

ACHA  **2026**

UPLIFTING RESILIENCE
Strategies in Campus Health and Well-Being

DENVER | MAY 26-30



**POSTER
ABSTRACT BOOK**



**AMERICAN
COLLEGE
HEALTH
ASSOCIATION**

Poster Abstract Book

P1. Mixing Coping Strategies, Healthy And Risky Behaviors Co-Occurrence Among College Students

Remilekun Adeniyi-Jones, MA, Florah Aluoch, MPH, Opu Asaduzzaman, Anita Silwal, PhD, and Umme Fathia Rahman, MA (Oklahoma State University)

College students employ both adaptive coping strategies (e.g., exercise, social support, and maladaptive strategies (e.g., alcohol or drug use) to manage stress. These behaviors often co-occur, yet their combined effect on mental health remains underexplored. This study investigates how the simultaneous use of adaptive and maladaptive coping strategies relates to student well-being, and whether their interaction produces offsetting, amplifying, or neutral effects on psychological health.

P2. Emerging Health Challenges: Early-Onset Co-Occurrence of Chronic Diseases Among Young Adults with High Cholesterol Across Socioeconomic Groups in the U.S.

Nawal Ahmed (Oklahoma State University)

This study examines the prevalence and patterns of chronic illnesses co-occurring with early-onset high cholesterol in young adults. Analysis of population-based data demonstrates multimorbidity disparities across socioeconomic groups and identifies early intervention opportunities. Results underscore the complex interplay between lifestyle, healthcare access, and social determinants, emphasizing the urgent need for targeted public health strategies to prevent further chronic disease in vulnerable populations.

P3. Patterns and Disparities in Mental Health Treatment: A Four-Week Prescription and Counseling Study

Florah Aluoch, MPH, Remi Adeniyi-Jones, MA, Keerthi Desaboina, Anita Silwal, PhD, and Umme Fatiha Rahman, MA (Oklahoma State University)

This poster explores mental health treatment patterns, focusing on prescription medication and counseling over the past four weeks. It investigates prevalence rates, demographic differences, and barriers to care. Additionally, the study examines the relationship between medication use and therapy, highlighting factors influencing access and utilization. Key findings aim to inform strategies for improving mental health services, addressing gaps in treatment, and understanding demographic disparities.

P4. The Undergraduate College Journeys of Students with Lived Experience in Foster Care.

Evelyn Anderson, EdD (Community College of Philadelphia)

Undergraduate college students with lived experience in foster care are less likely to graduate from college than any other student group due to instability in placement, schooling, and mental health challenges as a result of time spent in the child welfare system. Only 3-10% of undergraduate students with a background in foster care successfully earn a college degree, with a large majority graduating with an associate degree (Avant et al., 2021; Jackson et al., 2019). This study used a qualitative approach to learn about the college journeys of students entering college with a background in foster care. Through semi-structured interview questions, 10 participants described their experiences navigating college after foster care. Of the 10 participants, 3 had successfully earned an undergraduate degree while the others were currently enrolled in an undergraduate program. During this inquiry, six prominent barriers emerged: a difficult transition to college, mental health challenges, issues navigating the financial aid process and financial hardship, housing insecurity, reaching for academic success, and limited availability of informal social support. The study revealed that while to some extent, most college students initially struggle with the transition to college, these participants with lived experience in foster care, described their transition as deeply lonely, scary, and uncomfortable.

P5. Navigating Crisis: Barriers and Facilitators of 988 use, Help-Seeking, and Substance Use among LGBTQ+ College Students

Haleigh Armstrong, Katie Hurley, Jackie Yang, MA, Jordan Westcott, PhD, and Afroze Shaikh, PhD (The University of Texas at Austin)

LGBTQ+ students are at elevated risk of suicide and thus have greater need for crisis services. One such resource is the 988 Suicide and Crisis Lifeline, a call, text, and chatline available to individuals at risk of suicide. We will present original research findings regarding suicide risk, substance use, knowledge of the 988 Lifeline, and predictors of help-seeking from a crisis line among a sample of LGBTQ+ college students from a large urban university.

P6. Bridging the Gap: Pop-Up Clinics as a Pathway to Improving Women's Health Access

Julie Baker-Townsend, DNP, APRN, WHNP-BC, FNP-BC and Amy Howell, MS (University of North Florida)

This poster presentation explores the historical evolution and contemporary relevance of pop-up clinics on college campuses. It highlights the growing need for accessible women's health services in higher education settings, particularly in light of legislative shifts. The presentation outlines key components for establishing an educational and prescriptive pop-up contraceptive clinic, including promotional strategies, staffing requirements, necessary equipment, and educational materials. Practical recommendations for optimizing clinic success will also be shared.

P7. Streamlining Study Abroad Physicals: A High-Volume Clinic Approach

Jennifer Boes, RN, BSN and Tammy Ostroski, DNP, MBA, FNP-BC (Indiana University)

This poster outlines the design and implementation of a centralized, high-volume physical exam clinic developed to support study abroad students requiring medical clearance. It explores clinic structure, efficient scheduling methods—including weekend clinics and block appointments—and evaluates the effectiveness of a centralized model in managing large-scale clearance demands. Drawing on best practices, operational data, and student feedback, this poster offers a replicable framework for institutions seeking to streamline pre-departure health requirements for outbound student travelers.

P8. Loss of Protective Hepatitis B Surface Antibody Among Health Professional Students at a U.S. Academic Medical Center, Matriculation Year 2025

Paul Broker MD, AAHIVS, Shauna Mathew APRN, MS, FNP-C, Randall Duff BSN, RN, and Laura Murphy BSN, RN (University of Texas Southwestern Medical Center)

Many health professional students matriculate without hepatitis B surface protective antibody (anti-HBs). At a large academic medical center 60% demonstrated non-protective anti-HBs levels (<10 mIU/mL). This describes prevalence by program, standardized management for non-responders, and implement quality improvement workflow to ensure HBV protection before clinical exposure. Findings highlight waning immunity among young adults and underscore the importance of streamed serologic screening and revaccination processes within college health settings to promote student safety and compliance.

P9. Addressing Eco-Anxiety Through the UC Climate Resilience Course

Larisa Castillo, PhD (University of California, Irvine); Pei Qi Tea, BSc and Advaita Dubey (University Of California San Francisco)

Eco-anxiety affects over half of young adults, impairing daily functioning. Following a 10-week educational intervention that yielded improvements in mental health and climate self-efficacy (n=150), our preliminary findings from qualitative interviews (n=20) reveal that collective mindfulness practices in nature cultivate sociability, internal coherence, psychological safety, and connection with nature. These outcomes support the ability to hold hope and hopelessness simultaneously - a capacity essential for sustained engagement in climate action.

