 states as well as the District of Columbia have fully legalized. Despite widespread use, there are barriers to studying the effects of marijuana to understand its impact. This presentation discusses the limitations of marijuana research and exploring the available research to look at the associated risks with use as well as potential areas of future study.

	CHES: 1.50, MCHES: 1.50, CME: 1.50, UW-EX CEU: 0.15 , APA: 1.5, CNE: 1.50	
10:15–10:45 a.m.	Break/Exhibits	Ballroom Foyer
10:45–11:45 a.m.	Session 3:	
	<p>Collaborating for your peer health advocate program: How residence life could be your strongest ally. —Juliana Kahrs, M.S., B.A., CHES & Pamela MacWilliams, M.S.N., RN, APNP, ANP-BC, University of Wisconsin-Oshkosh</p> <p>Peer health education is a popular method for delivering health promotion programs on college campuses. However, program coordinators are challenged by gaps in peer educator’s supervision, training, resources, and accountability. Evaluation is challenging and minimal at best, rarely reflecting impact on students’ health. The University of Wisconsin Oshkosh Student Health Center strives to overcome these gaps through a partnership with Residence Life, enhancing health and wellness of students living on campus and expanding campus-wide visibility.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Describe the history of the shared peer health advocate program. ● Explain how a peer health advocate program can be integrated with residence life. ● List the measurable outcomes of integrating peer health advocates with residence life. ● Discuss the shared benefits of a collaborative peer health advocate program with Residence Life leadership and staff. 	Meadow Room
	CME: 1.00, CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00	
	<p>Ethical Principles and Practices Applied to College Health —Kathy Prediger, B.S.N., M.A., University of Iowa Student Health & Wellness</p> <p>College health professionals are regularly faced with making ethical decisions. The general ethical principles and the ACHA Ethical Guidelines provide a framework for making these ethical decisions. After an introduction to the ethical principles and guidelines, the participants in this program will be invited to apply these principles and guidelines to issues and cases in college health.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Discuss the fundamental ethical principles. ● Describe the ACHA Ethical Guidelines. <p>Discuss the ethical principles and guidelines as they apply to cases and issues in college health.</p>	Wildflower Room
	CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00	
	Examining the National Health Priorities Project (Midwestern cohort): A first-time data release (1333 students from 14 Midwestern universities) as students prioritized their 13 components of health and identified what they	Prairie Room

valued most.
—Karl Salscheider, Ph.D., Bemidji State University

The National Health Priorities Project (NHPP) surveyed the health priorities and satisfaction levels of 2,464 college students at 26 universities nationwide (17 public, 9 private). Standard demographics and world views (surety included) were also examined. This presentation releases the Midwestern data set (10 public, 4 private from ND, SD, KS, MN, IA, WI, MI, IN, & OH; N=1333) including the descriptive survey results along with any cross-tabulations found statistically significant.

Objectives:

- Explain NHPP protocols and methods.
- Identify the NHPP Midwestern data set (N=1333).
- Identify the statistically significant cross-tabulations.

CME: 1.00, CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00, CNE: 1.00

11:45 a.m.–Noon	Break/Exhibits	Ballroom Foyer
Noon–1 p.m.	Lunch and NCCHA Business Meeting	
1–1:30 p.m.	Break/Exhibits	Ballroom Foyer
1:30–2:30 p.m.	<p>Round Tables</p> <ol style="list-style-type: none"> 1.) Clinical Hot Topics (travel, birth control, mental health, infectious disease) 2.) Health Education and Well Being (programming ideas, staffing, surveys, employee health) 3.) Operations/Budget (3rd Party Billing, EMR, Health Fees, Scheduling) 	<ol style="list-style-type: none"> 1.) Meadow Room 2.) Wildflower Room 3.) Prairie Room

2:30–3:30 p.m.	Session 4	
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Embracing Collaboration to Enhance Student Health & Wellness – A 3 Year Journey
—Erin Baldwin, MHA, M.P.H., Mark Rowe-Barth, M.A.E., B.A., Joyce Davidson, Ph.D. & Michael Giles, M.A., Iowa State University

Join us as we explore the journey of Iowa State University’s health and wellness departments over the past three year. Topics will include the impact of change in senior level and department leadership, enrollment growth, financial and operational challenges, and ultimately the rebuilding, visioning, and re-branding of a new student health and wellness cluster.

