Thank You Donors! ................................ 2
Depression on College Campuses
Conference Planning Committee .......... 2
George Orley Student
Mental Health Advocate Award ............ 3
General Conference Information .......... 4
Resources for U-M Students ................. 5
Resources for Public .......................... 6
Poster Session Titles ......................... 7

Tuesday Conference Schedule .......... 8
Wednesday Conference Schedule ..... 9
Keynote & Panel Descriptions ........... 10
Session Descriptions ...................... 11-13
Speaker Profiles ........................... 14-18

THANK YOU DONORS!
The Depression on College Campuses Conference organizers would like to thank the following for their financial contributions to this effort. Without their support and collaboration, this University-wide initiative would not be possible.

- Katherine and Tom Goldberg
- Diane, Randy, Amanda and Sam Orley, in memory of George Orley

2021 DEPRESSION ON COLLEGE CAMPUSSES CONFERENCE PLANNING COMMITTEE

John F. Greden, MD, Co-Chair
Rachel Upjohn Professor of Psychiatry and Clinical Neurosciences
Founder, U-M Depression Center
Founding Chair, National Network of Depression Centers (NNDC)
Research Professor, Molecular and Behavioral Neuroscience Institute

Robert Ernst, MD
Associate Vice President for Student Life
Executive Director, University Health Service

Angie Farrehi, MA, LLP
Director, Office of Student Support and Accountability
College of Engineering

Emma Flores-Scott, PhD
Director, Graduate Student Recruitment/Engagement/and Partnerships
Rackham Graduate School

Rebecca Lindsay, MPH, CHES
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Department of Psychiatry

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Healthy Minds Network

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Outreach & Education Program Manager
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Annika Severson
Undergraduate Student
Michigan Ross School of Business

Meghna Singh
Undergraduate Student
School of Public Health

Tracy Wright, RN
Nurse Consultant and Student Critical Events Coordinator
Division of Student Life

All Committee Members are part of the University of Michigan mental health care community.

depressioncenter.org @DepressionCntr UniversityofMichiganDepressionCenter
### GEORGE ORLEY STUDENT MENTAL HEALTH ADVOCATE AWARD

#### Sara Abelson, MPH

**Doctoral graduate student, U-M School of Public Health**

Sara Abelson is a nationally recognized expert who has dedicated herself to improving student mental health at Michigan and beyond. Sara’s research focuses on student mental health, with a particular emphasis on equity. Her advisor, Daniel Eisenberg, describes her as a "stellar scholar with a genuine passion for improving how colleges and universities support the development and well-being of college students" and as someone who "has made important contributions to college health through advocacy, education, and research." Sara is a member of the Rackham Graduate School’s Task Force on Student Mental Health, leading last year’s working group on Rackham-level changes and this year’s public safety and policing working group, which only exists thanks to her advocacy! She played an integral role in writing and shaping the task force report, including the recommendations, all of which have been accepted. Sara has contributed to U-M inclusion efforts through many channels including leadership with the Network for Doctoral Diversity.

As a graduate student, Sara has positively impacted student mental health nationally through producing resources for college administrators, such as a Higher Education Today article on centering equity in student mental health task forces (their fifth most read article in 2020). She’s advised and helped lead student mental health initiatives with the American Council on Education, Great Lakes Colleges Association, Steve Fund, National Center for Institutional Diversity, Bringing Theory to Practice, American Cancer Society, and President of the University of Minnesota. She’s facilitated collecting important new data on student mental health as Lead for Diversity, Equity and Inclusion Projects for the Healthy Minds Network.

#### Michael Sczechowski

**Senior, Philosophy major, University of Delaware**

In October of 2020, Sean’s House was created as a non-profit 24/7 mental health safe haven located on University of Delaware’s campus. Sean’s House provides peer support to teens and young adults struggling with mental health issues free of charge, with a focus on suicide prevention. The overwhelming support Sean’s House has received thus far is remarkable, and much of the success wouldn’t be possible without Michael. He jumped at the opportunity to be a peer support specialist and completed weeks of training to volunteer his time helping those who have been struggling, especially during the pandemic.

Due to COVID-19, many of the volunteers were unable to donate their time. Michael saw the impact this would have on Sean’s House’s ability to provide services to the community and stepped up in a tremendous way. Michael has donated over 200 hours in the past few months and has helped to serve over 500 individuals since the opening of Sean’s House. He has played an integral role in training the next cohort of peers, providing additional resources to offer guests, and has even volunteered covering night shifts, which makes the 24/7 program possible.

Michael’s compassion and natural ability to help others has made lasting impressions on every guest who has walked through the doors. He treats everyone with empathy and sincerity and provides the safe space that many teens and young adults need to feel comfortable sharing their experiences. His dedication to improving mental health outcomes for his peers is truly inspiring and he will continue changing the lives of many as he enters graduate school.

#### About the Award

To recognize outstanding student leadership in the area of campus mental health, the University of Michigan initiated the Student Mental Health Advocate Award in 2007. Since 2009, the selection committee has presented two awards – one to a student from the University of Michigan, and one to a student from another school – allowing us to honor student advocacy around the country as well as on our own campus.

The undergraduate and graduate students who have been nominated from across the country for this prestigious award have all made a significant impact in their campus communities by raising awareness of mental health issues, advocating for mental health services on campus, and helping to reduce the stigma of depressive illnesses.

In 2019, Randy and Diane Orley of Bloomfield Hills, Michigan along with their children Amanda and Sam Orley established an endowment at the University to fund this award in perpetuity. The George Orley Student Mental Health Advocate Award is named to honor the memory of Randy and Diane’s son, and Amanda and Sam’s brother, George, whose battle with depression ended prior to his junior year at the University of Michigan in August 2013. Since losing George, the Orley family has devoted time, energy and resources to strengthen supports for young people struggling with mental health issues.

For their tireless advocacy and for their generous support in funding this award, we extend our gratitude to Randy, Diane, Amanda and Sam Orley.
General Conference Information

Conference Materials

Virtual sessions will be recorded (with permission) and available for viewing by registered attendees on the Depression Center website following the conference: depressioncenter.org/doc.

Continuing Education Credits

Continuing education credits are available for certified health education specialists and social workers.

To obtain continuing education credit, you must be present at the time of the live presentation and virtually sign in and out of each workshop and concurrent session you attend. You must also complete an evaluation for each presentation that you attend, as well as for the overall conference.

The University of Michigan Depression Center is an approved provider with the Michigan Social Work Continuing Education Collaborative. Approved Provider Number: MICEC-0063. This course is approved for 8 CE clock hours. Out of state providers may need to contact their state licensing organization for answers about continuing education requirements.

This program is designated for Certified Health Education Specialists (CHES) and/or Master Certified Health Education Specialists (MCHES) to receive up to 8.5 total Category I contact education contact hours. Maximum advanced-level continuing education contact hours available are 0.

Evaluation Forms

Please remember to complete an evaluation form for each session you attend, and for the overall conference. Links for the evaluation forms for the overall conference and plenary sessions can be found at: depressioncenter.org/evals.

These evaluations will help us to plan for future conferences. THANK YOU!

Resource Table

Free educational and informational materials from a variety of organizations will be available at the virtual resource table. Posters will also be available for viewing in the poster booth on the second day. Please take a moment during the breaks to look through these resources.

Speed Networking

Speed networking will be open during breaks. Stop in and meet someone new!

Social Media

Create or join the conversation! Use #DOCC on Twitter during the conference. Be sure to follow the Depression Center on Twitter (@DepressionCntr) and Facebook.

Help Improve DOCC!

PLEASE EVALUATE US!

depressioncenter.org/evals

depressioncenter.org

@DepressionCntr

UniversityofMichiganDepressionCenter
RESOURCES FOR U-M STUDENTS

Active Minds at U-M
A chapter of Active Minds, Inc. that is focused on peer-to-peer mental health advocacy and awareness.