P10. Implementation of a Full Semester Healthcare Literacy Course in a Private University Setting

Talya Cohen-Neamie, MS2, Tanusha Tholla, and Samara Ruberg, MPH (Boston University); Zoe Solberg (HealthPair Nonprofit)

Introduction: Over a third of American adults lack competent healthcare literacy skills with over half of young adults aged 19-25 accounting for total ED visits, causing greater healthcare expenditures and worse health outcomes. Objective: A peer-reviewed full-semester healthcare literacy course was developed and implemented at Boston University for undergraduate students with themes of health insurance navigation, emergency service preparation, and self-advocacy trainings. The pilot course is evaluated through an IRB-approved research study for further analysis.

P11. Creating a Neuroaffirming Group: Lessons Learned

Gina Condi, PMHNP (University of Virginia)

This poster delineates the research, planning and implementation process of forming an undergraduate support group for neurodivergent students. Autistic students commonly require additional psychological support and accommodation.

This group was designed as a primary, secondary and tertiary prevention strategy by enhancing peer connection and focusing on student-lead discussion germane to the lived experience of Autism.

P12. Reel Influence: Using Peer-Generated Social Media Content to Encourage Vaccination in a Hesitant College Population

Elizabeth Crawford, PhD (Fayetteville State University); Mary Larson, PhD, MPH, CHES and Megan Orr, PhD (North Dakota State University)

Vaccination rates among college-aged Americans, particularly in rural areas, were lower during the SARS-CoV-2 era. Politics, gender norms, and misinformation influence vaccination rates. This research is informed by qualitative research, collaboration with college-aged audience members who created social media content promoting vaccination, and social media analysis to optimize budgeting and outreach strategies. Preliminary results reveal that student-generated content increases engagement and as a result could mitigate hesitancy among resistant college-aged audiences, particularly men.

P13. Implementation of a Registered Nurse Case Management Program in Student Health

Mollie DelVecchio BSN, RN, AMB-BC and Crystal DeJesus BSN, RN, AMB-BC (George Mason University)

Using the ANCC Nursing Case Management Resource Manual as a guide, this poster will explain what a nursing case management program in a college health setting is. Implementation guidelines and program goals will be identified. Attendees will read successful case studies of nursing case management and be able to visualize successful implementation of a program in their own college health setting. Examples of intake forms and processes for care management will be shared.

P14. Mental Health Trends in Faculty and Staff from 2019-2023: Results from the ACHA-NFSHA

Lori Dewald, EdD, ATC, MCHES, F-AAHE (Southern Illinois University - Carbondale); Faith DeNardo, PhD, CHES (Bowling Green State University); Marguerite O'Brien, MSW (Coastal Carolina University); Shari Landmark, MS (SD State Miller Wellness Center); Anu Raisanen, PhD, MHSc, CSCS, DiplBLM (Elon University); Nikki Brauer, MS, CHWC, COEE, CWPM (Illinois State University)

The National Faculty and Staff Health Assessment (NFSHA) has been available since 2019 and is a companion survey to the ACHA-NCHA survey. The health and well-being among faculty and staff is an important issue within college health. This research poster highlights the mental health related data from the NFSHA and provides trend data associated with faculty and staff mental health. Suggestions for mental health interventions for faculty and staff will be provided.

P15. Working as a Clinic Volunteer Boosts Students' Well-Being Indicators

Sarah Doss, MD, MPH and Sochinenye Ikemefuna, MBA (Texas State University)

This original research project explores the impact of volunteer work on students' self-assessed well-being indicators. Students completed a survey of well-being indicators both before and after they worked for several months as volunteers in a clinic. Statistical analysis was used to identify significant changes. This study provides evidence that volunteer work may be an effective strategy to improve students' well-being.

Cancelled by Presenter: P16. Leveraging Social Media to Promote “Anta Bekhair”: Empowering Culturally Tailored Mental Health Screening in the Middle East

Ahmed Azzam Farroukh, MA (Hamad Bin Khalifa University, Qatar)

The “Anta Bekhair” initiative at Hamad Bin Khalifa University (HBKU) addressed mental health stigma and low counseling service use in Middle Eastern societies. Using social media campaign shared bilingual posts, videos, and infographics to promote well-being, normalize emotional struggles, and link users to mental health screenings. Culturally resonant content, student testimonials, and ambassador collaborations enhanced engagement and credibility. Data on reach, interaction, and screening rates showed improved participation and positive attitude shifts. Common issues identified included bipolar disorder, OCD, behavioral addictions, and somatic symptoms. The initiative illustrates how social media can drive culturally sensitive mental health awareness.

P17. CSU Mountain Campus Health & Wellbeing Integration: Ensuring Student Success in Field-Based Natural Resource Education

Stacey Fitzpatrick, LCSW, Amanda Webb, RN, and Shana Ryken, LCSW (Colorado State University)

We discuss factors of student health and wellness at the Colorado State University Mountain Campus that necessitate integrated behavioral health support. We describe behavioral health preliminary partnership at Mountain Campus during the Summer 2025 academic session to address student mental health needs. Additionally, we suggest further programming to integrate behavioral health services at CSU mountain campus which we propose will promote and uplift the CSU Principles of Community: Inclusion, Integrity, Respect, Service and Social Justice.

P18. The Collegiate Health Equity Framework: A Grounded Theory for Researchers and Practitioners in College Health.

Pasquale Frisina, PhD, MBA, CSSMBB (Princeton University)

This poster presents original research introducing the Collegiate Health Equity Framework (CHEF), an empirically developed, ten-domain model designed to define, measure, and advance health equity within college health. Using grounded theory methodology, CHEF synthesizes national frameworks (CDC, IHI, RWJF) and qualitative analyses to clarify equity concepts, identify systemic barriers, and guide institutional strategies. Findings highlight actionable, data-driven practices that promote inclusive, equitable, and continuously improving campus health systems.

P19. The Role of Primary Care Unit on a Private Comprehensive University Campus in Japan

Mika Fujimoto, MD, PhD, Jin-Ichi Hida, MD, PhD, Yuji Tohda, MD, PhD, Sayaka Kai, MD, Mamoru Hashimoto, MD, PhD, Yasufumi Shigeyoshi, MD, PhD and Masato Muraki, MD, PhD (KINDAI University)

The clinical primary care units, established at the university's main campus health center in 2017, provide insurance-covered medical treatment. Patient visits, which numbered 6,489 in 2019, have been returning to pre-COVID-19 levels. We reviewed medical records to identify the diseases for which students sought care and also report on health promotion activities with students at a private comprehensive university in Japan.

P20. A Survey of Diet, Lifestyle and Health Status of Japanese University Students

Mika Fujimoto, MD, PhD, Jin-Ichi Hida, MD, PhD, Sayaka Kai, MD, Mamoru Hashimoto, MD, PhD, Yuji Tohda, MD, PhD, Yasufumi Shigeyoshi, MD, PhD, and Masato Muraki (KINDAI University)

We conducted a systematic web-based survey at the main campus of our university, which has with more than 25,000 students, in 2023. The survey covers the dietary habits and health status. Regular health checkups in our university show that many students are either overweight or underweight. This study examines the dietary habits and health status of Japanese comprehensive university in Japan.

