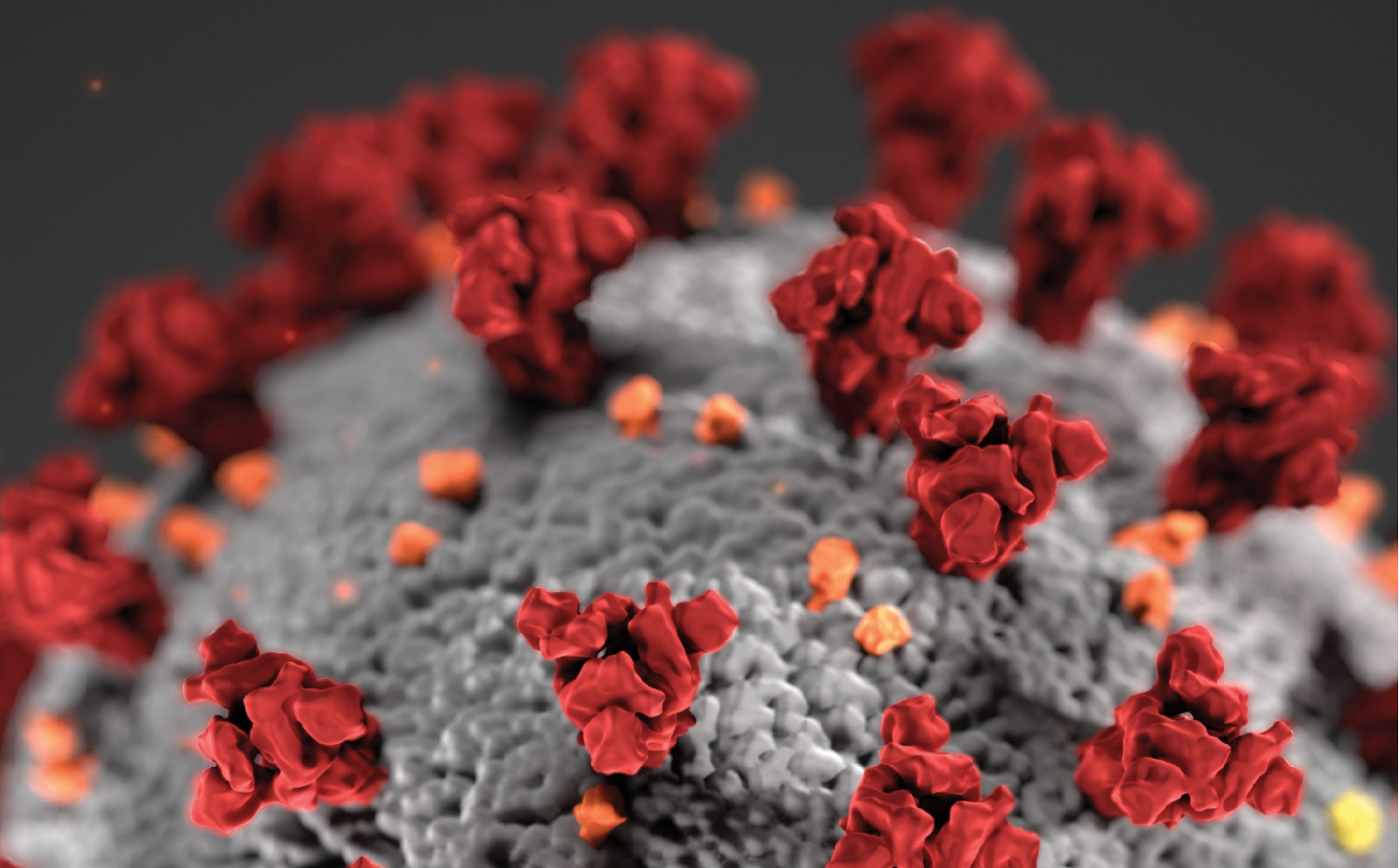


ACHA COVID-19 VIRTUAL SUMMIT

Planning for Now, Building for the Future

July 28-29, 2020



AMERICAN
COLLEGE
HEALTH
ASSOCIATION

COVID-19: Planning for Now, Building for the Future

July 28-29, 2020
12:30 pm - 4:30 pm EDT

The American College Health Association is pleased to host our first ever virtual summit, **COVID-19: Planning for Now, Building for the Future**. As we prepare to resume academic instruction, now is the time to think creatively about keeping our students, faculty, and staff physically and mentally healthy and what campus health and well-being looks like on the other side of COVID-19.