Addiction Treatment Services (UMATS)
Offers clinical care for people recovering from addiction and chemical dependency, including assessments and a full range of therapy options.

Athletes Connected
A collaborative initiative developed by the University of Michigan School of Social Work, Depression Center, and Athletic Department to increase awareness of mental health issues, reduce the stigma of help-seeking, and promote positive skills among student athletes.

Campus Mind Works
A website and outreach initiative developed by the U-M Depression Center which provides support for students with mental health disorders. The website contains an extensive database to help students easily locate the most appropriate support resources for their particular needs. In addition, the site provides self-care tools and strategies to help students manage their symptoms and stay healthy within the context of college life.

Counseling and Psychological Services (CAPS)
Offers a variety of services to help students resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at U-M.

MiTalk
A website with mental health resources such as online screenings for depression and anxiety, skill-building tools, and recorded workshops, lectures, and relaxation exercises.

Michigan Medicine Comprehensive Eating Disorders Program
The U-M Comprehensive Eating Disorders Program provides individualized, compassionate, evidence-based care for patients age 8-24 with eating disorders.

Office of Services for Students with Disabilities
The mission of the Office of Services for Students with Disabilities is to support the University’s commitment to equity and diversity by providing support services and academic accommodations to students with disabilities. Disabilities include students with mental health conditions, visual impairments, learning disabilities, ADHD, traumatic brain injury, autism spectrum disorders, mobility impairments, hearing impairments, and chronic health problems.

Office of Student Conflict Resolution (OSCR)
OSCR has, among its responsibilities, the commitment to help students learn skills for managing conflict in daily life.

Psychiatric Emergency Services (PES)
PES provides emergency/urgent walk-in evaluation and crisis phone services 24 hours a day, 7 days a week, for people of all ages. Located in the University of Michigan Hospital, 1500 East Medical Center Drive. (734) 936-5900

Psychological Clinic
A wide range of mental health services for those who are 18 years and older and includes individual and group therapy.

U-M Division of Public Safety and Security (DPSS)
DPSS can do “wellness checks” for students. Consider calling if you are concerned about a student’s well-being. For emergencies call 911; for non-emergencies call 734-763-1131.

Peers Utilizing Leadership Skills for Education (PULSE)
A student-run organization sponsored by University Health Services promoting health and wellness in residential communities, Greek houses, and across campus through peer interactions and informative programming. Have questions? Email askpulse@umich.edu.

Sexual Assault Prevention and Awareness Center (SAPAC)
Educational, advocacy, and supportive services for the U-M community for survivors of sexual assault, intimate partner violence, sexual harassment, and stalking.

Spectrum Center
Education, information and advocacy services to create an open, safe, and inclusive environment for LGBTQ+ students, staff, and faculty of the campus and local community.

Student Life
Student Life consists of many critical services that support University of Michigan students and help them to get the most out of their time at the University. The Office of the Vice President for Student Life houses the central location for Student Life, which is committed to preparing students to live lives of dignity and purpose, to channel new knowledge to humane ends, and to promote the public good.

University Health Service (UHS)
A comprehensive campus health resource. Includes the Body-Peace Corps, a sponsored student organization whose members are passionate about promoting positive body image and preventing eating disorders.

Wolverine Support Network (WSN)
Wolverine Support Network empowers University of Michigan students to create an inclusive community and support each other’s identity, mental well-being, and day-to-day lives through peer-facilitated groups and bi-weekly community events.

Additional Advising Resources

College of Literature, Science, and the Arts
Newnan Academic Advising Center
1255 Angell Hall, 435 South State Street
734-764-0332 | ask.isa.advising@umich.edu

College of Engineering
Consultation, Assistance, and Resources in Engineering (C.A.R.E.) Center
129 Chrysler Center
734-615-1405 | engin-support@umich.edu

Rackham Graduate School
Rackham’s Resolution Officer
1120 Rackham Building
915 E. Washington Street
734-764-4400 | RackResolutionOfficer@umich.edu

ADDRESSING THE DUAL PANDEMIC: THE IMPACT OF COVID-19 AND RACIAL INJUSTICE
RESOURCES FOR THE PUBLIC

**Active Minds**  
Powered by a network of student advocates, Active Minds is the nation’s premier nonprofit organization supporting mental health awareness and education for students.

**American Association of Suicidology (AAS)**  
Promotes the understanding and prevention of suicide and supports those who have been affected by it.

**American Psychiatric Association (APA)**  
Information about mental health from the APA, the world’s largest psychiatric organization.

**American Foundation for Suicide Prevention (AFSP)**  
Works toward understanding and preventing suicide through research, policy and education, and reaching out to people with mood disorders and those affected by suicide.

**Anxiety and Depression Association of America (ADAA)**  
Non-profit organization dedicated to the prevention, treatment, and cure of anxiety, depressive, obsessive-compulsive, and trauma-related disorders through education, practice, and research.

**Depression and Bipolar Support Alliance (DBSA)**  
Patient-directed organization focusing on depression and bipolar disorder. DBSA works to ensure that people living with mood disorders are treated equitably.

**Families for Depression Awareness**  
Helps families recognize and cope with depressive disorders.

**HelpGuide**  
Provides empowering, evidence-based information that can be used to help individuals and their loved ones.

**Heinz C. Prechter Bipolar Research Program**  
Based at the U-M Depression Center, with collaborations with other prominent academic medical institutions, the Prechter Program supports cutting-edge research in psychiatric genetics, pediatric bipolar disorder, neuroimaging and neuroscience in order to find a cure for bipolar disease.

**The Jed Foundation**  
The Jed Foundation is one of the nation’s leading organizations working to reduce emotional distress and prevent suicide among teens and young adults. The Jed Foundation has programs for colleges, high schools, students, and parents.

**Mental Health America (MHA)**  
a national community-based nonprofit dedicated to addressing the needs of those living with mental illness and to promoting the overall mental health of all Americans.

**National Alliance on Mental Illness (NAMI)**  
The largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

**National Institute of Mental Health (NIMH)**  
Information about mental health from the U.S. government.

**Seize the Awkward**  
Ad campaign developed by the American Foundation for Suicide Prevention, in partnership with the Jed Foundation and the Ad Council, to empower teens and young adults to reach out and help a friend who may be struggling with their mental health.

**Suicide Prevention Resource Center**  
A federally funded organization that provides prevention support, training, and resource materials to strengthen suicide prevention networks.

**The Steve Fund**  
The Steve Fund works with colleges and universities, non-profits, researchers, mental health experts, families, and young people to promote programs and strategies that build understanding and assistance for the mental and emotional health of the nation’s young people of color.

**ULifeline**  
An online resource center for college student mental health and emotional well being, aimed at students and campus professionals.

**University Center for the Child & the Family (UCCF)**  
Offers a comprehensive range of mental health services for children and families in the Ann Arbor community. Research opportunities are available for qualifying individuals.