P21. Hooked on Healthyhorns Week: A Comprehensive Initiative Bridging University Health Services with the Student Body

Mehak Gab, Ama Abeynayake, Neha Darimadugu, and Riya Patel (The University of Texas at Austin)

To many students, college serves as a new world of experiences; however, due to the immense number of programs offered by colleges, campus health services often remain underutilized. Thus, Hooked on Healthyhorns Week serves as an outreach initiative with each day of the week uniquely engaging students with a unique health service. Ultimately, the series of events bridges the gap by increasing student awareness of physical and mental health services available on campus.

P22. Passport to Healthy Travel: Creating a Comprehensive Educational Tool for College-Aged Travelers

Margaret Galvan, CRNP (Haverford College)

This poster describes the development and implementation of a comprehensive educational tool designed to standardize travel health visits for college-aged travelers. Guided by CDC and ISTM recommendations, the tool promotes consistent counseling on immunizations, disease prevention, and health preparedness among all providers in our clinic. The poster highlights practical applications to improve student readiness for safe international travel.

P23. Welcome to PrEP School: Utilizing Peer Educators to Improve Uptake of Preexposure Prophylaxis for HIV at an HBCU

Kara Garretson, MPH (Morehouse School of Medicine); David Inwards-Breland, MD. MPH (Northwestern Feinberg School of Medicine)

African American college students experience low PrEP uptake and high HIV risk due to limited awareness, stigma, and perceived barriers. Evidence suggests that peer-led education from trusted sources can improve PrEP acceptance. We conducted a focus group of 80 students aged 18–26 from an HBCU consortium to assess understanding of PrEP and identify gaps in knowledge. Findings will inform campus-wide interventions to enhance PrEP awareness, eligibility understanding, and uptake among students at risk.

P24. College Assessment for Risk Evaluation of Depression (CAREd): A New Screening Instrument Created for College Freshmen

Grace Gass, MSN, RN and Julie Brandy, PhD, RN, FNP-BC, CNE (Valparaiso University)

This original research poster describes the development of the College Assessment for Risk Evaluation of Depression (CAREd) screening instrument. The CAREd and CES-D (Radloff, 1977) were administered concurrently to 257 undergraduates. The 25-item CAREd had a Cronbach's alpha of $r = 0.91$. Criterion validity with the CES-D was $r = 0.81$ ($p < 0.001$). The strong psychometric properties of the CAREd support a valid and reliable population-specific depression risk screening instrument for college freshmen.

P25. Own the Awk: Research Results and a Campaign to Promote Open Communication about Sexual Health and Relationships

Susan Gilbert, MPA, Megan Higdon, MPH (Altarum Institute); Sophie Rosen, MSc (National Coalition for Sexual Health)

This poster will share results from an original study of 1,860 young adults to explore their communications on sexual health and relationship topics with partners, including their relationship experiences, perceived benefits of and barriers to open communication, sexual health and relationship topics they want to discuss more openly, and desired communication skills. A free, multi-media campaign, Own the Awk, designed to equip young adults to engage in these conversations, will be shared.

P26. Empowering Resilience: Integrating Board-Certified Health and Wellness Coaches in Campus Health

Rikki Gilmore-Byrd, DrPH, MPH, MS, NBC-HWC, CHES (Rasmussen University)

College students face escalating stress, anxiety, and burnout, yet traditional campus health services often provide episodic, symptom-focused care. Board-certified health and wellness coaching offers a strengths-based, holistic approach that may bolster resilience and foster long-term well-being. This poster describes the design, implementation, and potential outcomes of embedding board-certified health and wellness coaches within a university's student health ecosystem. Attendees will learn how a coaching model, grounded in motivational interviewing, collaborative goal-setting, and six-dimensional wellness, differs from conventional clinical services and positively impacts student resilience. The scalable model offers a roadmap for higher education institutions seeking to enhance student resilience, optimize resource utilization, and foster a campus culture that prioritizes proactive, whole-person care.

P27. Undergraduate Service Learning Course in Psychology: A Mechanism for the Development, Implementation, and Evaluation of Psychosocial Interventions for College Students with ADHD

Erin Girio-Herrera, Minha Asif, and Danielle Stitak (Towson University)

An innovative undergraduate psychology service-learning course designed to develop, implement, and evaluate psychosocial interventions for college students with ADHD will be presented. Enrolled students receive clinical training, research experience, and professional/career development while students with ADHD benefit from service. This model incorporates experiential learning, campus collaboration, neurodiversity inclusion, and research to sustainably mitigate ADHD impact. We showcase a 10-step plan, process, outcomes (course evaluations, campus data and presentations, national conferences, publications), implications, and future directions.

P28. Prescription Drug Misuse and Abuse Prevention Messages for College Students

Tavis Glassman, PhD, MPH, MEd, MCHES, CCPH, Tyrone Layson, MPH, Aaron Kruse-Diehr, PhD and, Jennifer Glassman, PhD (University of Toledo); April Demers, PhD, CHES (The Chicago School); Peter Paprzycki, PhD

This formative study assessed the effectiveness of three substance abuse prevention messages using a cross-sectional survey of 436 college students. Researchers applied the Rasch Rating Scale Model and analyzed qualitative feedback to improve the messages. Students, especially those in Greek life, rated the messages favorably. Key themes included comprehension, interest in more information, and visual appeal. Findings suggest a positive reception, although experimental research is needed to determine the impact of these messages on behavior change.

P29. MedWell: A Clinical Outreach Initiative to Promote Mental Health Service Awareness and Accessibility among First-Year Medical Students

Sean Heffernan, MD and Judy Johnson Grados, PsyD (Johns Hopkins University)

Medical students experience depression, anxiety, burnout, and suicidal ideation at higher rates than peers, yet only 15% of those with symptoms receive care. Identified barriers include time constraints, limited resources, stigma, and career concerns. MedWell, a collaboration between the Johns Hopkins School of Medicine and Student Health and Well-Being, provides first-year students with brief clinician check-ins that promote mental health awareness and service utilization. This poster reports on outcomes that address barriers and improve engagement.

P30. Enhancing Student Resiliency: A Pilot Single Session Intervention to Increase Equity and Access to Mental Health Care

Jennifer Howes, PhD and Judy Johnson Grados PsyD (Johns Hopkins University)

Counseling centers are facing rising demand to provide mental health care for students in higher education. A subset of students may benefit from a targeted intervention to address their immediate concerns through building on coping strategies that typically work for them. This poster describes the implementation of a Solution Session Consultation pilot program and preliminary outcomes, as well as its value to decrease barriers to care for international students and students from underrepresented minority backgrounds.