Join ACHA, industry experts, and your college health colleagues to delve into the many topics that must be considered when preparing for the fall, complete with valuable, actionable takeaways. By attending the summit, you'll be able to:

- Collaborate with other institutions during breakout sessions.
- Work through real-life scenarios in tabletop drills with similar-sized institutions.
- Gain access to recordings of the event to reinforce what you've learned and view breakout sessions.



Keynote Speaker: Ezekiel J. Emanuel, MD, PhD

We're pleased to announce that our Keynote Speaker is **Ezekiel J. Emanuel, MD, PhD**. Dr. Emanuel is the Vice Provost for Global Initiatives, the Diane v.S. Levy and Robert M. Levy University Professor, Co-Director of the Health Transformation Institute, and on leave as Chair of the Department of Medical Ethics and Health Policy at the University of Pennsylvania. From January 2009 to January 2011, he served as special advisor for health policy to the director of the Office of Management and Budget in the White House. From 1997 to 2011, he was chair of the Department of Bioethics at the National Institutes of Health. He is also a breast oncologist.

Dr. Emanuel received his MD from Harvard Medical School and his PhD in political philosophy from Harvard University. After completing his internship and residency in internal medicine at Boston's Beth Israel Hospital and his oncology fellowship at the Dana-Farber Cancer Institute, he joined the faculty at Harvard Medical School. He has since been a visiting professor at UCLA, the Brin Professor at Johns Hopkins Medical School, the Kovitz Professor at Stanford Medical School and visiting professor at New York University Law School. Dr. Emanuel has written and edited 15 books and over 300 scientific articles. He is a regular guest on CNN and MSNBC, and often publishes pieces in the New York Times, The Atlantic, and the Washington Post.

Sponsors

Please join us in thanking the sponsors of the ACHA COVID-19 Virtual Summit! Their generous support and dedication to the college health and wellness field is greatly appreciated.



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[Meet Our Sponsors](#)

Collaborating Organizations

Thank you to the following organizations who are collaborating with ACHA on this event.



The summit is powered by [ACE Engage](#), a new peer-to-peer online learning platform created by American Council on Education (ACE) experts to help solve higher education leaders' problems and transform higher education through collaborative, actionable strategies. ACE Engage is home to a community of leaders with a shared mission: to enhance student success and achieve institutional goals.

General Information and Continuing Education

Overall Purpose: In keeping with the ACHA Strategic Plan, the purpose of the ACHA Virtual COVID-19 Summit is to provide high-quality education related to the COVID-19 pandemic to college health professionals, students, and other stakeholders to enhance the skills and capacities needed to advance health and build healthier campus communities.

Target Audience: The target audience for the ACHA Virtual COVID-19 Summit includes college health professionals, students, and other stakeholders.

Commercial Support: At the time of this posting, we have not received any commercial support.

Sponsor Disclosures: At the time of posting, we have received general summit sponsorship from Aetna Student Health, the American College Health Foundation, Anthem, Inc., and UnitedHealthCare StudentReso

Non-Endorsement: ACHA does not endorse any products or services that are displayed or referred to in conjunction with this activity and is not responsible for the actual presentation of content during scientific sessions.

Conflicts of Interest: A conflict of interest occurs when an individual has an opportunity to affect educational content about health-care products or services of a commercial company with which she/he has a financial relationship.

Presenters

All presenters listed in this program have completed conflict of interest statements and have disclosed no relevant financial relationships with any commercial companies pertaining to this activity.

Program Planning Committee

Committee members have completed conflict of interest statements and have disclosed no relevant financial relationships with any commercial companies pertaining to this activity.

- Paula Adams, MA (Washington State University)
- David Anderson, PhD, MA (George Mason University)
- Anita Barkin, DrPH, MSN, NP-C, FACHA (Carnegie Mellon University, retired) and (North Central Public Health District in Georgia, retired)
- Deborah Beck, MPA, EdD (University of South Carolina)
- Robyn Buchsbaum, MHS (American College Health Association)
- Jean Chin, MD (Augusta University/University of Georgia Medical Partnership)
- Connie Crihfield, MSN, RN (Case Western University, retired)
- Eleanor Davidson, MD (Case Western University)
- Martha Davis, RN, BSN, MBA (University of Georgia, retired)
- Julie Edwards, MHA (University of Chicago)
- Brad Farnsworth, MA, MBA (American Council on Education)
- Joy Himmel, PsyD, LCPC, NCC, RN (Pennsylvania State University-Altoona, retired)
- Michael Huey, MD, FACHA (Emory School of Medicine, retired)
- James Jacobs, MD, PhD (Stanford University)
- Devin Jopp, EdD (American College Health Association)
- Dorothy Kozlowski, MSN, ANP-C (Rutgers University, retired)
- John Miner, MD (Williams College, retired)
- Doreen Perez, DNP (University of Northern Florida)
- Gerri Taylor, MS, APRN-BC, FACHA (Bentley University, retired)

