

## Educational Activity Design Form

Vanderbilt University and Middle Tennessee State University  
Southern College Health Association Annual Conference  
Nashville, TN

CH: Cx Nursing Education, CECH: Certified Health Education Specialists, CME: Cx Medical Education, PsyCE: Psychology

Session	Title and Presenters	Behavioral Objectives	Abstracts	Teaching Strategies	Types of CE and responsibilities track
<b>CONCURRENT SESSIONS</b> <b>Thursday, March 5, 2009 1:00-3:00PM</b>					
<b>SESSION A1</b>  <b>Crescent Room</b>	“Thromboembolic Disease and Contraceptive Choices” Anne Neff, MD Amy Weeks, MD Jonna Whitman, MD	<ol style="list-style-type: none"> <li>1. Describe the relationship between contraceptives and thromboembolic disease</li> <li>2. Discuss the appropriate evaluation of patients with history possible of venous thrombosis prior to the implementation of contraception</li> <li>3. Discuss the appropriate contraceptive choices for women with a possible history of venous thrombosis or other prothrombotic states</li> </ol>	With the known association of contraceptives and venous thromboembolic disease, patients with a possible history of embolic event can prove challenging. Practitioners must implement appropriate evaluation of the patient, balancing the goals of accurate diagnosis and safe, effective contraception. The relationship between contraceptives and thromboembolic disease will be reviewed, and with case studies, evaluation and implementation of appropriate contraceptives for individual patients will be discussed.	Lecture, Panel	CME, CH, PsyCE, CECH I, VI

**Thursday, March 5, 2009 1:00-2:00PM**

<p><b>SESSION A2</b></p> <p><b>Room: Acorn A</b></p>	<p>“<i>Fusobacterium necrophorum</i> Septicemia- a Re-emergence” Patricia Geiger, MD</p>	<ol style="list-style-type: none"> <li>1. Describe the pathophysiology of <i>Fusobacterium necrophorum</i> infections and complications</li> <li>2. Identify clues to early diagnosis of <i>Fusobacterium necrophorum</i> sepsis</li> <li>3. Discuss possible reasons for the re-emergence of <i>Fusobacterium necrophorum</i> sepsis</li> </ol>	<p><i>Fusobacterium necrophorum</i>, part of the normal flora of the mouth and pharynx, can invade the bloodstream and cause a variety of life-threatening conditions such as Lemierre syndrome. Four cases of <i>Fusobacterium</i> septicemia from the ASU Student Health Service will be presented with emphasis on diagnostic challenges and possible reasons for increasing incidence.</p>	<p>Lecture</p>	<p>CME, CH, PsyCE</p>
<p><b>SESSION A3</b></p> <p><b>Room: Acorn B</b></p>	<p>“Psychiatric Concerns in a College Population” Carol Milam, MD</p>	<ol style="list-style-type: none"> <li>1. Identify the primary psychiatric diagnoses/issues in the college age population</li> <li>2. Discuss challenges of treating college age patients</li> <li>3. Review common psychiatric medications and algorithms.</li> </ol>	<p>During this session, the participant will identify the psychiatric illnesses prevalent in the college aged population, understand the challenges in treatment, and become familiar with basic psychiatric medications and algorithms.</p>	<p>Lecture</p>	<p>CME, CH, PsyCE</p>
<p><b>SESSION A4</b></p> <p><b>Room: Acorn C</b></p>	<p>“Stress Management: Keeping Your Batteries Charged” Rosa Thomas, MPH</p>	<ol style="list-style-type: none"> <li>1. Identify your personal sources of stress</li> <li>2. Compare different coping mechanisms for managing stress</li> <li>3. Explore alternative ways for breaking the stress cycle. Practice two stress</li> </ol>	<p>The goal of this session is to educate participants about stress and to promote stress management as a positive lifestyle. This is an interactive workshop where participants will laugh, learn and play.</p>	<p>Lecture Discussion</p>	<p>CME, CH, PsyCE, CECH I, VI</p>