Objectives:

- Describe the challenges and opportunities of the ISU Health/Wellness journey.
- Describe the rebuilding, visioning, and re-branding of a new student health and wellness cluster at ISU.
- Outline what you can do in the next six months to five years to increase collaboration for student health and wellness on your campus.
- Review and recite program objectives.

Meadow Room

	CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00	
	<p>Telepsychiatry in College Health —Wendy Schuh, M.A., MCHES & Jodi Egeland, APRN, FNP, PMHNP Minnesota State University, Mankato</p> <p>Minnesota State University, Mankato Student Health Services piloted offering Telehealth services over the 2016-2017 academic year. This IRB-approved study offered virtual visits to established patients of a psychiatric nurse practitioner. A partnership with the Counseling and Student Personnel academic graduate program provided screening and check-in. Services were billed through insurance and were evaluated using the Client Satisfaction Questionnaire (CSQ-8).</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Review existing data and research on mental health needs of college students ● Outline the steps taken to implement Telehealth services on one ● Identify future direction ● Review audience questions 	Wildflower Room
	CME: 1.00, CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00, CNE: 1.00	
	<p>Using Dialogue as a Framework for Inclusive Health & Wellness Programming —Namoonga Mantina, B.S., Beloit College & Tara Girard, RN, B.S.N., Director, Health and Wellness Center</p> <p>This session explores how Beloit College, a small liberal arts institution, uses dialogue as a framework for collaboration and inclusion in health promotion. We will share our experiences and process of developing inclusive and equitable wellness programming that enhances student engagement, promotes campus wide collaborations and increases accessibility to health and wellness. We believe that ensuring our programming is equitable and inclusive contributes to better health, well being and thriving of our campus community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Differentiate key terminology ● Describe Sustained Dialogue Model ● Discuss application of dialogue to inclusive wellness programming 	Prairie Room
	CME: 1.00, CHES: 1.00, MCHES: 0.00, UW-EX CEU: 0.10 , APA: 1.00	
3:30–4 p.m.	Break/Exhibits	Ballroom Foyer
4–5 p.m.	Session 5	
	<p>Joyful Eating: A Paradigm Shift —Lisa Nolting, M.F.C.S., RDN, LD, Iowa State University</p> <p>Research shows that diets do not produce lasting, health enhancing results. Instead, they wreak havoc on a person’s health and well-being. A more effective (and enjoyable) approach to food and nutrition is a weight neutral philosophy that includes competent eating principles. Presenters will discuss how they have created a campus culture of joyful eating and body positivity. Attendees will leave with resources and tools to cultivate a joyful eating</p>	Meadow Room

environment on their campus.

Objectives:

- List evidence based resources that support a weight neutral approach to food and nutrition
- Outline the 4 areas of eating competence according to the ecSI 2.0 scale
- Discuss 2 ways to implement eating competence into your campus nutrition programs

CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00

Marijuana - Understanding the Nuances of College Student Use

—*Lauretta Perry, MLS, University of Minnesota Duluth*

Statistics/data related to college student marijuana use provide an incomplete picture of how, when, and why, our students are using the substance. The session will provide information obtained from one-on-one student meetings, focus groups, paper/pencil and electronic surveys about the practices, and ‘norms’ of the culture of students who use marijuana.

Objectives:

- Describe the patterns of college student marijuana use.
- Compare student marijuana use with student alcohol use.
- Describe the differences between driving under influence of marijuana from driving under the influence of alcohol.

CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00, CNE: 1.00

Protective Sexual Behaviors of the College Age Student

—*Colleen Paramesh, D.N.P., NP-C, Nurse Practitioner, University of Wisconsin-La Crosse; Assistant Professor Fort Hays State University*

In an original research, web-based open survey using a convenience sample of 18 to 24-year-olds at a mid-sized Midwestern university campus health center and a community reproductive health clinic self-efficacy related to protective sexual behaviors was measured. The major findings indicated a statistical significance showing that self-efficacy increased with age and females showed greater confidence related to dialogue with sexual partners. The results indicate a need for focused education based on gender and age.