Post-Tests

Successful Completion: Participants must attend the entire session and pass the post-test for that session in order to earn credit hours and obtain a CE certificate. **Links to post-tests are listed below.** It is the policy of the American College Health Association that when a post-test is required upon completion of a continuing education activity, participants must receive a passing grade of 80%. If participants receive a grade lower than 80%, they will be given the opportunity to re-take the post-test one time. If they receive 80% or higher the second time, they will be awarded continuing education credits/contact hours for the activity. We encourage participants to complete the post-test and evaluation form immediately after the session. Those with a passing grade of 80% on the post-test will receive their CE certificate electronically within two weeks.

Tuesday, July 28, 2020
2:30 pm-3:30 pm EDT

2A. Evidence-Informed Health Promotion Practice in a Virtual World

[Post-test questions](#)

2B. Maintaining the Student Health Services Mission in the Face of COVID-19

[Post-test questions](#)

2C. Planning for Now: College Mental Health Reopening Challenges

[Post-test questions](#)

Tuesday, July 28, 2020
3:30 pm-4:30 pm EDT

3A. Using Rapid Data Collection to Address Equitable Wellbeing During COVID-19

[Post-test questions](#)

3B. ACHA Health Services COVID-19 Checklist: A Guide to Planning Service Operations for Fall 2020

[Post-test questions](#)

3C. Honoring the Service of Clinicians, Faculty and Staff -- How Do We Care for Them Too?

[Post-test questions](#)

Deadline for CE and Evaluation

The deadline for completing your post-test and requesting CE credit is **August 17, 2020**. The deadline for the [Summit Evaluation](#) is also **August 17, 2020**.

Wednesday, July 29, 2020
12:30 pm-1:30 pm EDT

4A. COVID-19 Health Communication Strategies
[Post-test questions](#)

4B. New Stresses and Developmental Issues in the COVID-19 Era

[Post-test questions](#)

4C. Dashboards and Measures for Success in Monitoring Campus Health

[Post-test questions](#)

Wednesday, July 29, 2020
1:30 pm-2:30 pm EDT

5A. The Intersection of Race, Justice and Health: How We Help Our Campuses Heal and Grow

[Post-test questions](#)

5B. Telehealth/Telepsych Challenges for College Health

[Post-test questions](#)

5C. Student Concerns in COVID-19 Campus Life – Student Panel

[Post-test questions](#)

Wednesday, July 29, 2020
2:45 pm-4:00 pm EDT

6A. You've Prepared, Then Things Go Wrong: A "Live but Virtual" Tabletop Exercise (Large Schools)

[Post-test questions \(Large Schools\)](#)

6B. You've Prepared, Then Things Go Wrong: A "Live but Virtual" Tabletop Exercise (Medium Schools)

[Post-test questions \(Medium Schools\)](#)

6C. You've Prepared, Then Things Go Wrong: A "Live but Virtual" Tabletop Exercise (Small Schools)

[Post-test questions \(Small Schools\)](#)

Continuing Education Statements

CME: The American College Health Association (ACHA) is accredited by the **Accreditation Council for Continuing Medical Education** to provide continuing medical education for physicians.

ACHA designates this live activity for a maximum of 5.25 *AMA PRA Category 1 credits*.™ Physicians should only claim credit commensurate with the extent of their participation in the activity.

CHES®/MCHES®: Sponsored by ACHA, 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 5.25 total Category 1 continuing education contact hours. Maximum advanced-level contact hours available are 5.25. Continuing competency credits available are 0.

PsyCE: ACHA is approved by the **American Psychological Association** to sponsor continuing education for psychologists. ACHA maintains responsibility for this program and its content. This program has been awarded 5.25 hours of continuing education for psychologists.

NBCC: The American College Health Association has been approved by **NBCC** as an Approved Continuing Education Provider, ACEP No. 6397. Programs that do not qualify for NBCC credit are clearly identified. ACHA is solely responsible for all aspects of the program.