		management techniques			
<b>CONCURRENT SESSIONS BLOCK B</b>					
<b>Thursday, March 5, 2009 2:30-3:30PM</b>					
<b>SESSION B1</b>  <b>Room: Acorn A</b>	“Tissue, Cloth and Light- 40 Years of Hernia Care” John Tarpley, MD	<ol style="list-style-type: none"> <li>1. Identify patients with groin hernias who warrant referral to surgeons</li> <li>2. Compare the indications, costs, outcomes for open vs. minimally invasive repairs</li> </ol>	The evolution of groin hernia care and treatment over the past forty years will be presented. The current indications and options for hernia operations or no operation will be discussed. The introduction and role of prosthetic materials, outpatient procedures, and laparoscopy will be highlighted.	Lecture	CME, CH, PsyCE
<b>SESSION B2</b>  <b>Room: Acorn B</b>	“Advancing the Field of Health Education: Preparing the 21 <sup>st</sup> century Student” Laura Talbott, PhD, CHES Retta Evans, PhD Kelly Ross-Davis, MS Wendy Jefferson, BS Laurie Slay	<ol style="list-style-type: none"> <li>1. Describe a minimum of three changes in the evolving field of health education at the clinical, community and college level</li> <li>2. Identify health education as an allied health profession</li> <li>3. Identify a minimum of three innovative strategies for professional development for use to prepare students entering the field of health education</li> </ol>	The field of health promotion and education has evolved to accommodate the changing global economy and needs of the millennial college student. This panel discussion will feature evidence of disciplinary change based on: professional competencies, the ACHA Standards of Practice in Higher Education, application of strategies for future students, role of college health professionals to recruit interested students into the profession, as well as current faculty and student perspectives on this ever changing and exciting field.	Panel discussion	CME, CH, PsyCE, CECH I, II, VI
<b>SESSION B3</b>  <b>Room: Acorn C</b>	“Concern or Crisis: Eating Disorders in the College Population” Jennifer Nardozzi, PsyD	<ol style="list-style-type: none"> <li>1. Identify signs and symptoms of eating disorder behaviors</li> <li>2. Discuss appropriate ways to intervene with a</li> </ol>	According to statistics from the National Eating Disorders Association (NEDA), eating disorders are on the rise affecting anywhere from 5-10 million people in the United States. Studies indicate that there	Lecture	CME, CH, PsyCE, CECH I, II, IV

		student who is struggling with an eating disorder Compare students who can be treated through the university and those who need a higher level of care for an eating disorder	is an increase in eating disorders in the college population, particularly Bulimia Nervosa. This workshop is designed to identify those individuals on college campuses with eating disorders and to determine appropriate level of care and treatment.		
<b>CONCURRENT SESSIONS (BLOCK C)</b> <b>Thursday, March 5, 2009 4:00-5:00PM</b>					
<b>SESSION C1</b>  <b>Crescent Room</b>	“Rash Decisions: Dermatology on Campus” Michael Smith, MD	<ol style="list-style-type: none"> <li>1. Distinguish between serious skin diseases and how to approach with rational management</li> <li>2. Identify common skin diseases that may interfere with campus activities</li> <li>3. Define cutaneous problems that impact participation in sports</li> </ol>	College health professionals are faced with dermatologic disease on a regular basis. Recognition of serious or life-threatening dermatoses is essential for the safety of students. A differential diagnostic algorithm for serious skin disease, as well as common skin problems that may interfere with campus activities will be discussed.	Lecture	CME, CH, PsyCE
<b>SESSION C2</b>  <b>Room: Acorn A</b>	“Exercise and Physical Activity for Health: How much is Enough?” Jay Groves, EdD	<ol style="list-style-type: none"> <li>1. Review the current public health guidelines for exercise and physical activity</li> <li>2. Review the evidence supporting PA in relationship CHD, diabetes and cancer</li> <li>3. Discuss practical tips for counseling clients in relation to the public</li> </ol>	Data continue to support the fact that the majority of Americans do not get sufficient exercise and/or physical activity to promote or maintain health. In addition, there has been a growing body of evidence over the past 20 years showing a clear relationship between physical activity levels and the incidence of CHD, Type 2 diabetes, stroke, breast cancer and colorectal cancers. This presentation will attempt to help the	Lecture	CME, CH, PsyCE, CECH I, II, VI, VII

		health guidelines for exercise and physical activity	health care professional understand this contrast as well as provide helpful tips for counseling with patients who are motivated to increase the amount of exercise and/or physical activity in their lives.		
<b>SESSION C3</b>  <b>Room: Acorn B</b>	“Measuring College Students’ Values and Beliefs: Developing Measures of Religiosity and Spirituality” Michelle Harcrow, MS	<ol style="list-style-type: none"> <li>1. Define religiosity and spirituality</li> <li>2. Differentiate between religiosity and spirituality</li> <li>3. Discuss scales of measurement for religiosity and spirituality</li> </ol>	Religiosity and spirituality are regarded as having extensive influence on individuals’ cognitions, emotions and behaviors. Studies have suggested lower rates of depression and improved mental health among those who consider themselves to be religious and spiritual among college students. Data collected from a Southeastern university will reveal the reliability and validity of the measures, as well as the scale of the measures.	Lecture	CME, CH, PsyCE, CECH I, IV
<b>SESSION C4</b>  <b>Room: Acorn C</b>	“Managing HPV: A New Era in Patient Care”	<ol style="list-style-type: none"> <li>1. Explain the correct use of HPV testing in the management of ASC-US LSIL in adolescents</li> <li>2. Define the recommended timing for initiation of cervical cancer screening in adolescents</li> <li>3. Discuss information about the natural history of EGW, cervical cancer screening in women with EGW, and the primary goal of EGW treatment</li> </ol>	The Managing HPV: A New Era in Patient Care curriculum on HPV and the adolescent and HPV and External Genital Warts covers the most up to date guidelines on screening, management, and treatment, specifically those of the ASCCP in regards to young women, as well as information about the natural history of EGW, cervical cancer screening in women with EGW, and the primary goal of EGW treatment.	Lecture	CME, CH, PsyCE, CECH I, II, VI