**University of Michigan Depression Center**  
The University of Michigan Depression Center is the first ever multi-disciplinary center dedicated to research, education, and treatment of depressive and bipolar illnesses. The Depression Center brings together the world-class resources of Michigan Medicine and many of the U-M Schools and Colleges. The result: a unified approach to diagnosing, understanding, treating—and eventually preventing—depression.
### POSTER SESSION TITLES

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 Educational Perspectives Survey: Depression, Anxiety, and Distraction in the Virtual Learning Environment</td>
<td>Ashley Parks, DrPH, MBA, MPH, MTech, MCHES; Matthew Lazari, MHA, FACHE</td>
<td>California Baptist University; CHOC Health &amp; University of Southern California</td>
</tr>
<tr>
<td>A Longitudinal Medical Student Mental Health Survey: Preliminary Results</td>
<td>Hai-Uyen Nguyen, BA; Kristie Pham Tu, BS; Shayna Ratner, MD; Madhukar H. Trivedi, MD; Tracy Greer, PhD; Preston Wiles, MD; Maria Monastirsky, MS</td>
<td>University of Texas Southwestern; Columbia University</td>
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<td>A Mixed Methods Investigation of Gender Differences in Mental Health Help-Seeking Among Black College Men and Women</td>
<td>Janelle R. Goodwill, MSW; Atiya Addie; Safa Mohamed</td>
<td>University of Michigan</td>
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<td>Career/Life Training and Mental Health Outcomes for Underserved College Students</td>
<td>Maya Hareli, BA; Carol Hundert, MA; Colleen Conley, PhD; Christie Asif, MA; Meg Seth, MA</td>
<td>Loyola University Chicago; DePaul University</td>
</tr>
<tr>
<td>Caring Collaborations Across Campus: WSU’s Counseling and Psychological Services, WSU’s Office of Multicultural Student Engagement and WSU’s Warrior Vision and Impact Programs</td>
<td>Jennifer Fuller-Bohanon, MA, LPC; Leonard Savala III, PhD; Stephanie Hawkes, EdD; Kenya Swanson, MEd</td>
<td>Wayne State University</td>
</tr>
<tr>
<td>The Healthy Minds Network: College Student Mental Health Data: Covid-19 and Racial Injustice</td>
<td>Matthew Jirsa, BA; Sarah Ketchen Lipson, PhD, MEd; Sasha Zhou, PhD; Sara Abelson, MPH; Justin Heinze, PhD; Jasmine Morigney, BA; Akiiah Patterson, MPH; Amber Talaski, MPH; Meghna Singh; Adam Wheeler, MPH; Daniel Eisenberg, PhD</td>
<td>University of Michigan; Boston University; Wayne State University; Eastern Michigan University; University of California, Los Angeles</td>
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<tr>
<td>How to Utilize Remote Telemental Health and Creative Virtual Outreach Activities to Promote Mental Health on Campus during the COVID-19 Pandemic, Reduce Stigma of Counseling, and Serve Those Indigenous and Marginalized Student Population</td>
<td>Chun-Fang “Frank” Kuo, PhD</td>
<td>University of Hawaii at Hilo</td>
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<tr>
<td>Integrating Prevention, Advocacy, Teaching, and Research in Depression Screenings on a College Campus</td>
<td>Zornitsa Kalibatseva, PhD; Christine Ferri, PhD; Nate Morell, MSW, LCSW; Julie Coker, BSW; Loretta Mooney, PhD</td>
<td>Stockton University</td>
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<tr>
<td>Positioning Well-being as an Equity Issue: The Impact of a Credit-Bearing Mental Health and Well-being Curriculum on Historically Marginalized Students</td>
<td>Leah Goodman, OTD, OTR/L; Michelle Manno, PhD</td>
<td>University of Illinois at Chicago</td>
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<tr>
<td>ResilientNU: Enhancing Student Social and Emotional Wellness through Small Group Programming</td>
<td>Samantha Conway, MA, LCSW; Angela E. Mitchell, MA, LCSW</td>
<td>Northwestern University</td>
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<tr>
<td>The Impact of COVID-19 Pandemic on International Students’ Mental Health</td>
<td>Ismatara Reena, EdD, MBBS, CHES; Nirmal Chandra Gope, MD; Shankari Mondal Dipti, BA; Kumer Pial Das, PhD; Edward Hebert, PhD; Raymond Doe, PhD</td>
<td>University of Louisiana at Lafayette; Southeastern Louisiana University; Lamar University</td>
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<td>The Impact of Emotional Intelligence Training on COVID-Related Worry in College Students</td>
<td>Carol Hundert, MA; Abigail Blum, BA; Maya Hareli, BA; Colleen Conley, PhD</td>
<td>Loyola University Chicago</td>
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<td>The Role of Race/Ethnicity and Acculturation in Different Types of Stigma and Mental Health Service Utilization</td>
<td>Kristen Fleming, BA; Zornitsa Kalibatseva, PhD</td>
<td>Stockton University</td>
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<td>Using Tailored Feedback to Increase Mental Health Support Seeking Among Non-White Students: A Theory of Planned Behavior Intervention</td>
<td>Emily Derecktor, BA; Eran Magen, PhD, Marian Reiff, PhD</td>
<td>University of Pennsylvania</td>
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<td>Wolverine Support Network: A Peer Support Model Reshaping Student Mental Health</td>
<td>Nick Brdar; Liadan Solomon</td>
<td>University of Michigan</td>
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# TUESDAY, MARCH 9, 2021 (All times Eastern)

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<tr>
<th>Time</th>
<th>Opening Keynote</th>
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| 12:00 - 1:30 p.m. | The Mental Health and Well-Being of Students of Color: COVID and Beyond  
(Opening Keynote)  
David Rivera, PhD, Associate Professor of Counselor Education, Queens College, City University of New York;  
Carlota Ocampo, PhD, Provost, Trinity Washington University;  
Farha Abbasi, MD, Assistant Professor of Psychiatry, Michigan State University;  
Chevaughn Wellington, Medical Student, Quinnipiac University |

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<th>Time</th>
<th>Concurrent Sessions</th>
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| 1:45 - 2:45 p.m. | The Impact of COVID-19 on College Student Mental Health and Wellbeing: Data from the Healthy Minds Study and the ACHA National College Health Assessment III  
Akilah Patterson, MPH, Study Coordinator, Healthy Minds Study, University of Michigan;  
Mary Hoban, PhD, Chief Research Officer, American College Health Association |
|              | Let's Talk About Wellness: Race, Ethnicity, and Wellbeing at a Predominately White Institution  
Laura McAndrew, MPH, PMP, Health Educator, Sexual Health, Wolverine Wellness, University Health Service, University of Michigan;  
Chidimma Ozor Commer, LLMSW, MA, E-RYT 200, RYT 500, YACEP, Chidimma Ozor Consulting |
|              | Leading the Charge: Collectively Navigating Student-Athlete Mental Health & Wellness  
Abigail Eiler, MSW, LMSW-Clinical, QMHP, Assistant AD, Director of Athletic Counseling, Clinical Assistant Professor of Social Work, University of Michigan, Big Ten Mental Health & Wellness Cabinet;  
Brad Foltz, PhD, Counseling and Sport Psychologist, Purdue University, Big Ten Mental Health & Wellness Cabinet;  
Adam Neuman, JD, MPA, Chief of Staff, Strategy and Operations & Deputy General Counsel, Office of the Commissioner, Big Ten Conference;  
Michelle Garvin, PhD, Director of Clinical and Sports Psychology, University of Maryland, Big Ten Mental Health & Wellness Cabinet;  
Randy Ballard, MS, Associate Director of Athletics, Sports Medicine, Director of Integrated Performance, University of Illinois, Big Ten Mental Health & Wellness Cabinet |

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<tr>
<th>Time</th>
<th>Mini-Workshops</th>
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| 3:00 - 4:30 p.m. | Equity in Mental Health: Support Strategies for Diverse Student Populations  
Sofia B. Pertuz, PhD, Chief Diversity & Inclusion Officer, The JED Foundation;  
Jan Collins-Eaglin, PhD, Senior Scientific Advisor, Project Lead, Equity in Mental Health Framework for the Steve Fund |
|              | How to Address Religion and Spirituality in Support of Student Wellbeing with Clients in a Non-Religious Institution  
Kaifa Alsoofy, LMSW, University Counselor II, Counseling and Psychological Services, Wayne State University;  
Ebony Fails, MA, LPC, University Counselor II, Counseling and Psychological Services, Wayne State University |