Continuing Education Notes

Attention Nurses: *Due to the turnaround time required by the organization that grants our nursing credit, we were not able to offer CNE for this webinar. Depending on your state's criteria for credit, you may be able to request CME for non-physicians.*

*Credit will only be awarded to **registered participants** in the live summit.*

To Request Continuing Education Credit

Step 1: View the session in its entirety.

Step 2: Take the Post-Test. The link to the post-test for each session is listed on page 5 of this program and also after each session title. You must pass with a score of 80% or higher. You will receive your certificate electronically within two weeks of successfully completing your test.

Step 3: Complete the Summit Evaluation Form (anonymous and not mandatory for credit).

The deadline for submitting all summit post-tests is **August 17, 2020**. You will receive one certificate that includes all the credit hours you have earned for the summit, based on the number of credits available for each session and your successful completion of each post-test. **Certificates will be sent via email by the end of August.**

Tuesday, July 28

12:30 pm – 12:35 pm

Welcome Remarks

Devin Jopp, EdD, CEO, American College Health Association

12:35 pm -12:50 pm

Keynote Address

Speaker: Ezekiel Emanuel, MD, PhD, Vice Provost for Global Initiatives, the Diane v.S. Levy and Robert M. Levy University Professor, Co-Director of the Health Transformation Institute, and on leave as Chair of the Department of Medical Ethics and Health Policy at the University of Pennsylvania

12:50 pm – 1:40 pm

COVID-19 Conversations with Presidents

This session will allow health and well-being professionals to hear directly from a variety of college presidents about their reopening decisions; how they're weighing competing needs of students, faculty, and staff; and what their biggest worries are for the 2020-2021 school year.

Speakers:

Elaine Maimon, PhD, MA, President, Governors State University (2007-2020)

Mark Mitsui, President, Portland Community College

Michael Sorrell, EdD, President, Paul Quinn College

Moderator: Ted Mitchell, PhD, President, The American Council on Education

1:40 pm – 2:20 pm

COVID-19 Primer

Speakers:

Hannah Kirking, MD, Centers for Disease Control and Prevention

Leigh E. Szucs, PhD, CHES, Centers for Disease Control and Prevention

2:20 pm – 2:30 pm

BREAK

Continuing Education Credit Key

CME – Identifies the CE credit hours available to physicians and physician assistants. (CME for non-physicians is also available)

CHES – identifies the entry level contact hours available to Certified Health Education Specialists.

MCHES – identifies the advanced-level contact hours available to Master Certified Health Education Specialists.

PsyCE – identifies the CE credit hours available to psychologists.

NBCC – identifies the NBCC approved clock hours available to national certified counselors.

2:30 pm – 3:30 pm
Breakout Sessions by Discipline

2A. Evidence-Informed Health Promotion Practice in a Virtual World

CHES:1.0 MCHES:1.0

Post-test questions

Many of our evidence-informed interventions and practices are grounded in a face-to-face model. Now that much of our work is transitioning to virtual practice, what guidance exists to help us make this transition? Presenters will share state of current guidance and pragmatic suggestions for practice.

After this session, attendees should be able to:

1. Describe how current evidence may apply to a virtual environment across the socio-ecological model.
2. Identify pragmatic suggestions for implementation.
3. Discuss how to apply evidence and pragmatic suggestions to support an engaged experience for students.

Speakers:

- James E. Lange, Ph.D., Director, Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery, The Ohio State University and Coordinator of AOD Initiatives, Well-Being & Health Promotion, San Diego State University
- David Arnold, Assistant Vice President of Health, Safety, and Well-being Initiatives, NASPA

Moderator: *David Anderson, PhD, Professor Emeritus of Education and Human Development, George Mason University*

2B. Maintaining the Student Health Services Mission in the Face of COVID-19

CME:1.0 CHES:1.0 MCHES:1.0

Post-test questions

Every one of us has had a job/life that has been "All COVID-19, All the Time" for the past 4+ months. In this session, we will look at how to reclaim and reinvigorate your core student health services, counseling and health promotion/well-being mission while continuing to manage your COVID-19-driven response to the re-opening of your campus. In order to be successful, you will need to develop staff commitment, strategic partnerships and the realization that "You can't do everything, so what stays in and what gets sidelined for now?"