Objectives:

- Identify the difference in self-efficacy between males and female college-age students in relationship to their protective sexual behaviors
- Compare the self-efficacy stratified by age in college-age students in relationship to their protective sexual behaviors

CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00

5–6 p.m.

Reception/Light food

Meadow Room/Foyer

Friday, October 20

7:30–10 a.m.	Registration	Ballroom Foyer
8–9 a.m.	Continental Breakfast	Ballroom Foyer
9–9:45 a.m.	Break	
9:45–10:45 a.m.	Session 6	
	<p>ACHA Task Force on Addressing Sexual and Relationship Violence: Unpacking the Toolkit <i>—Jennifer Jacobsen, M.A., M.P.H., Grinnell College</i></p> <p>In summer 2017, the ACHA Task Force on Sexual and Relationship Violence will be releasing its comprehensive toolkit, the result of two years of collaboration of professionals with various areas of expertise and roles on college campuses. This session will explore the major sections of the tool kit, highlight innovative resources (e.g. men's involvement, addressing alcohol and sex), discuss implementation strategies, and allow ample time for questions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Identify the major sections of the ACHA Addressing Sexual and relationship Violence ● Explain innovative resources in toolkit ● Discuss strategies for implementing the toolkit on respective campuses ● Describe specific areas of the toolkit of interest 	Meadow Room
	CME: 1.00, CHES: 1.00, MCHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00	
	<p>Collaborative Care Eliminates Barriers to Placing Long Acting Reversible Contraceptives (LARC) <i>—Jennifer Baird, M.S.N., RN, NE-BC & Marta Staple, M.S.N., WHNP, University of Wisconsin-Madison</i></p> <p>Unplanned pregnancy is an event that can significantly alter a student’s academic and life goals. LARC options are highly effective and affordable forms of contraception. Complicated insurance processes create barriers to LARC utilization by students. UHS developed a streamlined process using multi-disciplinary collaboration to assist students in verifying insurance coverage and obtaining LARC devices. After process improvement, monthly IUD insertions more than doubled and the number of devices placed during scheduled insertion appointment increased 20%.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Describe the barriers to LARC device insertion ● Identify key stakeholders in LARC insertion process and their concerns ● Discuss strategies for streamlining the LARC process 	Wildflower Room
	CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10 , APA: 1.00, CNE: 1.00	
	<p>A Students’ Perspective on College Health <i>—Emily Holmes, Student, Gustavus Adolphus College, Leah Moat, Student, Gustavus Adolphus College & Spencer Treu, Student, Winona State University</i></p> <p>Considering college health revolves around the student, what better way to improve the field than hearing from the students themselves. Listening to</p>	Prairie Room

student’s perceptions on which areas of college health are satisfactory and which could be revised could prove to be immensely beneficial to all professionals attending our conference. This program will give a small panel of students the opportunity to share their experiences with healthcare in college, as well as provide professionals the opportunity to ask specific questions in which they seek the student’s viewpoint.

Objectives:

- Explain the lack of communication between the student body and health care professionals regarding college health. This is a non traditional presentation with the lone goal of getting a conversation going between the students and the professionals to better the college healthcare in the north central region.

CME: 1.00, CHES: 1.00, UW-EX CEU: 0.10, APA: 1.00

10:45–11 a.m.

Break

11 a.m.–Noon

Session 7

ADHD Evaluations at Iowa State University

—*Carver Nebbe, M.D., Thielen Student Health Center*

Requests for ADHD evaluations have been growing in the university environment and evaluation and treatment of ADHD continues to be in greater demand at college and university health centers. Health centers throughout the country have adopted different approaches to the evaluation and treatment of ADHD and whether or not this is a part of their mission. The approach that we take at Iowa State University appears to be unique among health centers in that we do evaluation and treatment without requiring an external neuropsychological evaluation prior to seeing us. This presentation will discuss our approach, what we’ve found as a clinic and the pros and cons of this approach.