**CONCURRENT SESSION (BLOCK D)**

**Friday, March 6, 2009 8:00-9:00AM**

<p><b>SESSION D1</b></p> <p><b>Room:</b> <b>Acorn A</b></p>	<p>“Recognizing Hereditary Cancer Syndromes in your Practice” Susan Caro, MSN, APNG</p>	<ol style="list-style-type: none"> <li>1. Recognize the characteristics of a family history consistent with hereditary cancer syndrome</li> <li>2. Describe the features of hereditary breast/ovarian cancer, and hereditary colon cancer syndromes</li> <li>3. Identify patients in the practice setting appropriate for referral for cancer risk assessment, counseling and possibly genetic testing</li> </ol>	<p>Advances in cancer genetics in the last 20 years have allowed for improved understanding of hereditary cancer syndromes. Recognizing those at increased risk of developing cancer due to significant family history of cancer provides the opportunity for offering interventions to identify cancers earlier or decrease risk of cancer in those at very high risk.</p>	<p>Lecture</p>	<p>CME, CH, PsyCE</p>
<p><b>SESSION D2</b></p> <p><b>Crescent Room</b></p>	<p>“Healthy Travel Tips for Study Abroad Students” Michael Huey, MD</p>	<ol style="list-style-type: none"> <li>1. Identify factors that affect the health risks of students studying abroad</li> <li>2. Describe safety issues for students studying abroad</li> <li>3. Identify medical issues for students studying abroad</li> </ol>	<p>Every year, increasing numbers of American college students study abroad. This session focuses on healthy travel tips for these students, particularly those traveling to developing countries. Topics include factors that affect health risks, personal safety, mental health, water-borne illness prevention, arboviruses and skin issues.</p>	<p>Lecture</p>	<p>CME, CH, PsyCE, CECH I</p>
<p><b>SESSION D3</b></p> <p><b>Room:</b> <b>Acorn B</b></p>	<p>“Assessing your Student Health Insurance Program: How Much Coverage is Enough?”</p>	<ol style="list-style-type: none"> <li>1. Discuss the historical context of student health, the current climate, and emerging trends</li> </ol>	<p>College administrators are focusing on creating diversity with their student population, students are arriving on campus with immediate and serious</p>	<p>Lecture</p>	<p>CME, CH, PsyCE, CECH I, IV, VI, VII</p>

	Michele Bergonzi, MBA Teresa Koster, BA	2. Identify how to assess the effectiveness and adequacy of a student health insurance program	medical and mental health (or behavioral) needs, and parents are seeking alternative insurance options for their dependent children to offset their rising premiums. What role does the student health insurance plan pay in addressing these issues? This program will look at recent trends in student health and provide a practical framework upon which you can assess the applicability and effectiveness of your program in meeting the campus concerns of today.		
<b>SESSION D4</b> <b>Room: Acorn C</b>	“How do I Look? Body Image, Eating Disorders and Distortion” Karen Starr, LADAC, MAC, PNP	1. Discuss and explain body image and its relevance to college students 2. Differentiate diagnostic criteria for anorexia, bulimia, eating disorders NOS, binge eating and night eating syndrome as well as body dysmorphic disorder 1. List risk factors for eating disorders	An overview of causes and influence of body image on self esteem, historical changes over time and the relationship between body image and psychological disorders. Includes discussion of statistics regarding eating disorders, risk factors and prevention and early recognition of eating disorders. The presentation will also discuss myths regarding eating disorders and the diagnostic criteria for anorexia nervosa, bulimia nervosa, eating disorders not otherwise specified, binge eating disorder, night eating syndrome as well as body dysmorphic disorder.	Lecture	CME, CH, PsyCE, CECH I, VI
<b>CONCURRENT SESSIONS (BLOCK E)</b> <b>Friday, March 6, 2009 9:30-10:30AM</b>					
<b>SESSION</b>	“Working with the	1. Identify the unique needs	College students are becoming addicted to	Small group	CME, CH,