P31. Primary Care, Primary Barrier? How Access to Campus Health Services Shapes Undergraduate Wellbeing and Engagement

Regan Grovenstein, MS (University of Georgia, McBee Institute of Higher Education)

This poster presents original qualitative research exploring how undergraduate students experience and navigate access to campus-based primary care. Drawing from 28 semi-structured interviews at a large public university, the study identifies how institutional factors, such as cost, communication, and service availability, shape students' academic engagement, stress levels, and wellbeing. Findings highlight health-related disparities in access and inform equity-driven recommendations for improving student health services and campus support systems.

P32. Educate. Integrate. Elevate: The Promise of Academic Practice Partnerships

Amanda Hartman, DNP, APRN, FNP-C and Tiffany McManis, DNP, APRN, FNP-C (Washburn University)

This presentation explores the development of a collaborative partnership between a university-based health center and a school of nursing, aimed at enhancing clinical learning opportunities for students and fostering faculty engagement in practice. This initiative promotes integration of academic and clinical environments to support evidence-based care, interprofessional collaboration, and student readiness for real-world nursing roles.

P33. Implementation of a Peer Counseling Program at a Small Rural Wisconsin University

Jennifer Herink, MS, LPC, CSAC and Annemarie Schwery, MS, LPC-IT (University of Wisconsin - River Falls)

Our campus researched and implemented a Peer Counseling program with the goal of increasing connection, reducing loneliness while increasing resiliency and retention. We collaborated with campus partners to hire Peer Counselors and market the program. Peer Counselors met with students in the Counseling Services office which achieved goals of safety and familiarity of resources. Our poster will share the benefits of Peer Counseling and identify the steps needed to implement it on your campus.

P34. Infectious Disease Preparedness: Survey of Small to Medium Universities

Tara Hicks, DNP, ARNP (Seattle University)

The objective of this poster is to describe the results of a survey conducted with staff from small to medium institutions of higher education (IHE) in CA, OR, and WA. The aims of the survey were to compare COVID-19 infectious disease responses, assess the current level of preparedness, measure confidence of university staff in themselves and their university in responding to a new infectious disease threat, and identify variables associated with staff confidence.

P35. Is Use of a Tailored AI Support App Associated with Students' Feelings of Connection, Belonging, and Self-Efficacy at a Small Liberal Arts University?

Elizabeth Holt, PhD, MPH, Gwen Hirko MS, Meghan Slining PhD, MPH, and Eleanor Davidson (Furman University)

Young adults have become increasingly engaged in the use of AI chatbots to help them to navigate their educational, professional, and personal environments and research has shown that AI chatbots are both acceptable to and well-liked by college students. Understanding that there is great opportunity for AI technology to bolster students' sense of belonging and connection on campus, Furman University gave students, faculty and staff access to a generative AI-powered chatbot app that delivers dynamic, context-aware support tailored to each user's unique needs (e.g. assisting with identifying and accessing campus resources, general college-relevant advice). Data was collected on chatbot usage, uptake, and student-reported feelings of connection, belonging and self-efficacy/agency.

P36. Longitudinal Changes in University Students' Mental Health: A Study Using the CCAPS-Japanese

Ryo Horita, PhD, Taku Fukao, PhD, Satoko Tajirika, MD, Mayumi Yamamoto, MD, PhD, MBA, and Minako Kawamoto, MD, PhD (Gifu University)

This longitudinal study examined changes in mental health among Japanese university students using the CCAPS-Japanese from first to fourth year. One-way repeated measures ANOVA showed significant main effects for all subscales. Mental health levels were lower in the first and third years, when students experience major academic and psychosocial challenges. These findings suggest the importance of providing targeted mental health support during these critical periods.

P37. Text Message Delivery of Harm Reduction Messaging for Alcohol-Related Sexual Violence: A Pilot RCT

Wendy Huynh and Miranda Ortega (University of Arkansas for Medical Sciences); Lakyn Webb (Veterans Health Administration)

This pilot randomized controlled trial evaluated the feasibility and acceptability of a 12-week mobile text-based harm-reduction intervention addressing alcohol-related sexual violence among college students. Participants were randomly assigned to receive either a multi-target messaging program incorporating harm-reduction and motivational-interviewing principles or an alcohol-focused comparison program. Recruitment and retention benchmarks were met, supporting the feasibility of text-based interventions for scalable and accessible prevention programming in higher-education settings.

P38. Increasing Flu Immunizations through Collaboration, Student Engagement, and Marketing

Missy Jackson, MS, WHNP-BC, Amy Aycock, BSN, RN, and Dung Ton (University of Georgia)

This poster highlights a multifaceted initiative, #fLUGA, by the University of Georgia Health Center that increased student flu immunizations by over 180% in just five years. Through collaboration among campus partners, innovative student engagement strategies, and targeted marketing campaigns, barriers such as cost and access were reduced. Attendees will learn evidence-based strategies and practical tools to enhance vaccination rates within college health settings while promoting equitable access to preventive care.

P39. A Pilot Study: Virtual Reality-Based Intervention to Boost Optimism and Alleviate Stress, Anxiety, and Depression in Undergraduates

Yun-Ju Lai, PhD, MS, RN, Jiraporn Sangpara, MS, RN, and Suppakorn Wankrathok, MSN (University of Massachusetts Lowell, School of Nursing)

This pilot randomized controlled trial examined a Positive Cognitive Behavioral Therapy (PCBT)-based Virtual Reality (VR) intervention to enhance optimism and mental health among undergraduates with low optimism. Twenty-eight students were randomized to either a PCBT-based VR or a task-based control group. The intervention significantly increased optimism and reduced anxiety and depression at post-intervention and three-month follow-up. Results support VR as an effective, engaging, and scalable approach to promoting student well-being.

P40. Health in All Policies Checklist: Implementation and Formative Evaluation in University Governance

Mary Larson, PhD, MPH, CHES (North Dakota State University); Hannah Rayel, MPH (University of Waterloo)

This poster examines the implementation of a Health in All Policies (HiAP) Checklist within university governance. A summary of the original research findings from semi-structured interviews and survey methods used to conduct a formative evaluation of the implementation, and an image of the HiAP Checklist is provided to assist other campuses in integrating health into policymaking. Findings highlight opportunities to strengthen shared governance, promote wellbeing, and foster dialogue about the broader determinants influencing campus health.

P41. Adverse Childhood Experiences and Health-Related Lifestyles: Examining the Roles of Social Support and Coping Styles

Mallory Lastrapes, MS (The University of Southern Mississippi); Austen Anderson, PhD (Florida State University)

With recent increases in college student distress, there is a need to address the factors predicting the psychological health of this population. Recognizing the potential impact of traumatic experiences, adverse childhood experiences (ACEs) may be associated with engagement lifestyle factors, such as alcohol use, diet, physical exercise, and sleep. Therefore, this study explored the association between ACEs, stress, and lifestyle factors and whether social support and healthy coping styles could buffer against ACEs.