After this session, attendees should be able to:

1. Identify new roles for staff needed during the COVID-19 response and campus reopening.
2. Discuss ways to help staff fully embrace new roles in the COVID-19 response.

Speakers:

- Cynthia Burwell, EdD, RKT, MCHES, FACHA, Professor, Department of Health, Physical Education and Exercise Science, and Director, NSU Center of Excellence in Minority Health Disparities, Norfolk State University
- Joanne Clinch, MD, Clinical Director, Wake Forest University Student Health Service, Wake Forest University
- Tara Girard, RN, BSN, Director of Health and Wellness Center, Beloit College
- Guy Nicolette, MD, CAQSM, Executive Director and Assistant Vice Chancellor, University Health Services, University of California, Berkeley

Moderator: *Michael Huey, MD, FACHA, Former Associate Professor, Family and Preventive Medicine, Emory School of Medicine; Past President, ACHA*

2C. Planning for Now: College Mental Health Reopening Challenges

CME:1.0 CHES:1.0 MCHES:1.0 PsyCE:1.0 NBCC:1.0

[Post-test questions](#)

In this panel presentation, the panelists will highlight and list, from their vantage points, several of the major challenges for mental health services as campuses reopen in the Fall of 2020. Following the panelist presentations, the moderator will facilitate a discussion with the panel, highlighting and clarifying aspects of those presentations. In the final part of the program, attendees may submit questions or comments for consideration by the panel.

After this session, attendees should be able to:

1. Identify three major challenges for reopening campus mental health services in the COVID-19 environment.
2. Compare the degree of readiness and preparation on their campuses for the identified challenges and recommendations from the panelists.
3. Describe their next steps in preparing to reopen mental health services on their campuses.

Speakers:

- Sharon Mitchell, PhD, Senior Director, Student Wellness; and Director, Counseling Services, University at Buffalo; President, AUCCCD
- Diana Cusumano, LMHC, NCC, Director of Campus & Wellness Initiatives, The Jed Foundation (JED)

Moderator: *Jamie Davidson, PhD, FACHA, Associate Vice President for Student Wellness, University of Nevada, Las Vegas*

3:30 pm – 4:30 pm

Breakout Sessions by Discipline

3A. Using Rapid Data Collection to Address Equitable Wellbeing During COVID-19

CME:1.0 CHES:1.0 MCHES:1.0 PsyCE:1.0 NBCC:1.0

[Post-test questions](#)

Typical data collection and analysis methods are slower than needed to address the rapidly changing environment of the COVID-19 pandemic. College health professionals need practical and fast data collection tools to allow for data-driven decisions in managing an effective institutional response to the pandemic.

After this session, attendees should be able to:

1. Describe how to select and apply rapid qualitative and quantitative data collection methods.
2. Identify equity considerations in data collection, analysis, and use.
3. Identify strategies for data to inform current and future campus practices in addressing equitable wellbeing.

Speakers:

- Darby Roberts, PhD, Director, Division of Student Affairs, Texas A&M University
- Allison Smith, MPA, Assistant Director, Population Health, New York University; Co-Director, National College Depression Partnership

Moderator: *Michael McNeil, EdD, MS, Chief of Administration, Columbia Health, Columbia University*

3B. ACHA Health Services COVID-19 Checklist: A Guide to Planning Service Operations for Fall 2020

CME:1.0 CHES:1.0 MCHES:1.0

Post-test questions

This presentation is to review use of the checklist, which has been developed as a companion document to the ACHA Guidelines, *Considerations for Reopening Institutions of Higher Education in the COVID-19 Era*. The checklist is not intended to be prescriptive but rather is intended to be used as a resource to assist student health service directors and service staff create a strategy that is consistent with current CDC recommendations and ACHA Guidelines. It can be tailored to meet the specific needs of each student health service (SHS) in addressing COVID-19.

After this session, attendees should be able to:

1. Describe trainings for staff.
2. List steps for creating a safe clinical environment.
3. Identify steps to assess potential COVID-19 patients.

Speaker:

- Anita Barkin, DrPH, MSN, NP-C, FACHA, Former Director of Student Health Services at Carnegie Mellon University; Former Deputy Director of North Central Public Health District in Georgia

Moderator: Gerri Taylor, MS, APRN-BC, FACHA, Former Associate Dean for Health, Counseling and Health Promotion and Director of the Health Center at Bentley University

3C. Honoring the Service of Clinicians, Faculty and Staff -- How Do We Care for Them Too?