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<tr>
<th>Time</th>
<th>Poster &amp; Networking Session</th>
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<tr>
<td>4:45 - 6:00 p.m.</td>
<td>POSTER &amp; NETWORKING SESSION</td>
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ADDRESSING THE DUAL PANDEMIC: THE IMPACT OF COVID-19 AND RACIAL INJUSTICE
WEDNESDAY, MARCH 10, 2021 (All times Eastern)

12:00 - 1:30 p.m.  PANEL DISCUSSION & PRESENTATION OF THE GEORGE ORLEY STUDENT MENTAL HEALTH ADVOCATE AWARD

Mental Health and the Dual Pandemic: The Student Experience
Brandon Bond, Masters Candidate, School of Public Health, School of Social Work, University of Michigan;
Ananya Cleetus, Undergraduate Student, University of Illinois Urbana-Champaign;
Tran Doan, PhD candidate, School of Public Health, University of Michigan;
Geela Margo Ramos, Undergraduate Student, University of Central Florida;
Preetam Vupputuri, Undergraduate Student, University of Michigan;
**Moderator: Joy Pehlke, MEd, Health Educator, Wellness, Coach, Lead of Student Engagement & Academic Partnerships, Wolverine Wellness, University of Michigan**

1:45 - 2:45 p.m.  CONCURRENT SESSIONS

Addressing Mental Health and Wellbeing, and the Impacts of COVID-19 in Higher Education
Jeena Thomas, MS, National Academies of Science, Engineering, and Medicine Program Officer for the Committee on Women in Science, Engineering, and Medicine (CWSEM) and the Board on Higher Education and Workforce in the Policy and Global Affairs Division

Institutionalizing Vulnerability: Why Creating Psychological Safety is Critical to Inclusive Excellence
Erin McClintock, MEd, Head of Impact, Social and Emotional Learning, EVERFI;
Jesse Bridges, MEd, Senior Vice President of Diversity, Equity, and Inclusion, EVERFI

Shaping Black College Men’s Mental Health with Social Media Tools: The YBMen Project
Daphne C. Watkins, PhD, Professor of Social Work, Founder and Director of the YBMen Project, University of Michigan

3:00 - 4:00 p.m.  INTERNATIONAL STUDENT MENTAL HEALTH—HERE AND ABROAD

International Student Mental Health—Here and Abroad
Victor Hong, MD, Psychiatrist, University of Michigan;
Ludmila Barbosa DeFaria, MD, Clinical Assistant Professor, University of Florida

Addressing Student Loneliness Through Research & Design
Nathaan Demers, PsyD, Vice President and Director of Clinical Programs, YOU at College

Active Minds: Your Voice is Your Power Panel
Amy Gatto, MPH, Senior Campus Program Manager, Active Minds;
Robyn Suchy, BA, Chapter Manager, Active Minds

4:15 - 5:15 p.m.  CLOSING KEYNOTE

Campus Climate as a Mental Health Equity Issue: Centering the Diverse Experiences of Students of Color
Tabbye Chavous, PhD, Director, National Center for Institutional Diversity (NCID), Associate Vice President for Research, Professor of Education, Professor of Psychology, University of Michigan
The COVID-19 pandemic, along with the murder of George Floyd, brought into stark view the deeply ingrained racial inequalities in our country. This session will highlight a set of recommendations for higher education professionals to better understand how their campus communities have been affected as a result of our current events and how they can support the mental health and well-being of students of color.

The session will introduce the Steve Fund’s Crisis Response Task Force recommendations and explore a number of questions, including why it is important to acknowledge the racial injustice movements amid COVID-19, how campuses have responded to the increased need to support the mental health of students, and why it is important to continue to center the voices and lived experiences of students of color when we discuss mental health.

Panel Discussion & Presentation of the George Orley Student Mental Health Advocate Award

Wednesday, March 10 | 12:00 - 1:30 p.m.

Mental Health and the Dual Pandemic: The Student Experience
Brandon Bond, Masters Candidate, School of Public Health, School of Social Work, University of Michigan; Ananya Cleetus, Undergraduate Student, University of Illinois Urbana-Champaign; Tran Doan, PhD Candidate, School of Public Health, University of Michigan; Geela Margo Ramos, Undergraduate Student, University of Central Florida; Preetam Vupputuri, Undergraduate Student, University of Michigan; Moderator: Joy Pehlke, MEd, Health Educator, Wellness Coach, Lead of Student Engagement & Academic Partnerships, Wolverine Wellness, University of Michigan

This panel discussion will feature the perspectives of current students as they share their diverse experiences of being a college student during the dual pandemics of COVID-19 and racial injustice. Panelists will consider how institutions can better support their mental health and wellbeing during the current climate, as well as what has been done successfully. We hope that this conversation will provide practical strategies and spark new ideas for supporting student mental health on any campus.
Tuesday Concurrent Sessions

1:45 - 2:45 p.m.

The Impact of COVID-19 on College Student Mental Health and Wellbeing: Data from the Healthy Minds Study and the ACHA National College Health Assessment III
Akilah Patterson, MPH, Study Coordinator, Healthy Minds Study, University of Michigan; Mary Hoban, PhD, Chief Research Officer, American College Health Association

In this session, the presenters will share data from the Healthy Minds Study and the ACHA National College Health Assessment III. During the onset of the COVID-19 pandemic, the Healthy Minds Network and the American College Health Association partnered to create a set of survey items focused on students’ experiences during the onset of the COVID-19 pandemic. The presenters will share data on student’s attitudes, preventive behaviors, mental health and wellbeing, and their perceived supportiveness of colleges and universities during the onset of the COVID-19 pandemic.

Let's Talk About Wellness: Race, Ethnicity, and Wellbeing at a Predominately White Institution
Laura McAndrew, MPH, PMP, Health Educator, Sexual Health, Wolverine Wellness, University Health Service, University of Michigan; Chidimma Ozor Commor, MSW, MA, E-RYT 200, RYT 500, YACEP, Chidimma Ozor Consulting

Students of color, non-white, and/or multiracial students attending college or graduate school at a predominantly white institution (PWI) may encounter unique supports and challenges to wellbeing. In 2019, staff from Wolverine Wellness held focus groups and interviews with 90 University of Michigan students to understand what elements enhance or hinder their well-being on campus.

Participants in this session will learn about the perspectives students shared, understand multiple ways racism can affect student wellbeing at a PWI (including interactions with services, academic and social climates, and other areas), and gain recommendations for enhancing services and climate to better support equitable student health and wellbeing.

Leading the Charge: Collectively Navigating Student-Athlete Mental Health & Wellness
Abigail Eiler, MSW, LMSW-Clinical, QMHP, Assistant AD, Director of Athletic Counseling, Clinical Assistant Professor of Social Work, University of Michigan, Big Ten Mental Health & Wellness Cabinet; Brad Foltz, PhD, Counseling and Sport Psychologist, Purdue University, Big Ten Mental Health & Wellness Cabinet; Adam Neuman, JD, MPA, Chief of Staff, Strategy and Operations & Deputy General Counsel, Office of the Commissioner, Big Ten Conference; Michelle Garvin, PhD, Director of Clinical and Sports Psychology, University of Maryland, Big Ten Mental Health & Wellness Cabinet; Randy Ballard, MS, Associate Director of Athletics, Sports Medicine, Director of Integrated Performance, University of Illinois, Big Ten Mental Health & Wellness Cabinet

In this session, presenters will provide an overview of the Big Ten Mental Health and Wellness Cabinet and discuss working with the student-athlete population during the pandemic. They will highlight mental health trends across the NCAA and BTG and share information about integrated care and racial injustice initiatives to support student-athlete mental health and wellness.