P42. A Community-Engaged Model for Expanding Reproductive Health Services Guided by the Massachusetts Medication Abortion Readiness Plan

Allison Maladore Bangura, DrPH (Massachusetts College of Art and Design)

This poster outlines a plan to expand reproductive health services at a public college in Massachusetts using a community-engaged, socioecological approach. Employing mixed methods—quantitative surveys, focus groups, and key informant interviews—the study aims to develop a comprehensive implementation roadmap. The project seeks to enhance access to reproductive care, promote health equity, and support student well-being, offering a model for replication across higher education institutions.

P43. PREVIEW: A 2 Day Pre-Orientation Mental Health Program for First Year Students

Allison Maladore Bangura, DrPH, Elizabeth Smith-Freedman, MA and, Victoria Klupchak MSW, LICSW (Massachusetts College of Art and Design)

This session presents original research on a two-day pre-orientation program at Massachusetts College of Art and Design designed to improve retention among incoming first-year students with mental health challenges. The program fosters persistence by offering early access to wellness resources, stress-reduction psychoeducation, and a calmer move-in experience. We will share assessment outcomes and emphasize the collaborative partnership among admissions, counseling, health and well-being, and academic support in designing, implementing, and evaluating this cross-campus initiative.

P44. EMDR Success in a Short Term Clinical Model at a University Counseling Center

Ginny Maril, PhD, Brittany Boyer, PhD, and Danie White, LPC-S (University of Texas at Austin)

EMDR Success in a Short Term Clinical Model at a University Counseling Center explores the implementation of an EMDR course of care within the aforementioned constraints. Pre- and post-measures are outlined as well as other outcome indicators. This poster also outlines implementation logistics unique to a short term UCC model.

P45. Enhancing QuantiFERON Interpretation: Algorithm to Minimize Overtreatment and Guide TB Screening in Low-Incidence Settings

Shauna Mathew, NP and Paul Broker, MD (University of Texas Southwestern Medical Center)

QuantiFERON (QFT) testing is mandatory for all clinically facing health professional students at UT Southwestern for clearance and tuberculosis (TB) monitoring. Previously, standardized guidance was lacking, so an evidence-based algorithm was developed. This guide addresses the “retesting zone” (0.35–1.10 IU/mL) to curb overtreatment and defines “true positives” (≥ 1.11 IU/mL). Incorporating systematic retesting and clinical assessment, the algorithm refine diagnostic accuracy, reduces unnecessary treatment, and informs future TB screening policy.

P46. Assessing The Mental Health and Well-Being Needs among Displaced Students Enrolled in Higher Education

Ann Bourns, EdD, CHES, FACHA, R. Yamir Gomez Carrasco, Claire Greene, PhD, MPH, Kara Koss, MPH, MBA, and Jasmine Mares (Columbia University); Michelle Zhao, MPH (University of California San Francisco)

Among those who have obtained access to higher education, displaced students—individuals whose education has been disrupted due to conflict within their home countries—encounter unique challenges. This original research project examines the well-being and mental health experiences of displaced students attending a U.S. post-secondary education with the intent to elucidate the needs among this student population.

P47. Advancing University Student Health and Well-Being through Peer-Led Health Promotion: A Quality Improvement Project

Rojeda Merani, BSN, RN, Elizabeth Page, BSN, RN, and Lizzie Roth, BSN, RN (Belmont University)

This poster highlights Belmont University’s Peer Health Ambassadors (PHA) program, a peer-led initiative promoting student wellness through education and prevention-focused outreach. The program empowers student leaders with Certified Peer Educator training, collaborative health promotion projects, and campus-wide events addressing priority health topics. Program feasibility and efficacy were assessed by peer ambassador retention, engagement, and feedback. This effort promotes peer education as a scalable strategy to improve university students' health and wellbeing.

P48. From Crisis to Continuum: Designing a Tiered Response Model on College Campuses

Ashley Metoyer, MPA, MSW, LCSW (University of Denver)

UC San Diego’s Triton Compassion Response (CORE) Team represents the nation’s first campus-based Tiered Response Model integrating mental health and campus police. This poster highlights how the model reduces psychiatric hospitalizations, increases student safety, and preserves campus resources through structured triage, coordinated care, and data-driven evaluation. Findings demonstrate how cross-system collaboration in higher education can replace punitive crisis responses with equitable, care-centered interventions that promote continuity, accountability, and institutional readiness.

P49. Access to Mifepristone Through Pharmacies in New Jersey: An Environmental Scan

Ishani Nautiyal (Rutgers New Jersey Medical School); Lotte Brewer, MPH (University of Pittsburgh); Laura Lindberg, PhD (Rutgers School of Public Health)

With 65 colleges across New Jersey, addressing logistical barriers to medication abortion is essential. Despite more than 3,000 pharmacies statewide, this environmental scan found mifepristone access limited to a narrow distribution network. CVS and Walgreens dispense only through specialty pharmacies with local delivery, while two online and two independent pharmacies provide access; no other large chain offers this medication. Strengthening providers' ability to navigate these restrictive pathways can improve college-aged patients' access to medication abortion.

P50. Standardized Food Insecurity Screening Among College Students at a Private University

Patricia Nolan, RN, BSN, CMSRN (Johns Hopkins University)

This Quality Improvement (QI) project evaluated the implementation of a standardized food insecurity screening and referral protocol within college health centers. Using the USDA 6-Item Food Security Survey integrated into the electronic health record, provider adherence, documentation compliance, and referral outcomes were analyzed over a 12-week period. Results demonstrated increased screening completion rates, improved provider documentation, and enhanced linkage to resources. Findings highlight the value of standardized screening in promoting health equity and sustainability in student health settings.

P51. It's Time to Ungrind: Supporting Collegiate Communities Through Innovative Social Norming Campaigns

Whitney Platzer O'Regan, EdD, Emma Spalding, MEd, CPS, and, Ray Fisco, MA (Student Affairs Administrators in Higher Education)

"Everyone is misusing alcohol and drugs" has become college lore. The result: it becomes self-fulfilling – student overestimate prevalence, use becomes more permissive, and consequences rise. Join us to explore "Time to Ungrind" – a social norms campaign that aims to resist society's culture of grinding & hustling while addressing student stimulant misuse & mental health challenges related to college life. Presenters will share campaign foundations, components, & how you can implement in collaboration with your campus's well-being champions.

P52. From Collaboration to Impact: Aligning a Co-Curricular Wellness Requirement and Student Affairs Programming

Adam Pace, PharmD (Belmont University)

Belmont University's holistic wellness initiative integrates co-curricular and extracurricular elements through the Be Well BU and Well Core programs. In a partnership between academic and student affairs administration, these areas share resources, staffing, and expertise to promote wellness across ten dimensions. This collaboration merges co-curricular programs, student engagement events, peer-led outreach, and reflective portfolios to promote a unified vision of wellness. This work achieved positive improvements in the culture of wellbeing and belonging on campus.