Objectives:

- Identify the clinical diagnostic criteria for ADHD
- Describe the patient centered approach that Iowa State University student health center clinicians use to evaluate, diagnose and treat ADHD
- Discuss this approach compared to other approaches for addressing this complaint, diagnosis and treatment

Meadow Room

CME: 1.00, UW-EX CEU: 0.1 , APA: 1.00

Are you prescribing the wrong treatment? Evidenced based guidelines for common clinic visits.

—*Jessica Braun, M.S.N., APRN, CNP, Gustavus Health Service & Jodi Metz, M.S., PA-C, Hamline University*

A review of guidelines with a particular emphasis on prescribing for common complaints in primary, urgent or retail care. While common visits such as URI, UTI, etc. seem easy on the surface, updated evidence based care and prescribing often get overlooked in these so-called “easy” situations. Clinicians often revert to the guidelines that were in place while they were in school, rotations, or training. We will review current guidelines for treatment of URI,

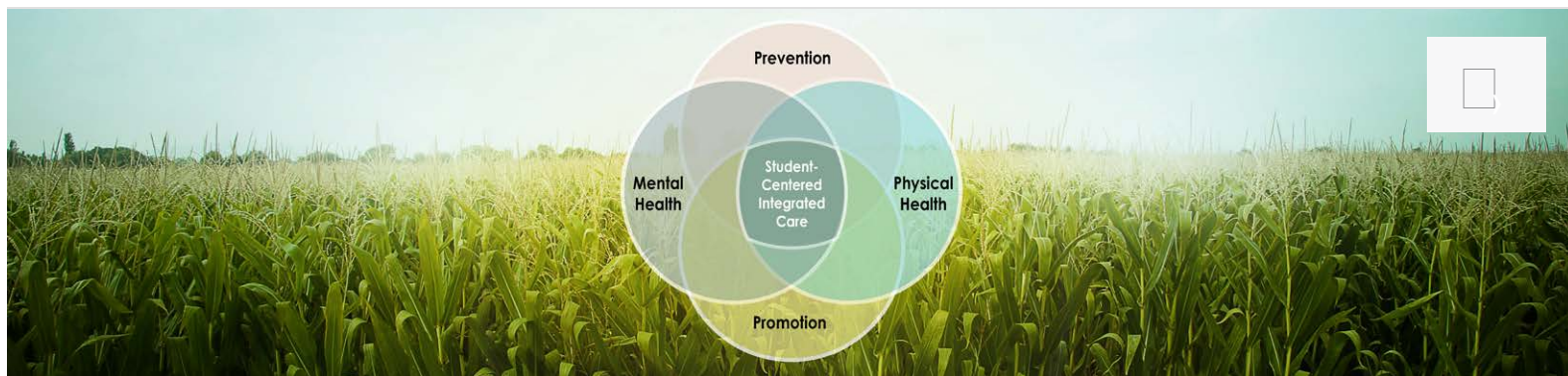
Wildflower Room

<p>UTI, pneumonia and bronchitis, influenza, Epstein Barr Virus and other common presentations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● List appropriate medications to be used in treating acute bronchitis in the college health setting ● Describe first line treatment for common illnesses presenting to the college health setting ● Describe practices that help prevent antibiotic/medication resistance 	
<p>UW-EX CEU: 0.1 , APA: 1.00</p>	

<p>Emotional Support Animals on Campus —Jennifer Jass, D.N.P., ARNP, FNP-C, PMHNP-BC & Andrew Bartovsky, ARNP, PMHNP-BC, University of Northern Iowa</p> <p>Emotional Support Animals (ESAs) have become more popular on college campuses over the past several years, with the support of the Americans with Disabilities Act and the Fair Housing Act. Current research is limited, and the laws regarding the use of ESAs are quite generalized and ambiguous. This presentation will provide an overview of these laws, definition of an ESA, use of ESA for treatment of mental health conditions, and recommendations for the future.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Describe how various laws play a role in the use of Emotional Support Animals ● Define Emotional Support Animal ● Discuss the Emotional Support Animal role in the treatment of mental health conditions 	<p>Prairie Room</p>
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<p>CME: 1.00, CHES: 1.00, UW-EX CEU: 0.1 , APA: 1.00, CNE: 1.25</p>	
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<p>Noon</p>	<p>Adjourn</p>
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NCCHA