<b>E1</b> <b>Room:</b> <b>Acorn A</b>	Collegiate Addict: What You Need to Know” Amanda Baker, MS and Matthew Russell, MDiv	<ul style="list-style-type: none"> <li>of college students with substance dependency</li> <li>2. Discuss current approaches to treatment and recovery support on college campuses</li> <li>3. Explain strategies for creating and implementing recovery support services on college campuses</li> </ul>	alcohol and other drugs at alarming rates. This presentation focuses on strategies for working with the collegiate addict and on developing an understanding of recovery support and relapse prevention for this population. In addition, this presentation outlines the process of developing recovery support services on college/university campuses.	breakout session	PsyCE, CECH I, II, VI
<b>SESSION E2</b> <b>Crescent Room</b>	“Common Sports Injury Cases” Andrew Gregory, MD	<ul style="list-style-type: none"> <li>1. Diagnose an acute knee effusion and list the five causes</li> <li>2. Differentiate between an ankle sprain and an ankle fracture</li> <li>3. Identify the most commonly fractured bone in the wrist.</li> </ul>	This talk will go over several common sports medicine injuries that are sustained by college age athletes in a case-based format. The session will be interactive covering history, physical exam, imaging, and treatment.	Lecture	CME, CH, PsyCE
<b>SESSION E3</b> <b>Room:</b> <b>Acorn B</b>	“Feed the Future” Tao Bartleson, MSW	<ul style="list-style-type: none"> <li>1. Discuss the needs of students on their campus</li> <li>2. Explain how program works and who is benefiting</li> </ul>	Feed the Future is a program initiated by the KSU Health Clinic and the KSU staff senate to provide students with the basic food necessities in emergency situations. Upon the acceptance of the food, students are asked to participate in a survey regarding mental health, nutrition and financial situations.	Lecture, Panel Discussion	CME, CH, PsyCE, CECH I, II
<b>SESSION E4</b> <b>Room:</b>	“Welcome to the Party: A Sexual Assault Prevention for Freshman”	<ul style="list-style-type: none"> <li>1. Participants will gain a better understanding of the etiology of sexual assault on campuses</li> </ul>	Incidence of acquaintance assault on campuses is very high. In this workshop a curriculum will be presented that has been developed to address the problem. A very	Lecture	CME, CH, PsyCE, CECH

<b>Acorn C</b>	Deborah Bealzey, MA, MSW	today 2. Participants will identify the challenges of sexual assault prevention education on campuses	realistic film is central to the curriculum. The film was created by a team of artists and students who set out to create something honest and real that would say it like it is. The result is a useful tool for anyone doing sexual assault prevention with young adults. The film presents the issue with all the inherent innuendo or subtleties that make this issue difficult to address. View the film and experience the curriculum. <i>This film contains sexual situations and profanity and may not be suitable for all audiences. Trailer can be viewed at <a href="http://www.reelinsight.org/">http://www.reelinsight.org/</a></i>		
<b>CONCURRENT SESSIONS F1</b> <b>Friday, March 6, 2009 11:00AM-12:00PM</b>					
<b>SESSION F1</b>  <b>Crescent Room</b>	“Community Acquired Pneumonia: Update on IDSA/ATS Management Guidelines” Patty Wright, MD	1. Discuss methods used in the diagnosis of CAP 2. Describe the IDSA/ATS treatment recommendations for CAP 3. Discuss the available vaccines to prevent CAP	A discussion of the Infectious Diseases Society of America (IDSA) and the American Thoracic Society's (ATS) guidelines on the management of community acquired pneumonia (CAP) with a focus on diagnosis, treatment, and prevention of CAP. Particular attention will be given to CAP issues common to the college health field, including outpatient antibiotic therapy and indications for hospitalization.	Lecture	CME, CH, PsyCE
<b>SESSION F2</b>  <b>Room: Acorn A</b>	“Protect Your Students, Protect Yourself” Beth Turbitt and Lauren Green	1. Identify the various risks of participating in the activity of being a student 2. Identifying and	This presentation will provide an overview of the daily exposures inherent in the activity of being a student, i.e., health, safety during educational and	Lecture	CME, CH, PsyCE, CECH I, II, VI, VII

		<p>explaining the financial and fiduciary risks of the institution impacted by the management of the student exposures</p> <p>3. Providing suggestions for risk management and transference of the student exposure to mitigate financial and fiduciary risks</p>	<p>leisure travel, and medical treatment for accidental injuries. Also included, will be a general discussion identifying financial and fiduciary risks (general liability and errors and omissions) which could be influenced by the management of the student exposure. The presentation will conclude by offering insurance coverage solutions to protect the students and mitigate the exposure of the institution.</p>		
<p><b>SESSION F3</b></p> <p><b>Room: Acorn B</b></p>	<p>“Ethical Considerations in Campus Alcohol and Drug Counseling” (Rev) Dorothy Gager, LCSW, MDiv</p>	<ol style="list-style-type: none"> <li>1. Describe and compare approaches that different colleges and universities use in alcohol and drug policies</li> <li>2. Identify other factors guiding college health professionals in approaching A&amp;D issues</li> <li>3. Discuss ways of integrating various factors in an ethical framework</li> </ol>	<p>All colleges and universities have policies about the use of alcohol, usually coming from the Conduct perspective. Their actual implementation may range from strict enforcement to “look the other way” and from total abstinence to harm reduction for underage students. College health professionals need to be guided by institutional policy, state and local laws, professional codes of ethics, research-based best practices, pragmatic considerations of the campus culture, and personal ethical considerations. This program will provide information on these possibly-conflicting perspectives, framework for viewing them from an ethical viewpoint, and a forum for exchange of ideas and practices.</p>	Lecture	CME, CH, PsyCE, CECH I, II, VI
<p><b>SESSION F4</b></p>	<p>“Childhood and Young Adults Cancer</p>	<ol style="list-style-type: none"> <li>1. Describe childhood cancer treatment late</li> </ol>	<p>1 out of 6500 children will develop childhood cancer. Today over 75% will</p>	Lecture	CME, CH, PsyCE