CME:1.0 CHES:1.0 PsyCE:1.0 NBCC:1.0

Post-test questions

The long-duration emergency of a worldwide coronavirus pandemic has challenged our ability to cope with uncertainty and danger. Those who work at universities have been challenged simultaneously at work and at home. Clinicians, faculty, and staff face fear of virus contagion to self and others and have been under extraordinary pressure to adjust to new ways to deliver class content and maintain relationships with students. We will review best practice approaches to supporting these individuals.

After this session, attendees should be able to:

1. Describe three unique challenges of the coronavirus pandemic.
2. List three evidence-based coping mechanisms for managing stress and anxiety.
3. Describe situations where asking for help can be critical for personal success.

Speakers:

- Craig Rooney, PhD, Program Director & Counseling Psychologist, Office of Clinician Well-Being, University of Missouri School of Medicine and University of Missouri Health Care
- Alex Sabo MD, Director of Medical Education/DIO & Program Director, Adult Psychiatry Residency Training, Berkshire Medical Center; Kripalu-Yoga, 500-hour Teacher; Associate Dean of Medical Education & Associate Professor of Psychiatry, UMass Medical School.

Moderator: Alan Lorenz MD, Physician, Rochester Institute of Technology; Current Chair, ACHA Mental Health Section

Wednesday, July 29

12:30 pm – 1:30 pm
Breakout Sessions (Collaborative)

4A. COVID-19 Health Communication Strategies

CME:1.0 CHES:1.0 MCHES:1.0

Post-test questions

Effective health communication strategies will be critical for healthy campus operations during the fall 2020 semester. Presenters will share their approach to health communication strategies and provide examples including a COVID-19 social norms campaign. Presenters will give guidance for practitioners in how to apply health communication strategies to COVID-19 in varying contexts while staying grounded in theory.

After this session, attendees should be able to:

1. Discuss how to adapt health communication strategies to the constantly changing context of COVID-19.
2. Describe a social norms campaign and the steps required to create it.
3. Describe how this strategy can intersect with other health communication strategies.
4. Identify options for engaging students in development and delivery of messaging.

Speaker:

- Laura Beth Santacrose, MPH, Assistant Director, Skorton Center for Health Initiatives, Cornell Health
- Jennifer E. Austin, MPH, Director of Communications, Assistant Director of Administrative Services, Cornell Health

Moderator: Julie Edwards, MHA, Director, Health Promotion, The University of Chicago

4B. New Stresses and Developmental Issues in the COVID-19 Era

CME:1.0 CHES:1.0 PsyCE:1.0

Post-test questions

In this panel presentation, the panelists will review the pandemic stresses of isolation, aloneness and complex loss and how these stresses will likely lead to higher rates of mental disorders as well as having significant effects on a young person's developing identity. Following initial presentations, there will be a moderated discussion about the presentations and implications for campus needs and services as well as implications for identity development, both of which are central to the mission of IHE's.

After this session, attendees should be able to:

1. Identify three emotional consequences generated by COVID-19 precautions and culture as well as the probable developmental consequences that can be expected in the young adult college population.
2. Explain how the new COVID-19 stresses will translate into higher demands for college mental services.
3. Discuss how to more usefully dialogue with IHE senior leadership about reshaping and providing services to help mitigate the COVID-19 campus mental health consequences while holding fast to the mission of higher education.

Speakers:

- Christopher Corbett, PsyD, LP, Director of Counseling and Student Support Services, Savannah School of Art & Design, Chair Elect, HEMHA
- M. Gerard Fromm, PhD, ABPP, Distinguished Faculty Member, Erikson Institute for Education and Research, Erikson Institute of the Austen Riggs Center

Moderator: Bryant Ford, PhD, Associate Director, Counseling Center, Dartmouth College

4C. Dashboards and Measures for Success in Monitoring Campus Health

CME:1.0 CHES:1.0 MCHES:1.0

Post-test questions

A dashboard of critical measures will allow you to monitor how well your health service and/or your campus is meeting the needs of students, faculty and staff after reopening. Using agreed upon metrics will allow you to identify needs, resources, trends and problem areas and will allow administrators to use data to make critical campus decisions. Measures can be compared to your goals, identified targets, or organizational standards. Using key metrics allows you to build on your strengths, monitor your performance, and to focus on needed improvements in a timely manner.

After this session, attendees should be able to:

1. Identify why measuring what you do is important.
2. Identify what measures are important to you and your campus.
3. Identify sources for your data.
4. Discuss uses for your data.