Tuesday Mini-Workshops

Equity in Mental Health: Support Strategies for Diverse Student Populations
Sofia B. Pertuz, PhD, Chief Diversity & Inclusion Officer, The JED Foundation; Jan Collins-Eaglin, PhD, Senior Scientific Advisor, Project Lead, Equity in Mental Health Framework for the Steve Fund

Mental health is a major issue on college campuses that intersects with diverse identities. This interactive session invites participants to learn about and discuss a comprehensive approach and specific recommendations to addressing the unique needs of students of color and other marginalized and underrepresented populations in ways that support the well-being of all students. Data will be shared from the Jed Foundation and Steve Fund’s active engagement with a pilot cohort of schools implementing the Equity in Mental Health Framework.

How to Address Religion and Spirituality in Support of Student Wellbeing with Clients in a Non-Religious Institution
Kaifa Alsoofy, LMSW, University Counselor II, Counseling and Psychological Services, Wayne State University; Ebony Fails, MA, LPC, University Counselor II, Counseling and Psychological Services, Wayne State University

In this workshop presenters aim to address religion and spirituality in clinical settings. The workshop goals are to help identify attendees’ identities and biases as it relates to religion and spirituality and examine how they impact the therapeutic relationship specifically with clients who have different or similar religious and spiritual identities.
**Wednesday Concurrent Sessions, Session I**

1:45 - 2:45 p.m.

**Addressing Mental Health and Wellbeing, and the Impacts of COVID-19 in Higher Education**

**Jeena Thomas, MS**, National Academies of Science, Engineering, and Medicine Program Officer for the Committee on Women in Science, Engineering, and Medicine (CWSEM) and the Board on Higher Education and Workforce in the Policy and Global Affairs Division

This presentation will highlight ongoing trends in mental health and well-being at colleges and universities prior to and shortly after the start of the COVID-19 pandemic. The National Academies of Science, Engineering, and Medicine (NASEM) consensus study, Supporting the Whole Student: Mental Health and Well-Being in STEMM Undergraduate and Graduate Education, detailed ways in which colleges and universities provide treatment and support for the mental health and well-being of undergraduate and graduate students, focusing on STEMM students. The resultant report provides recommendations that can be applied across campuses, professional society meetings, and other venues when generally addressing mental health and well-being amongst those in higher education.

The workshop series, Response of Higher Education to COVID-19: Virtual Workshops on Graduate and Undergraduate Education, held by NASEM from September to October 2020, explored the impact of higher education’s immediate response to COVID-19 on undergraduate and graduate students. The presentations and discussions at these workshops revealed early indicators of direct impacts of COVID-19 on student populations, including short-term effects on the mental health and well-being of students. Based on these NASEM publications, this presentation will describe the general trends in mental health and well-being in higher education as well as potential impacts that the COVID-19 pandemic is having on present day trends of mental illness among students in higher education. This presentation will highlight preliminary research on mental health and well-being trends in undergraduate and graduate students during COVID-19, including ways in which institutional responses can impact students differently based on their race, ethnicity, backgrounds, and current situations.

**Institutionalizing Vulnerability: Why Creating Psychological Safety is Critical to Inclusive Excellence**

**Erin McClintock, MEd**, Head of Impact, Social and Emotional Learning, EVERFI; **Jesse Bridges, MEd**, Senior Vice President of Diversity, Equity, and Inclusion, EVERFI

The topics of diversity, equity, and inclusion and student mental health are two that have, in recent years, become more top of mind for many institutions. As institutions grapple with how to best support the needs of all members of their communities, there also exists a need to create environments that are trusting and psychologically safe. Inclusive excellence is one way in which institutions are making efforts to create welcoming and diverse communities.

Recent research into employee wellbeing has found that psychological safety and the ability to be emotionally vulnerable is a direct contributor (or detractors) to success at work, particularly for historically underrepresented populations. This session will explore what implications this has on college populations, and the role that psychological safety and emotional vulnerability have on student well-being. Using research from the field, and utilizing a public health framework, attendees will leave this session with specific strategies that institutions can take to make their communities safer for the vulnerability and emotional trust of students, and a deeper understanding of the role that inclusive excellence plays in this process.

**Shaping Black College Men’s Mental Health with Social Media Tools: The YBMen Project**

**Daphne C. Watkins, PhD**, Professor of Social Work, Founder and Director of the YBMen Project, University of Michigan

This session will provide an overview of the YBMen project, an intervention for young black men who may be uncomfortable seeking mental health information and social support face-to-face. The YBMen intervention is delivered via social media whereby black men’s health researchers and practitioners moderate gender-specific and culturally-relevant discussions using prompts from popular culture. Outcome data and lessons-learned will be presented, along with discussion around how this strategy can be modified for scalability and further expansion.
SESSION DESCRIPTIONS

Wednesday Concurrent Sessions, Session II

3:00 - 4:00 p.m.

International Student Mental Health—Here and Abroad
Victor Hong, MD, Psychiatrist, University of Michigan; Ludmila Barbosa DeFaria, MD, Clinical Assistant Professor, University of Florida

The very nature of college experience has been transformed by globalization, both by students who study abroad and international students who come to the U.S. The student population is an increasingly international cohort, requiring mental health providers to be culturally aware and sensitive. There are specific stressors that international students encounter, leading to social isolation, low help-seeking behaviors, and high rates of mental health problems.

For U.S. students who are abroad, inconsistent access to care, limited supports, and different laws regarding medications are among the challenges faces by those with mental health problems. “International Student Mental Health—Here and Abroad” presents two sides of the international student experience. The presenters will explore the challenges regarding mental health care of U.S. students who are abroad and international students coming to the U.S. The scope of the problems will be defined, unique stressors will be described, and potential interventions will be explored.

Addressing Student Loneliness Through Research & Design
Nathaan Demers, PsyD, Vice President and Director of Clinical Programs, YOU at College

Loneliness is a significant contributing factor to student attrition and poor mental health that has been drastically exacerbated in light of COVID-19. This presentation will highlight the impact of Nod, a scalable digital intervention that proactively addresses the issue of loneliness on campus. Results of a randomized controlled trial and subsequent launch at several universities will be presented alongside key insights and learnings that can assist campuses in decreasing loneliness amongst their student bodies.

Active Minds: Your Voice is Your Power Panel
Amy Gatto, MPH, Senior Campus Program Manager, Active Minds; Robyn Suchy, BA, Chapter Manager, Active Minds

In Fall 2020, Active Minds implemented the Your Voice is Your Power campaign to highlight the need for equity and inclusivity in mental health. Students will share how their campuses embraced the campaign to advocate for the needs of BIPOC students.

Farha Abbasi, MBBS
Dr. Farha Abbasi is an Assistant Professor in the Department of Psychiatry at Michigan State University and core faculty member of the Muslim Studies Program. She is from Pakistan and settled in the United States in the year 2000 with her three daughters. Her areas of interest are cultural psychiatry and teaching medical students how to provide culturally appropriate care to Muslim patients. She works directly with the Muslim American community to encourage integration rather than isolation from mainstream society. In addition to her efforts to build bridges between the two cultures, Dr. Abbasi’s work as a psychiatrist has led her to address the barriers that stigmatize and silence mental health.

Kaifa Alsoofy, LMSW
Kaifa Alsoofy graduated from Grand Valley State University with a Masters in Social Work, and currently works as a University Counselor II at Wayne State University. Areas of interest includes women’s mental health issues/empowerment, anxiety, depression, empowering first-generation college students, building health coping skills, self-esteem, managing stress, mindfulness, and self-care.