<b>Room: Acorn C</b>	Survivorship: Case Presentation” Travis Bowles, MD	<ul style="list-style-type: none"> <li>effects</li> <li>2. Define prevalence and scope of the effect of childhood cancers on the adult population</li> <li>3. List specific treatments that are particularly prone to cause late effects after cancer cure</li> </ul>	be cured of their original disease. In America it is estimated that there are over 200,000 adults who have survived childhood cancer. However, there is a price for such a cure. Many of these patients will develop late effects many years later into adulthood. Therefore, it is imperative that young adult providers are aware of these late effects.		
<b>LUNCH KEYNOTE SPEAKER</b> <b>Friday, March 6, 2009 12:30-2:00PM</b>					
<b>Room: Parthenon</b>	“An Update on Immunizations in Adolescents” Kathryn Edwards, MD	<ul style="list-style-type: none"> <li>1. Describe the current vaccines available and recommended for the young adult population</li> <li>2. Explain consequences of improper or inadequate immunization</li> </ul>	In this presentation, new vaccines used in adolescents and young adults will be reviewed. These vaccines include acellular pertussis vaccines, meningococcal conjugate vaccines, human papillomavirus vaccines, and influenza vaccine.	Keynote lecture	CME, CH, PsyCE, CECH I
<b>CONCURRENT SESSIONS (BLOCK G)</b> <b>Friday, March 6, 2009 2:30-4:00PM</b>					
<b>SESSION G1  Crescent Room</b>	“Fine-Tuning HIV/STI Prevention Counseling...in the Key of C” William Hight, PhD Maureen Stewart	<ul style="list-style-type: none"> <li>1. Explain correct information regarding two HIV/STI transmission and prevention myths</li> <li>2. Identify two ways HIV/STI stigma impacts health services on a college campus</li> <li>3. List three credible HIV/STI referrals for students and</li> </ul>	The challenges of HIV/STI prevention with college students in 2009 will be addressed in this session. Effective communication strategies for HIV/STI prevention including, how to address myths about transmission and prevention, how to talk about it, the impact of HIV stigma, and useful referrals for students and professionals will be targeted topics. Ample flexibility and time for attendee concerns and questions will be provided.	Small group breakout session	CME, CH, PsyCE, CECH I, VI

		professionals			
<b>Friday, March 6, 2009 2:30-3:30PM</b>					
<b>SESSION G2</b>  <b>Room:</b> <b>Acorn A</b>	“Evaluation of Thyroid Nodules” Lee Parks, MD	<ol style="list-style-type: none"> <li>1. Discuss the various imaging and laboratory modalities used to assess thyroid nodules</li> <li>2. Identify the most efficient choice of the various studies</li> </ol>	Thyroid nodules are a common finding, even among young adults. Evaluation to reasonably exclude the small but real risk of malignancy is necessary. Various options to assess these include clinical exam, sonography, nuclear imaging, and fine needle aspiration. Seldom are all of these studies needed, and a rational approach to individualize assessment is essential for the efficient and cost-effective management of thyroid nodular disease.	Lecture	CME, CH, PsyCE
<b>SESSION G3</b>  <b>Room:</b> <b>Acorn B</b>	“Serving Our Lesbian, Gay, Bisexual, Transgender, Queer and Intersex Students: Updates, Trends, and Strategies” Nora Spencer, MFA	<ol style="list-style-type: none"> <li>1. Differentiate sex from gender identity from sexual orientation, and recognize the five most common LGBTQ identities</li> <li>2. List six aspects of health and wellness that show trends unique to LGBTQ individuals</li> <li>3. Identify three ways in which programs, offices or clinics can become more welcoming to LGBTQ individuals</li> </ol>	This session offers an up-to-the-minute overview of lesbian, gay, bisexual, transgender, and queer identities, paying particular attention to issues of health and wellness that arise in traditionally college-aged individuals. Topics will range from the coming out process, body image issues, substance abuse, intimate partner violence, harassment, and online dating. We will discuss ways in which student health centers can become a safer, more inclusive space for LGBTQI students and grow in their ability to serve them.	Lecture	CME, CH, PsyCE, CECH I, II, VI
<b>SESSION G4</b>	“Syncope: Evaluation and Management” Satish Raj, MD	<ol style="list-style-type: none"> <li>1. Identify evaluation tools in syncope</li> <li>2. Describe the importance</li> </ol>	Syncope is a common medical problem, especially among college age students. While the majority of syncopal spells are	Lecture	CME, CH, PsyCE