P53. Empowering Students to Detect and Prevent Drink Spiking: A Student-Led Innovation in Campus Safety and Advocacy

Neve Palmeri (Providence College)

This poster presents original qualitative research exploring perceptions and experiences of drink spiking among college students, campus public safety officers, health administrators, and women beyond college age. Findings highlight widespread underreporting, limited prevention education, and inconsistent institutional responses. The project emphasizes evidence-informed advocacy strategies that empower students, enhance campus awareness, and promote collaborative prevention between student affairs, public safety, and health professionals to build safer, more resilient campus communities.

P54. Increasing University-based HPV Vaccination through Provider Recommendation and Navigation to Vaccination through Digital Media

Kathleen Cartmell, PhD, MPH, Lesslie Pekarek, MD, FAAFP, Ronda McWhorter, RPH, Lauren Pollard, MA, Hollie Summey, MS, and Stella Wendland (Clemson University)

Human papillomavirus (HPV) causes six types of cancer. Despite well-established safety and efficacy, HPV vaccination remains under-utilized due to access barriers, misinformation, and low-perceived risk. Clemson University implemented an HPV vaccination campaign, which included training student health clinicians to recommend HPV vaccination and a digital media campaign to navigate students to vaccination. Between 2023/2024 and 2024/2025, delivery of HPV vaccination doses increased 273%. This model shows promise for increasing university-based HPV vaccination.

P55. From Program to Pillar: The Chief Wellness Officer as a Catalyst for Institutional Change

Chelsea Piechowski, M.S.Ed., NCC, LPC-S (Randolph College)

College campuses face rising mental health needs, public health challenges, equity gaps, and workforce burnout, exposing the limits of siloed health models. While resilience is expected, few institutions have leadership to truly sustain it. The Chief Wellness Officer (CWO) bridges clinical care, health promotion, crisis response, and equity strategy, operating at the institutional level to embed wellness into culture, policy, and partnerships. This poster highlights how CWOs can strategically anchor resilience, transforming wellness from a program into a mission.

P56. Creating a Culture of Care: Mental Health First Aid for Higher Education at Gonzaga University

Kylie Pybus, MPH (Gonzaga University)

This poster will share the planning, implementation, and evaluation of Mental Health First Aid (MHFA) for Higher Education at Gonzaga University from December 2024 – November 2025. The ALGEE action plan will be presented and discussed: Approach, Assess for risk of suicide or harm and assist; Listen Nonjudgmentally; Encourage Self-Help and Other Support Strategies; and Encourage Appropriate Professional Help. During this time period, 110 staff, faculty, and student leaders at the University earned their MHFA Adult certificate.

P57. Providing DOT Physicals as a Positive Revenue Source

Daniel Rademacher, FNP-C (Indiana University)

The provided abstract outlines a strategic initiative for a university health clinic to add Department of Transportation (DOT) physicals as a new service to address financial challenges and increase revenue. By leveraging existing facilities and staff, certifying practitioners, and conducting market and financial analysis, the clinic aims to create a consistent revenue stream and provide a convenient, on-campus resource for the university and local community.

P58. Marijuana Legalization and College Student's Academic Impairment and Mental Health

Ismatara Reena, EdD, MBBS, CHES and Joao Costa Leonel (University of Louisiana at Lafayette)

Marijuana legalization linked to increased use has negative impact on mental health. Purpose of this study is to investigate how state-level marijuana legality correlates with academic success and mental health outcomes among college students. The study found that the marijuana legal state has higher use, greater academic impairment, poor general mental health, elevated levels of anxiety and depression. Policymakers and campus health professionals should consider these associations when designing interventions, support systems, and educational campaigns.

P59. Leisure for Student Wellness: Insights from the Healthy Minds Study

Ismatara Reena, EdD, MBBS, CHES, and Sumona Mumu, MS, MBBS, and Joao Costa Leonel (University of Louisiana at Lafayette)

College students' mental health is a growing concern. This study explores how leisure activities, impact college students' mental health outcomes using 2024–2025 Healthy Minds Study data. Leisure domains include extracurricular activities, exercise, sleep, and social media. Outcomes measured are depression, anxiety, flourishing, and loneliness. Analyses include descriptive statistics and multivariate regressions. We hypothesize that moderate leisure engagement correlates with better mental health, offering insights for campus wellness strategies and initiatives inclusive and holistic.

P60. Integrating Recreation Services Athletic Trainers with Campus Medical Services to Provide Adequate Healthcare to Students

Lauren Richardson, MS, LAT, ATC, CSCS and Melissa Stokes, MS, LAT, ATC (University of Colorado Boulder)

Student Affairs' mission is often enhancing student success and experience. The collaboration of athletic trainers within Recreation Services and campus Medical Services is integral to this achievement. This partnership can positively impact communication and continuity of care, alleviate students' financial burden, and provide Medical Services with increased patient intake and retention, as well as subsequent financial enhancement. Original statistics obtained from practical application of these principles are used to display student and Medical Services benefits.

P61. The Impact of Embedded Counseling Services on Mental Health Service Utilization – Data from one U.S. Public University

Nicole Ruzek, PhD, Christopher Holstege, MD, Rebecca Ferrar, MS, Christopher Holstege, MD, and Rita Farah, PhD (University of Virginia); Kylee Laczkovich (Booz Allen)

During the 2016-2019 study period, a total of 3,378 visits to CAPS were reported. During the 2021-2024 study period, central visits accounted for 4,564 visits while embedded counseling accounted for 3,919 visits. The rates of mental health visits more than doubled (RR=2.2; 95%CI 1.9-2.6) following the initiation of embedded counseling services within the School of Architecture and within the School of Leadership and Public Policy (RR= 2.6; 95%CI 1.5-3.4), while it increased by 60% within the School of Commerce (RR=1.6, 95% CI 1.3-2.0). The rate of utilization by unique students increased 48% within the School of Architecture (RR=1.48; 95%CI 1.5-3.4).

P62. Mapping Health Promotion in Higher Education: A Review of Initiatives Across Core Domains

Anu Räisänen, PhD, MHSc, CSCS, DipIBLM (Elon University); Jakia Islam, MS (Western University of Health Sciences)

This poster presents data from 114 peer-reviewed journal articles on health promotion interventions in US universities and colleges over the past 25 years. When health domains are displayed by the publication year, the data shows how the focus on different domains has shifted over the decades. When health domains are displayed by the delivery method (digital / in-person / mixed), the data shows how some domains are more focused on digital delivery.