Randy Ballard, MS
Randy Ballard is the Associate Director of Athletics - Sports Medicine and Director of Integrated Performance for the University of Illinois. Randy has been a member of the University of Illinois Division of Intercollegiate Athletics Sports Medicine Department for 15 years. During that time, he spearheaded the creation of the Integrated Performance Team and has been on the leading edge of new technology that enhances student-athlete performance while maintaining the highest level of safety. Randy has worked as an athletics trainer for the volleyball, cross country and track and field teams. A 1999 graduate of Kansas State University, Ballard earned his master’s degree in kinesiology from the University of Texas in 2001.

Ludmila Barbosa DeFaria, MD
Dr. Ludmila De Faria has been a psychiatrist in Florida for over 15 years. She currently works at the University of Florida seeing patients, teaching psychopharmacology and participating in research. Dr. DeFaria has a special interest in and works closely with minority populations. She is especially interested in increasing access and decreasing mental health disparities among minorities, and providing a culturally sensitive environment for both patients and health care professionals.
**SPEAKER PROFILES**

**Brandon Bond**
Brandon Bond (he/him/his) is a first-generation and first-year dual master’s student from Belleville, Michigan in the School of Public Health and Social Work at the University of Michigan. His concentrations include Interpersonal Practice in Integrated Health, Mental Health, and Substance Abuse for his MSW and Health Behavior & Health Education with a certificate in Injury Science for his MPH. He was a 2020 graduate from the University of Michigan where he studied Biopsychology, Cognition, Neuroscience, and International Studies: Global Environment & Health with a minor in Community Action Social Change. His diverse array of interests led him to focus on the influence one’s identities, culture, and global environment have on their conceptualizations and behaviors relating to mental health. Additionally, the role it plays in the acknowledgment and treatment of mental health-related concerns. In addition to his studies, Brandon advocates for DEI advancements, empowerment, and equity through his work and extracurricular activities. Also, through his position as a Wellness Coach for Wolverine Wellness, Brandon works with UM students to help them build the skills and capacity necessary for navigating the various concerns they encounter.

**Jesse Bridges, MEd**
Jesse Bridges serves as the SVP of Diversity, Equity and Inclusion (DEI) at EVERFI. In this capacity, she is EVERFI’s lead subject matter expert on DEI, representing thought leadership across our corporate, higher education, and K12 networks. Jesse also serves as part of the executive team to enhance diversity, equity, and inclusion within the organization. Prior to joining EVERFI, Jesse served as the Senior Director of Organizational Culture and Head of Diversity and Inclusion at Education Advisory Board (EAB). In this role, Ms. Bridges developed and executed against an integrated diversity strategy that spanned talent management, community and team member engagement and equity in customer offerings.

**Tabbye Chavous, PhD**
Dr. Tabbye Chavous is the director of the National Center for Institutional Diversity (NCID), associate vice president for research, and a professor of education and professor of psychology at the University of Michigan. A native of Aiken, South Carolina, Dr. Chavous attended the University of Virginia where she received her bachelor’s degree and went on to earn a PhD in Community Psychology. Following her graduate work, Dr. Chavous entered the University of Michigan as an assistant professor and moved up the ranks to professor. Prior to her directorship of NCID, she served as chair of the Combined Program in Education & Psychology (CPEP) and as associate dean of academic programs and initiatives within the Rackham Graduate School at the University of Michigan. She is also a co-founder, co-director, and principal investigator in U-M’s Center for the Study of Black Youth in Context (CSBYC).

Dr. Chavous’ expertise and research activities center around (1) social identity development among Black adolescents and young adults; (2) achievement motivation processes among ethnic minority students, including relations among individuals’ racial/ethnic, gender, and academic identities; (3) educational transitions in secondary schooling and higher education; and (4) diversity and multicultural climates in secondary and higher education settings and implications for students’ academic, social, and psychological adjustment. In collaboration with a number of her graduate student and postdoctoral mentees, she has published extensively in these areas.

**Ananya Cleetus**
Ananya Cleetus is a computer science student at the University of Illinois Urbana-Champaign. She got involved in mental health advocacy through her own lived experiences with bipolar disorder and anxiety. She is the founder of Anemone, a mental health crisis-planning app. She was a member of the Mental Health America Collegiate Innovation Council and has served as a mental health advisor for various federal projects and tech companies, including Google. She has also given a TEDx talk about her journey as an Indian-American college student with a mental illness. On-campus, she leads many policy initiatives with groups like Active Minds and UIUC’s Counseling Center. She wants to focus on improving mental health awareness, especially among minority groups, and promoting higher education faculty training. She has spoken about her mental health work through groups such as AnitaB.org and Wogrammer and been recognized by the National Center for Supercomputing Applications, Carle Illinois College of Medicine, TeenVogue, Washington Post, and others. Ananya has also been awarded by the White House, Mayor of Pittsburgh, and Carnegie Science Awards for her past work in computer science and robotics. When she’s not coding or tinkering around, Ananya enjoys baking and trying to beat her sister at Just Dance.

**Jan Collins-Eaglin, PhD**
Jan Collins-Eaglin serves as the Senior Scientific Advisor and Project Lead for the Equity in Mental Health Framework for the Steve Fund. She had previously served as the Project Director for the Substance Abuse and Mental Health Administration suicide prevention grant and Senior Associate Dean of Students for Wellness and Personal Success and the Disability Coordinator for Pomona College. She was responsible for mental health and wellness initiatives, staff development, and all ADA cases. She also served as the Intergroup Dialogue consultant for the college. Dr. Collins-Eaglin has presented at numerous and international conferences on collegiate mental health. She developed nationwide mental health program for African American women through Alpha Kappa Alpha, Inc. and The Links, Incorporated, international African American women’s community service organizations. Dr. Collins-Eaglin has also served as the project director for the California State University Dominguez Hills and Masters of Psychology, Education Specialist, and Doctorate from the University of Michigan.
Abigail Eiler, LMSW, QMHP
Abigail Eiler is a licensed clinical social worker and educator with more than 15 years of experience working in tribal and non-tribal communities across the country and in Canada. In 2014, Professor Eiler started as a LEO Lecturer at the University of Michigan School of Social Work and joined the governing faculty in May 2018 as a Clinical Assistant Professor. She teaches various interpersonal practice courses to MSW and PhD students enrolled in the school's MSW program, as well provides instruction in the school's Community Action and Social Change Undergraduate Minor. She deeply values teaching about social justice and implementing its principles into her clinical practice. She utilizes an anti-racist framework and makes intentional strides to address Privilege, Oppression, Diversity and Social Justice (PODS) theories, research, and practice central to her social work pedagogy.

Nathaan Demers, PsyD
Nathaan Demers, PsyD, is a clinical psychologist with experience working in a variety of clinical settings, including college counseling. In addition to his clinical experience, he worked as a Behavioral Health Research and Technical Assistance Associate at the Western Interstate Commission for Higher Education - Behavioral Health Program, a nonprofit working to bring quality behavioral health services to rural and underserved areas in the Western 15 states and American Territories in the Pacific. Nathaan completed his dissertation research on the topic of maturity in adolescent and young adult populations and has sat on the Colorado Psychological Association Board and Primary Care Provider Suicide Prevention Workgroup in the state of Colorado. Nathaan is currently the Vice President of Clinical Programs & Strategic Partnerships with Grit Digital Health, working at the intersection of behavioral health and technology with the majority of his time spent working with improving student behavioral health, well-being, and success.

Tran Doan
Tran Doan (she/her) is a doctoral candidate in the Department of Health Management and Policy in the University of Michigan School of Public Health and belongs to the inaugural cohort of the Health Policy Research Scholars with the Robert Wood Johnson Foundation. Her dissertation—focused on the cost-effectiveness of universal screening for major depression in adolescents by primary care physicians—has the potential to change national pediatrics guidelines and improve the health of teenagers across the United States.