<b>Room: Acorn C</b>		of cardiac syncope 3. Describe treatment of neutrally mediated syncope	“benign,” there are some causes that might be warnings of future sudden cardiac death. In this session, we will review the epidemiology of syncope, and discuss a rational approach to evaluation that focuses on effective risk stratification of patients. We will then review management approaches to the most common cause of syncope, neutrally mediated (vasovagal) syncope.		
<b>CONCURRENT SESSION (BLOCK H) Friday, March 6, 2009 4:00-5:00PM</b>					
<b>SESSION H1  Room: Acorn A</b>	“Environment of Care 101 for the Non-accredited SHS” Lynn Tabor, MBA	<ol style="list-style-type: none"> <li>1. List seven major areas of focus for an effective environment of care</li> <li>2. Identify emergencies that may warrant annual drills</li> <li>3. Identify key staff in managing the environment of care</li> </ol>	This program is designed for the benefit of non-accredited Student Health Services (SHS’s). The University of Georgia Health Center is accredited by the Joint Commission (JC). Accreditation requires an SHS to deal with stringent standards that address its environment of care, including safety, security, hazardous materials and waste, fire safety, medical equipment, utilities, and emergency management. Because most SHSes are not accredited, this presentation was conceived and developed to assist non-accredited SHSes with management of their environment of care.	Lecture	CME, CH, PsyCE, CECH V
<b>SESSION H2  Crescent Room</b>	“An STD Update: What Providers Need to Know” Lucy Koroma, MSN, WHNP-BC	<ol style="list-style-type: none"> <li>1. Identify asymptomatic infected individuals who are unlikely to seek diagnostic and treatment services</li> </ol>	The objective of this talk is to update health care (ask if one or two words) professionals on diagnosis and management of STDs. Clinicians must be aware of the latest effective treatment	Lecture	CME, CH, PsyCE, CECH I, VI, VII

		<ol style="list-style-type: none"> <li>2. Describe effective diagnosis and treatment of the infected individuals</li> <li>3. Discuss evaluation, treatment, and counseling of sex partners of persons who are infected with an STD</li> </ol>	<p>modalities if the burden of disease is ever to significantly decrease. Therefore, providers must be able to identify asymptomatic patients. Infection occurs secondary to patients' knowledge deficit about the disease process which then leads to partners not being treated appropriately. Consequently, providers should know how to evaluate, treat, and counsel sex partners of persons who are infected with an STD.</p>		
<p><b>SESSION H3</b></p> <p><b>Room: Acorn B</b></p>	<p>“The Good, the Bad and the Ugly of Tobacco Use and Cessation” Barbara Forbes, MSN, GNP</p>	<ol style="list-style-type: none"> <li>1. Outline effective behavioral modification strategies for patients with nicotine addiction/dependence</li> <li>2. Describe the pharmacologic interventions useful for tobacco cessation</li> <li>3. Identify programs that support successful cessation for patients</li> </ol>	<p>Tobacco is a chronic condition. There is no small amount that is safe. It is a learned behavior that has a high potential of nicotine addiction with continued use. Quitting is difficult and, for the addicted user, can be accompanied with uncomfortable withdrawal symptoms. Developing a plan, using behavioral changes and appropriate medication, quitting can become a manageable process.</p>	Lecture	CME, CH, PsyCE, CECH I, II, VI
<p><b>SESSION H4</b></p> <p><b>Room: Acorn C</b></p>	<p>“A Balancing Act: Self Care, Health, and Professional Behavior” Scott Rodgers, MD</p>	<ol style="list-style-type: none"> <li>1. Define challenges facing students in medical schools today.</li> <li>2. Describe the Vanderbilt Student Wellness Program.</li> </ol>	<p>The Vanderbilt School of Medicine Wellness Program is designed to promote the health and well-being of the students in all four years of training. The program consists of three components: The Advisory College Program, VMS Live, and the Student Wellness Committee. Through well-coordinated programming efforts, the medical students have</p>	Lecture	CME, CH, PsyCE, CECH I, II, VI