P63. Enhancing First-Year Student Learning in Alcohol, Other Drugs, and Sexual Health Through Interactive Technology

Ku'uleialohaonālanī Salzer, MSW, MPA (University of Hawai'i at Mānoa)

This poster highlights the use of interactive technology to enhance Alcohol and Other Drug (AOD) and sexual health education for first-year college students at UH Mānoa. Through scenario-based simulations, polling, and self-paced modules, students actively engaged with content and applied practical strategies. Outcomes demonstrate increased understanding of alcohol risks, social influences, STI prevention, and correct condom use. The poster showcases how technology-supported, student-centered approaches can improve health education and empower students to make informed decisions.

P64. I CAN HELP Training Program, Promoting Mental Health Awareness and Suicide Prevention in College Students

Maria Gisela Sanchez Cobo, LMFT, Rhona Harrison, PsyD, and Lideth Ortega-Villalobos, PhD (Cal Poly Pomona University)

Suicide is the second leading cause of death in young adults in the US. I CAN HELP, is a mental health literacy and suicide prevention program by Dr. Brian J. Mistler. It offers experiential learning to increase understanding of suicidality, protective factors, and prevention strategies. Cal Poly Pomona University (N = 146) students participated in I CAN HELP workshops between Spring 2024 and Spring 2025. Students reported high levels of learning.

P65. #GetCompliant: Assessing the Helpfulness of In-Person and Virtual Immunization Check-in Appointments Among College-Aged Students

Catherine Sayikanmi, MPH and Santino Diaz-Palma, MPH (Georgetown University)

Student-centered resources greatly influence students' ability to complete university immunization and health screening requirements. Integrating a free, non-clinical check-in appointments offered through the university's Student Health Center (SHC) allows students to better understand their age and academic program specific requirements while making informed decisions based on their individual healthcare needs. The poster addresses original research metrics captured in the student's post-appointment feedback. Results are used to influence programmatic shifts and improve the immunization compliance process.

P66. Peer-Ambassador Pilot Program to Increase University Students' Knowledge and Awareness of Mental Health and Substance Use Services

Kristin Schuller, PhD, Laura Kroart, PhD, MHS, and Mollie Herman, PhD (Towson University)

The purpose of this pilot project was to enhance college students' knowledge of university resources for mental health and substance use. The team piloted a peer educator intervention, which entailed training an undergraduate student to deliver a 15-minute presentation on mental health, substance use, and the resources at the university. The intervention was delivered to 37 undergraduate students in Spring 2025, using a pre/post-test design to measure their change in knowledge. The results provide evidence of the intervention's effectiveness to educate students on mental health, substance use, and the resources available at the university and increase knowledge about primary barriers, myths, and stigma that prevent students from accessing services.

P67. Lessons Learned: Launching an Improved Immunization Compliance System

Anna Skarr, MPH (Georgetown University)

Universities are subject to internal guidance, local laws, and external recommendations, including from ACHA, regarding required immunizations and testing for their student body. In order to improve compliance with these requirements, Georgetown University has 1) set earlier deadlines and communications timelines, 2) updated web content to improve clarity, and 3) offered multi-modality appointments with dedicated immunization staff. These measures have resulted in improved student understanding and satisfaction with the process.

P68. Educate, Empower, Excel: Development of a Health Education Series for Students at the United States Air Force Academy

Joshua Smalley, DO and Christine Park, DO (10th Medical Group, United States Air Force Academy)

College presents newfound freedoms that may predispose students to new risks, behaviors, and health conditions. Education on these topics at the high school level varies, presenting universities with opportunities to ensure relevant and timely healthcare education. Our poster reviews the development of a novel provider-student health education series launched at the United States Air Force Academy. We also highlight the success and lessons learned with data from our quality improvement protocol to assist others seeking to develop health education programs.

P69. Arcadia University Knights Necessities Vending Machine

Theresa Smith, MSN, CRNP, FNP-BC, Mary Alice DiFilippo, EdD, MSHE, CHES, and Cecilia Ramirez (Arcadia University)

The Arcadia University Knights Necessities vending machine was designed to support student well-being by providing accessible and confidential health products on campus. Student Health Services assessed health product needs by surveying students (n=305) and concluded that increased access to sexual health products was needed. Within the first year of the health vending machine, both sexual health and other health products were distributed to students, demonstrating the feasibility of utilization and sustainability for Arcadia University.

P70. Building a Culture of Support: Designing and Implementing a Peer Support Program in a Multidisciplinary Graduate School Setting

Amy Stern, MSW, LCSW-R, Robin Saide, MSW, LCSW-R, Paula Wasserman, LMSW, and Kathryn Spanknebel, MD, FACS, MAMSE (New York Medical College, Touro University)

Peer support is increasingly used by undergraduate campuses to address student mental health. At New York Medical College, the “Wellness Ambassador Program” trains student volunteers from four professional graduate school programs to raise awareness around mental health resources and to connect students with appropriate support. Wellness Ambassadors have become a vital extension of the Office of Student Mental Health in promoting mental health, reducing stigma, and encouraging help-seeking behaviors among future healthcare professionals.

P71. Utilization, Barriers, and Facilitators to University Services and Academic Functioning among College Students with ADHD

Danielle Stitak, Erin Girio-Herrera, PhD, Minha Asif, and Deja Brown (Towson University); Olivia Brady (The University of Baltimore)

College students with ADHD experience greater impairments relative to neurotypical peers that impact academic performance, mental health, and university metrics (withdrawal, dropout, graduation). Low utilization rates are concerning as campus services offer support and prevent deterioration. A mixed-method campus needs assessment examined student performance, utilization rates, barriers, and facilitators among students with ADHD who did not and did use disability, counseling, and tutoring centers. Implications for increasing equitable access and use will be presented.

P72. Pay Attention To Me! College Student-Led Participatory Research on Strategies for Increasing Attention to and Promoting Uptake of Mental Health Resources

Allison Stovall, Meghan Densmore, Hebe Edwards, Riya Kakkar, Joey Levy, MA and Lucy Swaim (Renee Crown Wellness Institute at University of Colorado Boulder)

Mental health resources on college campuses that are freely available to students often remain underused. Various attitudinal barriers prevent college students from taking advantage of these resources. This session will present the results of college-student-led participatory research examining strategies for increasing mental health resource uptake with both experimental and real-world results. Session attendees will be better prepared to market their resources in a way that effectively encourages students to enroll in and use these resources.

P73. University Campus-Based Occurrence of Sudden Cardiac Arrest in Japan: A Multicenter Survey

Shinobu Sugihara, MD, PhD (Shimane University); Daisuke Kobayashi, MD, PhD (Ritsumeikan University); Yuji Tanaka, MD, PhD (Aichi University); Akiko Yamamoto, MD, PhD (Nagoya University); Hiroto Ushizawa, MD, MPH, PhD (Ochanomizu University); Masae Haga, MD

During 2019–2024, 50 cardiac arrests occurred across 329 Japanese universities: 22 students (44%) and 15 faculty/staff (30%). Among young individuals, 43.5% occurred during exercise. Cardiopulmonary resuscitation was performed in 40 cases (80%) and an automated external defibrillator (AED) in 36 (72%). Survival was achieved in 27 cases (54%); multivariate analysis identified associations with faculty/staff status and AED shock. University health centers responded 80%, and 73.9% conducted annual life-saving training. Further nationwide surveys are warranted.