Tran has been open and honest with her own mental health journey as the eldest child of Vietnamese refugee-immigrant parents and a first-generation student. She is the main orator for "The War Less Traveilled," a radio documentary that highlights the intricate intergenerational trauma experienced by Southeast Asian refugees and their children in America born after the War in Vietnam. She is Yoga Alliance-certified and teaches trauma-sensitive yoga for YogaforBlackLives.com.

Ebony Fails, MA, LPC
Ebony Fails graduated from Wayne State University with a Master of Arts in Community Counseling. Ebony is currently a University Counselor at Wayne State University Counseling and Psychological Services. Ebony’s areas of interest include stress management, anxiety, depression, crisis intervention and adjustment related concerns.

Brad Foltz, PhD
Dr. Brad Foltz is a counseling and sport psychologist for Purdue Athletics. In this role, he provides psychological counseling, performance enhancement, psycho-education, consultation and team-building services to student-athletes, coaches and staff. Prior to coming to Purdue, Dr. Foltz held positions as head of athletics counseling services for Georgetown University and assistant director of the University of Oklahoma Psychological Resources for OU Student-Athletes (PROS) program. During his time as a graduate student at Indiana, he also served as sport psychology consultant with the athletics department. Dr. Foltz earned his counseling psychology doctorate from the Indiana University in 2014, his master’s degree in community counseling from Indiana in 2009 and his bachelor’s degree from Kent State University in 2006. Dr. Foltz’s clinical interests include mindfulness, anxiety disorders, mood disorders, sport and performance psychology and identity development. Additionally, Dr. Foltz continues to make academic contributions to the field of sport psychology by giving presentations at national organization meetings and conferences as well as publishing articles on subjects such as cognitive approaches to sport performance enhancement and sport psychology education/training.

Michelle Garvin, PhD
Dr. Michelle Garvin joined the University of Maryland team in June 2017 as the Director of Clinical and Sports Psychology Services. In this role, Dr. Garvin is developing a comprehensive mental health and performance enhancement program for the University of Maryland student-athletes. In this role, she provides individual therapy and performance enhancement sessions, conducts team workshops, and implements outreach and prevention programming. She works as part of a multi-disciplinary team of sports medicine providers, nutritionists, coaches and administrators to provide coordination of care for student-athletes. Additionally, she is the department’s campus and community liaison for mental health and provides training and consultation for athletic department staff. Dr. Garvin is a Licensed Psychologist in the state of Maryland. She graduated from Princeton University with a bachelor’s degree in Psychology and received her PhD in Clinical Psychology from The George Washington University. She completed her clinical internship at the University of California, Davis where she worked in the Applied Sport Psychology Program. She served on the executive board of APA’s Division 47 and is a member of the Association for Applied Sport Psychology.
SPEAKER PROFILES

Amy Gatto, MPH
Amy is interested in the relationship between health and education. Blending together her experiences as a former high school teacher, higher education health educator, and young adult health researcher, she has found a niche in working to improve adolescent and young adult mental health. Amy is a doctoral candidate at the University of South Florida in the College of Public Health, holds a Master in Public Health from the University of North Carolina at Chapel Hill and a Bachelor of Arts in Human Services from Elon University. To find balance, Amy seeks out new adventures, teaches and practices yoga, and is usually working through a new DIY home project.

Mary Hoban, PhD
Mary holds a PhD in Public and Community Health from the University of Maryland, College Park and is a Master Certified Health Education Specialist. In 1997, she left the University of Maryland, University Health Center to manage a 10 year, $2.5 million CDC funded HIV prevention project at the American College Health Association. In 2006, she was appointed the Director of the ACHA National College Health Assessment (ACHA-NCHA) Program Office and became the Chief Research Officer at ACHA in 2016.

Victor Hong, MD
Dr. Victor Hong is the medical director of the psychiatric emergency services and Assistant Professor of Psychiatry at the University of Michigan in Ann Arbor. He also treats students at the University of Michigan through the campus health services and manages psychiatric care for the student athletes. His educational and research interests are in the areas of emergency psychiatry, suicide prevention, borderline personality disorder, and college mental health, and the intersection of all of those.

Laura McAndrew, MPH, PMP
Laura McAndrew, MPH, PMP is a health educator with UHS Wolverine Wellness at the University of Michigan. Her work focuses on college health equity, evaluation, and sexual health, with emphasis on student engagement and capacity building. In Wolverine Wellness, Laura leads needs assessment and evaluation to enhance DEI in college health promotion. Prior to her work in Wolverine Wellness, Laura held public health and community engagement positions in healthcare and non-profit organizations. A proud Michigander, Laura earned her Master of Public Health and BA in Psychology from the University of Michigan.

Erin McClintock, MEd
Erin McClintock is a strength-based mental health practitioner with a passion for prevention, social-emotional learning, and digital wellness. In her role as Head of Impact, Social Emotional Learning, and EVERFI’s resident mental health subject matter expert, Erin critically explores the intersections that exist between diversity, equity, and inclusion, mental health, interpersonal violence, digital wellness, and substance abuse, and how to best utilize technology to make an upstream impact on the collective betterment of our world. Erin holds a graduate degree in Counseling Psychology, completed her post-master's studies in Trauma and Addiction Counseling, and has extensive experience in community, school, and collegiate mental health.

Adam Neuman, JD, MPA
Adam Neuman joined the Big Ten Conference in January 2020 as Chief of Staff, Strategy and Operations. He assists Commissioner Kevin Warren in creating a movement of leadership in sports, academics and social responsibility to meet the challenges of our times. The Commissioner's Office seeks to provide the tools and culture to inspire student-athletes of the 14 Big Ten universities to assume meaningful personal and professional roles during and after their collegiate athletic careers. Neuman serves as a strategic advisor and aide to the Commissioner, implementing Commissioner Warren's ideas and vision into practice, ensuring student-athletes are at the epicenter of all decisions. Neuman earned a joint degree (J.D./MPA) from the University of Pennsylvania Law School and the University of Pennsylvania's Fels Institute of Government, with a certificate in business management from the Wharton School (2015-2018).

Carlota Ocampo, PhD
Dr. Carlota Ocampo is the Provost for Trinity Washington University and leads the Office of Academic Affairs, which supervises the planning, delivery, and assessment of Trinity's academic and co-curricular programs. Prior to entering administration, she taught for many years as a tenured associate professor of psychology at Trinity (a title she retains). She received her PhD in Neuropsychology from Howard University in 1997; her teaching and research interests encompass the interactions among diversity, psychology of oppression, and health. Her most recent educational works explore pedagogical reform with the changing student population; her psychological publications focus on racist-incident based trauma and on ethnicity, gender and disease. She was recently accepted to the American Psychological Association’s Leadership Institute for Women in Psychology (LIWP) and serves on the Board of Directors at the Steve Fund.

Chidimma Ozor Commer, LLMSW, MA, E-RYT 200, RYT 500, YACEP
Chidimma Ozor received her Master of Social Work from the University of Michigan School of Social Work. She also has a BA in Organizational Studies and an MA in Liberal Studies, both from the University of Michigan. She has been teaching yoga for over 10 years and is a yoga therapist who also teaches trauma-informed yoga. Shortly after the 2016 Presidential election, she started a social justice podcast. At the School of Social Work, her concentration was Interpersonal Practice with a Health practice area and she plans to use her degree to start a private practice for Black women, Black folks, and members of the LGBTQ+ community incorporating multiple modalities and evidence-based practices. Her current research is exploring advocacy and activism within the field of social work, and their relationship to self-care. In her spare time, she provides anti-racism, diversity, equity, and inclusion...
training and consulting, through Chidimma Ozor Consulting, for schools, churches, and police departments to help those entities heal the fractured relationships they have with the communities they have harmed. www.chidimmaozor.com She also has an ethically conscious fashion business that is interdependent and deeply connected with women in Uganda and Ethiopia, providing them dignified work as well as University scholarships for their academic aspirations. www.ssekodesigns.com/chidimma

Akilah Patterson, MPH
Akilah Patterson, MPH is a Study Coordinator for the Healthy Minds Study at the University of Michigan. In her role, she administers and coordinates the Healthy Minds Study at over 100 colleges and universities annually. Before her current role, Akilah completed her Master of Public Health degree at Emory University’s Rollins School of Public Health. Akilah has also worked extensively in various student affairs roles guided by her passion for improving the health and well-being of college students.