			opportunities to participate in a wealth of wellness activities during the year. The Student Wellness Program is only three years old, but its impact is already being recognized by students according to surveys we have administered.		
<b>KEYNOTE SPEAKER-BREAKFAST</b> <b>Saturday, March 7, 2009 7:30-9:00AM</b>					
<b>Room:</b> <b>Parthenon</b>	“Cultural Competency Issues Impacting Practice” Jana Lauderdale, PhD	<ol style="list-style-type: none"> <li>1. Discuss the impact of diversity on the health care system</li> <li>2. Identify benefits &amp; barriers to increasing workforce diversity</li> <li>3. Discuss how cultural competency can impact the populations we serve</li> <li>4. Explore strategies for increasing cultural diversity/competency in the health care workforce</li> </ol>	As health care professionals we must ensure we are providing the highest quality of care possible to the individuals, families and communities we serve, regardless of ethnicity, background, gender or lifestyle. One way to accomplish this is to develop our understanding of and the need for incorporating a culturally competent skill set into our practice.	Lecture	CME, CH, PsyCE, CECH I, II, VI, VII
<b>CONCURRENT SESSIONS (BLOCK I)</b> <b>Saturday, March 7, 2009 9:30-10:30AM</b>					
<b>SESSION I1</b>  <b>Room:</b> <b>Acorn A</b>	“The Track Team is Going Where??? Starting a Travel Clinic at Your College” Eric Clark, MD	<ol style="list-style-type: none"> <li>1. Identify travel clinic startup requirements</li> <li>2. Discuss considerations in offering travel clinic services</li> </ol>	Discussion of travel clinic startup tailored to those contemplating the addition of travel medicine services. Lecture focuses on the practical details of startup as well as which services to provide.	Lecture	CME, CH, PsyCE, CECH V
<b>SESSION I2</b>	“The Endearing 2101’s: A Harmonious Relationship Between	<ol style="list-style-type: none"> <li>1. Describe the fluid and adaptable collaborative model of offering</li> </ol>	This program will introduce and describe a longstanding collaboration between a student health center and academic	Lecture, Discussion	CME, CH, PsyCE, CECH I, II

<b>Room: Parthenon</b>	Student Health and Academia” Ed Mink, EdD Susan Rausch, PhD, CHES Mary Wyandt-Hiebert, PhD, CHES	academic credit behavior change courses 2. Explain how to initiate and develop similar programs on other campuses	department. The Lifestyle Improvement Services (HLSC2101) comprises or variety of holistic health courses, granting academic credit, that emphasize student health behavior change, rather than simply knowledge acquisition. Health Educators function as faculty providing a unique set of opportunities to promote health and wellness. This special topics model is very adaptable and wildly popular among students.		
<b>SESSION I3  Crescent Room</b>	“Tick-Borne Infectious Diseases” Karen Bloch, MD	1. Discuss clinical presentation of tick-borne diseases 2. Identify the strengths and limitations of available testing modalities 3. Discuss treatment options for tick-borne diseases	Tick-borne infections, including Rocky Mountain spotted fever and human monocytic ehrlichiosis are common causes of febrile illnesses in the Southeast US. Empiric treatment should be considered in college students presenting with a non-localizing fever during spring, summer and fall months.	Lecture	CME, CH, PsyCE
<b>SESSION I4  Room: Acorn B</b>	“The WCU Health Corps: College Students Presenting Health Education to Children” Gayle Wells, PhD	1. Discuss the creation of health education service learning projects that create a learning opportunity for college students and elementary schoolchildren 2. Identify partnerships for health education mentoring programs on a college campus 3. Discuss lessons learned with the first years of the	The WCU Health Corps is a health education service project that bridges three populations: college students, local teachers, and school children. The program addresses children’s health issues related to nutrition, fitness, and substance use. College students enrolled in an academic health course planned, implemented, and evaluated their health programs for local school children. Creating a similar program on other campuses, building partnerships, lessons learned and future planning for the	Lecture	CME, CH, PsyCE, CECH I, II

		Health Corps	program will be addressed.		
<b>SESSION I5</b>  <b>Room: Acorn C</b>	“Women and Migraine” Tieraona Low Dog, MD	<ol style="list-style-type: none"> <li>1. Define menstrual migraine</li> <li>2. Differentiate between menstrual migraine and non-menstrual related migraine</li> <li>3. Identify at least 5 behavioral and lifestyle modifications and other non-pharmacologic management of migraine</li> </ol>	Of all types of migraines, those associated with menstruation tend to be the longest-lasting, most severe, and most confusing and difficult to treat. Prophylactic and acute treatments are available to reduce the impact of menstrual migraine once an appropriate diagnosis is made. Yet despite the high prevalence of migraines among women of childbearing age and the functional impairment caused by these headaches, health professionals routinely under-diagnose menstrual migraine. The goal of this program is to improve provider competence in recognizing, discussing, diagnosing, and treating menstrual migraine with their female patients.	Lecture	CME, CH, PsyCE, CECH I, VI
<b>CONCURRENT SESSIONS (BLOCK J)</b> <b>Saturday, March 7, 2009 11:00-12:00PM</b>					
<b>SESSION J1</b>  <b>Crescent Room</b>	“CA-MRSA in Student Health and Sports” Michael Huey, MD	<ol style="list-style-type: none"> <li>1. Discuss the presenting history and physical findings of CA-MRSA infection</li> <li>2. Discuss treatment of CA-MRSA infections</li> <li>3. Review the prevention of spread and control of</li> </ol>	The presenter, a primary care sports medicine team physician, will review the pathophysiology and epidemiology of community-acquired methicillin-resistant staph aureus (CA-MRSA) infectious, diagnosis, treatment, preventions of spread and control of outbreaks. Case examples will be used. This talk is a	Lecture	CME, CH, PsyCE, CECH I, IV