Collaboration...If We Build It, They Will Come

Venue/travel

The hotel cutoff date for reservations at the group rate is September 25, 2017. If you need to make a reservation after this date, you are able to receive the group rate by calling the hotel directly at 319.266.6611. After September 25, 2017, the rate will no longer be available and all rooms remaining will be at the prevailing hotel rate.

All meetings will be held at:

HILTON GARDEN INN – CEDAR FALLS

7213 Nordic Drive, Cedar Falls, Iowa 50613, USA

319.266.6611

Room rates:

- \$139, single or double room
- ONLINE room reservations available!
- Parking is FREE*

[Book your room online >>](#)

Please reference **NCCHA** when making your reservation.

Cut-off date for reservations is **September 25, 2017**.

Please refer to the hotels website or contact them directly for check-in and check-out times, services and amenities, directions, parking/shuttle service and other hotel information.

*Parking is free at the hotel. ***Parking is available on a first come first served basis in the Hilton Garden Inn – Cedar Falls parking lot.***

Contact for questions:

Office of Continuing Education and Extension

University of Wisconsin-La Crosse

1725 State St, 205 Morris Hall

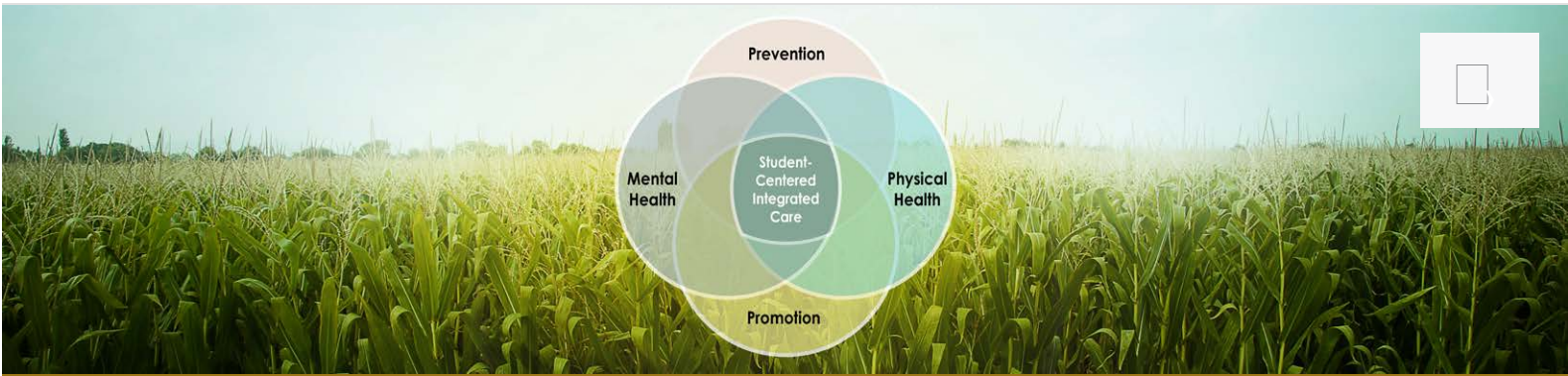
La Crosse, WI 54601

608.785.6500 or toll-free 866.895.9233

conted@uwlax.edu

The logo for the North Central College Health Association (NCCHA) features the lowercase letters "nccha" in a blue, sans-serif font. The letters are spaced out, with the "c"s being particularly prominent. A thin orange horizontal line is positioned directly beneath the letters.

North Central College Health Association



NCCHA

Collaboration...If We Build It, They Will Come

Call for exhibitors

Exhibitor Fair: Thursday, October 19, 2017 | 8 a.m.–5 p.m.