Speakers:

- James R. Jacobs, MD, PhD, Associate Vice Provost and Executive Director of Vaden Health Center, Stanford University
- Lindsey Mortenson, MD, UHS Medical Director, University of Michigan

Moderator: Joel Schwartzkopf, PA-C, MPAS, MBA, Colorado State University Health Network

1:30 pm – 2:30 pm
Breakout Sessions (Collaborative)

5A. The Intersection of Race, Justice and Health: How We Help Our Campuses Heal and Grow

CME:1.0 CHES:1.0 MCHES:1.0 PsyCE:1.0 NBCC:1.0

Post-test questions

Racism has historically impacted the health outcomes of Communities of Color (in particular Black communities) adversely. Recent events such as the disproportionate effects of COVID-19, the surge of police violence, and the subsequent #BlackLivesMatter protests have called to attention the need for college health professionals to examine the role campuses have in addressing these social justice issues. This discussion will focus on antiracist practices campuses can implement to be more inclusive and socially conscious.

After this session, attendees should be able to:

1. Describe the risk factors associated with racism on health outcomes.
2. Identify areas of opportunity in developing antiracist campus health practices.
3. Discuss the impact of current social justice issues on Communities of Color related to COVID-19, police violence, and national protests.

Speakers:

- Raphael Coleman, PhD, MPH, Director, Alice! Health Promotion, Columbia Health, Columbia University
- Kelechi Fluit, PhD, MA, Director of Outreach, Howard University
- Sinead Younge, PhD, Professor, Morehouse College

Moderator: Micah Griffin, PhD, MS, MHA, Director of Health Programs, City University of New York- Kingsborough Community College

5B. Telehealth/Telepsych Challenges for College Health

CME:1.0 CHES:1.0 MCHES:1.0 PsyCE:1.0 NBCC:1.0

Post-test questions

Telehealth has been a viable means of providing quality health and mental health care for some time. However, not until the 2020 pandemic forced campus health and counseling to shift almost entirely to telehealth, has it become a mainstay of practice in these settings. This presentation will help campuses navigate this new normal of telehealth by providing the most up to date information on telehealth rules and regulations and best practices as outlined in AAAHC accreditation.

After this session, attendees should be able to:

1. Describe the current federal telehealth policies and how they differ from before COVID-19.
2. Discuss the benefits related to telehealth/telepsych.
3. Identify the challenges related to the implementation of a telehealth/telepsych program.
4. Describe how the AAAHC standards apply to telehealth.

Speakers/moderator:

- Mei Wa Kwong, JD, Executive Director, Center for Connected Health Policy
- Joy Himmel, PsyD, LCPC, NCC, RN

Moderator: Michael Deichen, MD, MPH, Associate Vice President of University of Central Florida Student Health Services

5C. Student Concerns on COVID-19 Campus Life – Student Panel

CME:1.0 CHES:1.0

Post-test questions

The COVID-19 pandemic, the pivot to remote learning, abrupt campus restrictions and closures, and the economic fallout have impacted students financially, academically, socially, spiritually, mentally, and physically. This panel of students will describe the toll the pandemic has taken on their academics and their lives and will also discuss their concerns, needs, expectations, and aspirations for the upcoming fall.

After this session, attendees should be able to:

1. Describe the negative effects of the COVID-19 pandemic and the ensuing economic recession on student health and well-being.
2. Identify the expectations of students upon returning to campus.
3. Discuss the understanding and the likelihood of student adherence to public health prevention measures.

Speakers:

- Dominique Hall, senior, Arizona State University
- Zak Kindl, junior, Washington State University
- Emma McElwee, freshman, Northwestern University
- Andrea Nowakowski, senior, Indiana University
- Issy Rushton, senior, University of South Carolina
- Anya Owens, junior, North Carolina A&T University
- Brian Hall, senior, University of Central Florida

Moderator: Alfiee M. Breland-Noble, PhD, MHSc, is Director of The AAKOMA (African American Knowledge Optimized for Mindfully-Healthy Adolescents) Project and Research Lab, and an Associate Professor of Psychiatry at Georgetown University Medical Center

2:30 pm – 2:45 pm

BREAK

6ABC. You've Prepared, Then Things Go Wrong: A "Live but Virtual" Tabletop Exercise

CME:1.0 CHES:1.0 MCHES:1.0 PsyCE:1.0

[Post-test questions \(Large Schools\)](#)

[Post-test questions \(Medium Schools\)](#)

[Post-test questions \(Small Schools\)](#)

In this functional exercise (essentially a "tabletop exercise" for a virtual symposium), health and well-being leaders from different campuses will face an evolving scenario and "think out loud" as they deal with the crises and curveballs related to re-opening during COVID-19. Attendees can choose to attend a functional exercise for large (over 15,000 students), medium (5,000-15,000 students) or small (under 5,000 students) campuses.