		outbreaks of CA-MRSA infections	repeat/update of a popular session at the 2007 SCHA meeting.		
<b>SESSION J2</b>  <b>Room: Acorn A</b>	“New Directions in College Health” Alan Glass, MD	<ol style="list-style-type: none"> <li>1. Identify the factors affecting the health of college and university students</li> <li>2. Contrast current and past priority issues in the practice of college health</li> <li>3. Discuss how changes in these issues affect the work that we do on our campuses</li> </ol>	The field of college health is a rapidly evolving one. We have come a long way from our origins over a century ago, and our relationship with higher education has also changed along with us. We will explore the origins of the practice of college health and propose new ways of looking at the concept of “student health” in the context of the institutions of higher education that we partner with. Looking at our future will involve the discussion of globalization, health insurance, student diversity, infectious disease threats and student mental health needs. We will find some comfort in the appreciation that some aspects of college health will always be the same.	Lecture	CME, CH, PsyCE, CECH I, II, V, VI, VII
<b>SESSION J3</b>  <b>Room: Acorn B</b>	“Planning, Conducting and Evaluating a Mass Casualty Drill” Lynn Tabor, MBA	<ol style="list-style-type: none"> <li>1. Explain the importance of emergency drills</li> <li>2. Identify people involved in a mass casualty drill</li> <li>3. Delineate methods of evaluating a drill</li> </ol>	This presentation will address many of the details involved in planning, conducting, and evaluating a mass casualty drill. Recommendations will be provided regarding people to involve in the drill, campus departments with which to collaborate, and various methods of drill evaluation.	Lecture	CME, CH, PsyCE
<b>SESSION J4</b>  <b>Room:</b>	“Say it so they Listen” Schatzie Brunner	<ol style="list-style-type: none"> <li>1. Describe the power of connection: speaking from the heart in a way that forms real</li> </ol>	Schatzie Brunner is a former CNN anchor who brings the techniques she learned in the newsroom to her current roles as a	Lecture, Small group Breakout Session	CME, CH, PsyCE, CECH I, VI

<b>Parthenon</b>		relationships that matter in the marketplace 2. Explain how to be the best of who you are in order to lead discussions with confidence and composure	professional speaker, author, columnist, and coach. Schatzie’s inspirational keynote presentation demonstrates how business persons can contribute to their corporation by developing their communication skills. Using personal stories and interactive exercises, she teaches your group the skills that give them the competitive edge in the marketplace.		
<b>SESSION J5</b>  <b>Room: Acorn C</b>	“The Disease of Addiction” Steven M. Lynn, MD	1. Explain the disease concepts of addiction 2. Discuss the treatment of addictions 3. Discuss the relevance to college students	Presentation on the basics of alcohol dependence and drug addiction—prevalence, history, etiology, neurobiology and treatment. The presentation will conclude with a segment on college students.	Lecture	CME, CH, PsyCE, CECH III, VI, VII
<b>Backup Talks for Cancellations</b>					
1 hour	“Now What? Hot Topics in Administration” Jennifer Swails, MS, MBA	1. List the hot topics institutions are experiencing at the time 2. Compare hot topics on other campuses with what an individual is experiencing at his/her own campus 3. Discuss hot topics by sharing what is being done at other institutions and suggesting	Indicative from the daily posts on the ACHA listserv, student health services reach out to each other in a collaborative effort to approach issues faced on campuses. Some topics are omnipresent (e.g., budget or insurance) while others are a sign of the times (e.g., SARS or electronic medical records). The intent of the presentation is to list current topics, prioritize them and discuss as a group or in small group break outs.	Lecture, Small Group Break Out Session	CME, CH, PsyCE, CECH VI, VII

		approaches to resolve them			
1 hour	<p>“Medical Grand Rounds – Unusual Cases in a College Health Clinic” Louise Hanson, MD</p>	<ol style="list-style-type: none"> <li>1. Identify serious chronic health conditions that may present in the college years</li> <li>2. Discuss common symptoms in the college health population that may represent uncommon diseases</li> <li>3. List some of the diseases that the increasingly diverse population in our midst may bring to a college health center</li> </ol>	<p>The vast majority of the patient population in the college health setting is healthy and requires care for acute injuries and illnesses and needs on-going preventive health maintenance and education. However, the college health population is also at an age where chronic health conditions are diagnosed. In addition, the increasing diversity of our population means that those in college health will encounter less common diseases and also less common manifestations of common diseases. In this case based presentation, I will review a variety of interesting cases seen at our Health Center over the last several years. Each of these cases provides an opportunity for learning and experience that will impact care of our future patients.</p>	Lecture	CME, CH, PsyCE