Joy Pehlke, MEd
Joy Pehlke, MEd, is a Health Educator, and the Lead for Student Engagement and Academic Partnerships at Wolverine Wellness at the University of Michigan. Her interests include creating an inclusive culture of well-being on campus, wellness coaching, motivational interviewing, alcohol and other drug prevention and intervention, mindfulness, social justice and health equity, healthy relationships, and sleep hygiene for the collegiate population. Joy believes in the power of looking at wellness holistically and interculturally. A holistic approach allows us to address and attend to the expected and unexpected fluctuations in life and build resilience for the times in our lives that challenge us. Joy also believes that wellness does not look like what the media tells us, and we must critically examine our health and wellness efforts to address who is being left out.

Sofia Pertuz, PhD
Sofia B. Pertuz is the Chief Diversity and Inclusion Officer and Senior Advisor for JED Campus. Sofia joined JED with over 20 years of experience in strategic planning, assessment, inclusive excellence, and critical incident management in higher education. She most recently served as Associate Vice President and Dean of Students at Hofstra University. Sofia has been an invited speaker to international audiences on topics in leadership, change management, social justice, and LGBTQ advocacy, including delivering keynotes in Spanish. Sofia completed a B.A. degree in Organizational Communication from State University of New York at New Paltz and earned her M.A. and Ph.D. in Higher Education Leadership, Management, and Policy, both from Seton Hall University.

Geela Margo Ramos
Geela (she/they) is a sophomore, majoring in Computer Science and minoring in Cognitive Science, at the University of Central Florida. She has been involved in mental health advocacy since 2016, and since then, has risen to the position of UCF Chapter President and a Student Ambassador for Active Minds. This opportunity has also led her to lead conversations on campus about mental healthcare equity as part of the recently formed President’s Student Advisory Council. Outside of these extracurriculars, Geela participates in various research projects within the UCF Wearable Engineering and Assistive Robotics (WEAR) Lab; she is currently working on her undergraduate thesis, which focuses on wearable devices for monitoring mental illnesses. Her efforts have led Geela to be recently announced as the National Active Minds 2021 Adam Carlson Student Leader of the Year, and with this achievement, she hopes to continue her work as a member of the UCF community to change the conversation around mental health.

David Rivera, PhD
David Rivera is an associate professor of counselor education at Queens College-City University of New York. He received his doctorate in counseling psychology from Teachers College, Columbia University. He also holds degrees in psychology and counseling from Johns Hopkins University and the University of Wyoming. A counseling psychologist by training, his professional experience includes college counseling and higher education administration. His research focuses on cultural competency development and issues impacting the marginalization and well-being of people of color and oppressed sexual orientation and gender identity groups, with a focus on micro aggressions.

Robyn Suchy, BA
Robyn (he/him) has been immersed in intersectional mental health advocacy on his campus, in the community, and on a statewide and national level. He graduated from Cabrini College with a dual degree in Philosophy and English, and concentrations in Social Justice and Women’s Studies in 2014. He was involved in the Active Minds chapter at Cabrini starting his freshman year when he took over the presidency. From there, he served on the Active Minds National Student Advisory Committee, the active Minds Board of Directors, and as a Programs Team intern. Robyn has struggled with mental health for most of his life and through Active Minds, he channels his journey into transformational advocacy. Robyn founded a group for transgender men and transmasculine individuals, he is a Crisis Counselor for Crisis Text Line, and he is on the steering committee of a transgender legal advocacy group.
SPEAKER PROFILES

Jeena Thomas, MS
With experiences ranging from working in the federal government to nonprofit organizations, Jeena Thomas has passionately dedicated her life to improving mental wellness and facilitating equal opportunities amongst adolescents and students in higher education. Ms. Thomas earned her M.S. in Physiology and Biophysics from Georgetown University and her B.A. in Biology from the University of Virginia. Ms. Thomas was recruited to the Extramural Research Program to become the Operations Coordinator and Policy Liaison for the Division of Translational Research in the NIMH, which funds research projects accelerating the translation of basic science findings into improved diagnosis and treatment of mental illness across the lifespan. She represented the National NIMH in the National Academies of Science, Engineering, and Medicine (NASEM) project titled, Supporting the Whole Student: Mental Health, Substance Abuse, Well-Being in Higher Education. As the NIMH project specialist for this initiative, Ms. Thomas worked with the National Institute on Alcohol Abuse and Alcoholism, the National Institute on Drug Abuse, and other key sponsors to study how colleges and universities have provided treatment and support for the mental wellness and well-being of higher education students. Today, she is a Program Officer for the National Academies of Sciences, Engineering, and Medicine in the Policy and Global Affairs Division and is a member of the staff supporting the Committee on Women in Science, Engineering, and Medicine (CWSEM) and the Board on Higher Education and Workforce. In addition to other studies, she is one of the staff leads for the study on Mitigating the Impact of COVID-19 on the Careers of Women in Academic Science, Engineering, and Medicine.

Preetam Vupputuri
Preetam is currently a sophomore at the University of Michigan, majoring in both Biochemistry and Philosophy. The dual pandemics have thrust us into an odd place as college students. In a time meant for fostering independence and self-discovery, we are dealing with loss and collective-grief instead, simultaneously mourning our lost experiences. He has been able to process by dealing with loss and collective-grief instead, simultaneously having the experience with anxiety. He is grateful that The Steve Fund developed due to her clinical experiences in medical school, the effects of complex trauma on her community, and her personal experience with anxiety. She is grateful that The Steve Fund prioritizes the mental health of BIPOC students and she looks forward to continue serving in the YAB.

Daphne C. Watkins, PhD
Dr. Daphne C. Watkins is a Professor at the University of Michigan School of Social Work and Director of the Vivian A. and James L. Curtis Center for Health Equity Research and Training. For many years, she has studied gender disparities and mental health over the adult life course using mixed methods research. Namely, her research focuses on generating new knowledge about (1) the social determinants of health that explain within-group differences for boys and men; (2) evidence-based strategies to improve the mental health of boys and men; and (3) the intersection of age, culture, and gender. Dr. Watkins has received federal and private foundation funding for her research, and has produced several peer-reviewed publications, book chapters, and volume sections. In addition to her research and teaching obligations, Dr. Watkins is also the Founding Director of the Gender and Health Research (GendHR) Lab, the Certificate Program in Mixed Methods Research, and the Young Black Men, Masculinities, and Mental Health (YBMen) Project at the University of Michigan.

Chevaughn Wellington
Chevaughn Wellington is a fourth-year medical student planning to pursue a career in Psychiatry. Her enthusiasm for mental health developed due to her clinical experiences in medical school, the effects of complex trauma on her community, and her personal experience with anxiety. She is grateful that The Steve Fund prioritizes the mental health of BIPOC students and she looks forward to continue serving in the YAB.

Executive Officers of Michigan Medicine:
Marshall S. Runge, M.D., Ph.D., executive vice president for medical affairs, dean, University of Michigan Medical School; CEO, Michigan Medicine; David C. Miller, M.D., M.P.H., president, UMHS, and executive vice dean for clinical affairs, University of Michigan Medical School; Patricia D. Hurn, Ph.D., dean, School of Nursing.

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