P74. The Limits of HLS-EU-Q47 Scale in Assessing Sexual Health Knowledge of First Year College Students

Mitsuhiro Sunohara, MD, PhD, FJSM, Megumi Nakanishi, MD, Shintaro Yanagimoto, MA, PhD, and Shoko Tateishi, MD, PhD (The University of Tokyo)

We conducted a web-based survey targeting about 6,000 first-year University of Tokyo students to examine the relationship between the HLS-EU-Q47 health literacy scale and sexual health knowledge (contraception, menstruation, HPV). Of the 655 respondents, only weak correlations were found. Differences in sex education and information sources may explain the inconsistent link, highlighting the need to promote sexual health education regardless of general health literacy levels.

Cancelled by Presenter: P75. Empowering College Health: Peer Success Coaching at Ferris State University

Chelsea Sykes, DNP, MSN, BSN (Ferris State University)

Peer success coaching has the ability to impact mental health and incidence of risky behaviors on a college campus. At Ferris State University, there are approximately 1,400 students enrolled in the success coaching program but the impact this program has on health had not been assessed. This quasi-experimental design utilized pre- and post-questionnaires over an 8-10 week period to determine if active engagement in the coaching program had an impact on mental health or incidence of risky behaviors. This study is grounded on theory and looks to contribute to current literature. Research has shown that peer coaching programs have had a positive impact on mental health but there is limited research in how it can impact risky behaviors. Results of this study will be used to advocate for program advancement within the university.

P76. Sex Differences in Metabolic Biomarkers and Eating Behaviors among Japanese University Students with Steatotic Liver Disease

Satoko Tajirika, MD, Minako Kawamoto, MD, Taku Fukao, MD, Mayumi Yamamoto, MD, PhD, MBA, Masahito Shimizu, MD, PhD, and Ryo Horita, PhD (Gifu University); Takao Miwa, MD, PhD (University of California San Diego)

We demonstrated the distinct sex-specific differences in metabolic biomarkers and behavioral factors among Japanese university students with ultrasound-diagnosed fatty liver. In males, those with fatty liver showed significantly higher ALT and triglycerides, and greater distortion in “perception of constitution and weight” compared to those without fatty liver. On the other hand, in females, those with fatty liver showed significantly higher in waist circumference, hypertriglyceridemia, and blood pressure levels than those without fatty liver.

P77. Improving Student Vaccine Compliance through Requirement Optimization

Alice Teall, DNP, APRN-CNP, FAANP and Amy Ferenbaugh, BSN, MS, APRN-CNP (Kenyon College)

This poster presents original research on student vaccine compliance two/three years before and after declaration of the COVID-19 pandemic. A secondary data analysis compared compliance in undergraduate student cohorts on a residential campus pre- and post-policy changes, including streamlined requirements, registration-linked compliance, and expanded on-campus clinics. Results showed higher compliance and fewer exemption requests following optimization. Findings demonstrate how targeted policy revisions and improved access can enhance immunization adherence in higher education settings.

P78. Uplifting Student Resiliency and Well-Being through Wellness Coaching

Margaret Thorwart (Millersville University)

This poster highlights original research from the Pennsylvania State System of Higher Education (PASSHE) Wellness Coaching initiative, which empowers students to improve well-being across four interconnected domains—stress, sleep, substance use, social connection. Grounded in Positive Psychology, Self-Determination Theory, and Motivational Interviewing, the program's outcomes show significant gains in students' confidence and goal attainment. The poster showcases a scalable model for promoting resilience, well-being cultural humility, and equitable access to support services across campus communities.

CANCELLED: P79. Condom Use Self-Efficacy in Student-Athletes and Non-Athletes

Marian Trattner, MSW and Samuel Jones (Wake Forest University)

While a handful of studies have been conducted looking at the use of condoms and the barriers college students face in using them, little is known about the difference in condom use self-efficacy between intercollegiate athletes and their non-athlete college peers. This poster presents results from a research study that tried to address this research gap by looking at condom use self-efficacy among intercollegiate athletes compared to their non-athlete college peers.

P80. Predictors and Mitigators of Thwarted Belongingness among Asian American Young Adults

Abigail Varghese, Jackie Yang, MA, Katie Hurley, Haleigh Armstrong, and Afroze Shaikh, PhD, LPC, NCC (The University of Texas at Austin)

The Interpersonal Theory of Suicide identifies perceived isolation and unbelonging as a predictor of suicidal desire. For Asian American young adults these feelings may be predicted by their perceptions of external evaluation. However, the more Asian American young adults are committed to their ethnic identity and engaged in positive coping strategies, these feelings lessen. Based on this research, the presenters will provide an evidence-based conceptualization of mental health experiences of Asian American young adults.

P81. Discrimination and Model Minority Myth on Depression and Perfectionism on Asian American Students Post-COVID-19

Jackie Yang, MA, Katherine Hurley, Abigail Varghese, Haleigh Armstrong, and Afroze Shaikh, PhD (The University of Texas at Austin)

The Model Minority Myth (MMM) can contribute to negative mental health outcomes and unrealistic expectations of academic and professional performance for Asian Americans. This study evaluated relationships between discrimination, internalized MMM, perfectionism, and depression among Asian American college students post-COVID-19. Participants included 270 Asian American college students. Results indicated that discrimination was not significantly associated with internalized MMM but was significantly associated with depression and maladaptive perfectionism. Internalized MMM was significantly associated with adaptive perfectionism.

P82. Comprehensive and Collaborative: A Campus-Wide Model for Student Support Services in Japan

Tamiko YOSHIKAWA, Katsumi NAKAGAWA, MD, PhD, JD, and Ayako SUGIYAMA, MA (Ritsumeikan University)

This poster introduces a comprehensive and collaborative student support model through our college's counseling services. By integrating universal, targeted, and individualized interventions, and fostering cross-departmental partnerships, the model addresses diverse student needs holistically. It encourages shared responsibility across campus to build a more connected and responsive support system.

P83. Biofeedback Services within a University Health & Wellness Center

Matt Zimmerman, PsyD, ABPP and Nicole Ruzek, PhD (University of Virginia)

This poster presents a new biofeedback service for students within an integrated University health and wellness center. Designed to address stress, anxiety, and somatic symptoms, the service supplements medical and psychotherapeutic care. The presentation outlines program design, referral pathways, early utilization data, and evidence-based practices. Attendees will gain insight into integrating biofeedback into collegiate health services and the benefits of this approach for enhancing student health and well-being.