After this session, attendees should be able to:

1. Discuss how to anticipate and prepare for unexpected events as students return to campus.
2. Identify critical thinking skills in responding to crisis events.
3. Explain that there may be different approaches to similar issues.
4. Identify specific issues related to their sized institution.

Speakers:

Large School (>15,000):

- Jake Baggott MLS, FACHA, Associate Vice Chancellor & Executive Director, University of Wisconsin-Madison
- Deborah Beck, MPA, EdD, FACHA, Executive Director of Student Health Services and Healthy Carolina, University of South Carolina
- Jamie Davidson, PhD, FACHA, Associate Vice President for Student Wellness, University of Nevada, Las Vegas
- Sarah Van Orman, MD, MMM, FACHA, Chief Health Officer, USC Student Health

Facilitator: *Lee Pearson DrPH, MS, Associate Dean for Operations and Accreditation, University of South Carolina*

Medium School (5-15,000):

- David Clark, PhD, Associate Vice President of Campus Life, Emory University
- Joanne Clinch, MD, Director of Health Services, Wake Forest University
- Sara Lee, MD, Executive Director, University Health and Counseling Services, Case Western Reserve University
- Mari Ross-Alexander, PhD, LPC-MHSP, Assistant Vice Chancellor for Health and Wellness, North Carolina Central University
- Sharon Rabinovitz, MD, Executive Director of Emory University Student Health Services

Facilitator: *Megan Koeth, MPA, MA, Director of Resiliency, Public Safety Administration, Case Western Reserve University*

Small School (<5,000):

- Andreea Baker, MSN, RN, Director of Student Wellness Center, Concordia University
- Peter Forkner, PhD, Director, Student Health, Counseling and Wellness, Bentley University
- Ilene Hofrenning, MSN, FNP-BC, Health Center Director and Nurse Practitioner, Framingham State University
- Annette Smiach, MSN, FNP-BC, CSN, Seton Hill University Health Services

Facilitator: *Gerri Taylor, MS, APRN-BC, FACHA, Former Associate Dean for Health, Counseling and Health Promotion and Director of the Health Center at Bentley University*

Tabletop Exercise Summary Reports and Closing Remarks

Devin Jopp, EdD, CEO, American College Health Association, and Kim Webb, MEd, LPC, FACHA, Director, Relationship & Sexual Violence Prevention Center, Washington University in St. Louis; President, ACHA

ACHA COVID-19 Resources

ACHA would like to thank the members of the COVID-19 Task Force for their tireless work in disseminating information to the membership and creating valuable tools like the following:

Guidelines on Reopening Campuses

View the ACHA Guidelines: [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era \[pdf\]](#) (posted May 7, 2020).

Checklists for Reopening Campus Medical Services Operations and Mental Health Service Operations

- [Checklist for Considerations Related to Reopening Campus Medical Service Operations](#)
- [Checklist for Considerations Related to Reopening Campus Mental Health Service Operations](#)

The Impact of COVID-19 on College Student Well-Being

ACHA, in collaboration with the Healthy Minds Network, developed a new set of survey items related to students' experiences with the COVID-19 pandemic. The new items focused on students' attitudes, concerns, preventive behaviors, and their perceived supportiveness of colleges and universities related to COVID-19. View a brief [data report](#) which presents results from 18,764 students on 14 campuses that participated in the surveys from late March through May 2020.

COVID-19 Testing: What We Know as of June 3, 2020

See [this brief](#) provided by ACHA's Task Force that provides clarification on testing, including testing priorities and capacity and issues to consider when considering a mass testing or screening program.

ACHA Survey Reports on Health Centers' Pandemic Operating Status and Response

ACHA recently developed and administered two surveys to collect critical data to assist in the study of the COVID-19 pandemic event. The results included in these reports, "The COVID-19 Pandemic's Effect on Campus Health Services," represent a snapshot of the college health services' operating status and response at the time the surveys were conducted:

- [June 2 through June 5, 2020](#)
- [April 6 through April 9, 2020](#)