	On or before Sep. 21, 2017	Sep. 22, 2017 or after
Exhibitor	\$800	\$1,250
Additional Exhibitor Representative	\$125	\$125

Exhibitors are provided with meals, one 8' table with skirt, one chair and Internet access. Logos must be submitted by September 15, 2017 to be included in the conference program. Submitted logos must be high resolution files in .eps, .jpg or .png formats.

Register Today! >

Greetings potential exhibitors:

Welcome from the **North Central College Health Association!**

We would like to invite you to participate in the North Central College Health Association

Annual Meeting held this year in Cedar Falls, IA. Conference attendance is expected to reach more than 100 participants and include:

- College Health Administrators
- Counselors
- Psychologists
- Health Educators
- Medical Assistants
- Nurse Practitioners
- Nurses
- Pharmacists
- Physician Assistants
- Physicians
- Or anyone working in the healthcare field

Terms, conditions and purposes of a commercial exhibit at a continuing education event

[Exhibitor terms and conditions](#)  (signature required ~ 1 page PDF)

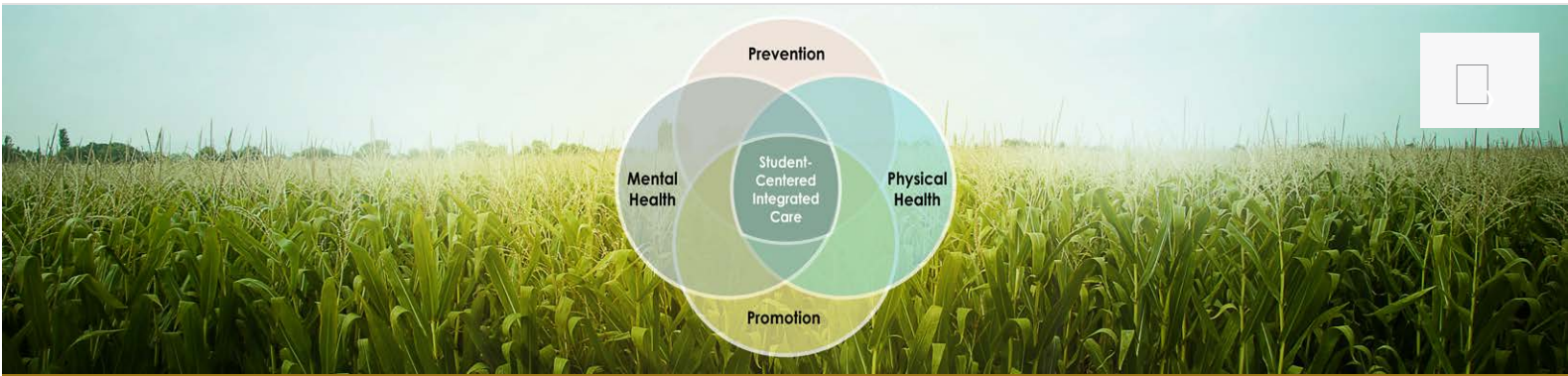
1. This meeting is for educational purposes only and will not promote any proprietary interest of an exhibiting organization (Exhibitor).
2. The planning committee is responsible for all decisions related to the meeting. Exhibitors may not participate in any component of the planning process of the meeting, including:
 - Assessment of learning needs
 - Determination of objectives
 - Selection or development of content
 - Selection of planners, presenters, faculty, authors and/or content reviewers
 - Selection of teaching/learning strategies
 - Evaluation methods
3. All funds or other support associated with this meeting will be given with the full knowledge and consent of the meeting planning committee. No other funds from the Exhibitor will be paid to the program director, faculty/speakers, or other individuals involved with this meeting.
4. Exhibitors may not exhibit, promote or sell products or services during the introduction of an educational presentation, while the educational presentation takes place or at the

conclusion of an educational presentation, regardless of the format of the educational presentation.

5. Marketing or advertisement for exhibits, promotions or sales may not be included within educational presentation content (e.g., slides, handouts, enduring materials) and must take place in a location that is physically separated from the area where educational content is delivered.



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