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| **Page 1: Coordinating Presenter Information**  |
| **First Name** \*  |
| **Last Name** \*  |
| **Professional Title** \*  |
| **Organization** \*  |
| **Primary Email** \*  |

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| **Page 2: Session Logistics**The [2023 NASPA Strategies Conferences](https://www.naspa.org/events/strategies) planning committees invite program proposals from higher education professionals who are part of the essential systems addressing college student safety, health, and well-being. These functions are irreplaceable components of an environment conducive to learning and development, and the field of student affairs prevention professionals passionately dedicated to this work need your expertise. We welcome you to submit a program for this dynamic series of conferences and join us in January to optimize your own programs and services in the company of the largest student affairs health and wellness event in the field. The conference planning committees encourage program proposals regarding proven practices with content that will engage participants in fruitful discussions and provide meaningful content to bring back to their campuses.Please note: **ALL**presenters must register to attend the 2023 NASPA Strategies Conferences.For questions about proposal submission, including how to use this tool, contact NASPA staff at strategies@naspa.org. |
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| **Please select the** BEST MATCHED**conference for your submission.**Note: you may only submit to one conference. Our conference committees recognize and will consider programs which are collaborative and work between conferences. |
| **Conference & Session Type Selection:** \* Alcohol, Other Drug, and Campus Violence Prevention Conference --- ⭘ AODVP - General Interest Session (60 minutes) --- ⭘ AODVP - Extended General Interest Session (90 minutes) --- ⭘ AODVP - Pre-Conference Session (3 hours) --- ⭘ AODVP - Pre-Conference Institute (8 hours) --- ⭘ AODVP - Poster Session --- ⭘ AODVP - Roundtable Discussion Session (60 minutes)Mental Health Conference --- ⭘ MH - Extended General Interest Session (90 minutes) --- ⭘ MH - General Interest Session (60 minutes) --- ⭘ MH - Pre-Conference Institute (8 hours) --- ⭘ MH - Pre-Conference Session (3 hours) --- ⭘ MH - Poster Session --- ⭘ MH - Roundtable Discussion Session (60 minutes) Sexual Violence Prevention and Response Conference --- ⭘ SVPR - Extended General Interest Session (90 minutes) --- ⭘ SVPR - General Interest Session (60 minutes) --- ⭘ SVPR - Pre-Conference Institute (8 hours) --- ⭘ SVPR - Pre-Conference Session (3 hours) --- ⭘ SVPR - Poster Session --- ⭘ SVPR - Roundtable Discussion Session (60 minutes) Well-Being and Health Promotion Leadership Conference --- ⭘ WHPL - Extended General Interest Session (90 minutes) --- ⭘ WHPL - General Interest Session (60 minutes) --- ⭘ WHPL - Pre-Conference Institute (8 hours) --- ⭘ WHPL - Pre-Conference Session (3 hours) --- ⭘ WHPL - Poster Session --- ⭘ WHPL - Roundtable Discussion Session (60 minutes)  |
| **Conference Confirmation & Theme Selection:** \* Please confirm your conference selection. You will then be prompted to select the associated conference theme. ⭘ Alcohol, Other Drug, and Violence Prevention Conference ⭘ Mental Health Conference ⭘ Sexual Violence Prevention and Response Conference ⭘ Well-being and Health Promotion Leadership Conference  |
| **If AODVP is selected – Conference Themes & Learning Outcomes**Please select **ONE THEME** that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme. **Campus or Community Coalitions and Partnerships*** Understand the ways in which diverse stakeholders across the campus and the larger community can work collaboratively to address substance misuse or violence prevention and best serve the needs of campus community members
* Analyze models of collaboration, case studies from integrated systems, successful partnerships, and efforts to engage all stakeholders in prevention efforts, including individual and environmental level strategies
* Identify and evaluate health promotion efforts

**Current Trends and Emerging Issues in an Ever-Changing Environment*** Analyze ongoing data and research surrounding substance misuse or campus violence prevention efforts, especially those addressing use patterns and implications for college students
* Evaluate the scope of alcohol and other drug misuse on campus as well as its relationship to academic attainment
* Explore considerations for health equity on prevention efforts
* Amplify the voices and experiences around substance misuse and campus violence of underrepresented populations

**Evidence-Based and Evidence Informed Practices*** Examine how evidence-based prevention strategies can be modified to fit varying institutions, communities, populations, and resource levels
* Identify sources and repositories for identifying evidence-based programs and strategies
* Explore replicable and adaptable evidence-based policies, programs, and practices
* Identify best practices for campus policies surrounding alcohol and other drugs

**Innovative Solutions and Changing Practices*** Evaluate the efficacy and fidelity of prevention strategies led online/virtually
* Identify changes in prevention strategies due to COVID-19 and the long term impact for students and staff
* Articulate how to support students who choose not to use substances and those in recovery communities, using innovative strategies, based on a foundational theory, model, or adaptation

**The Strategic Prevention Framework*** Create sustainability into all efforts in the spectrum of prevention and health promotion
* Discuss an understanding of cultural competency and its importance in evidence-based prevention efforts
* Discuss efforts to build capacity to implement prevention strategies on campus
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| **AODVP Theme Selection:** \* ⭘ Campus or Community Coalitions and Partnerships ⭘ Current Trends and Emerging Issues in an Ever-Changing Environment ⭘ Evidence-Based and Evidence Informed Practices ⭘ Innovative Solutions and Changing Practices ⭘ The Strategic Prevention Framework |
| **If MH is selected – Conference Themes & Learning Outcomes**Please select **ONE THEME** that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme. **Creating Capacity*** Explore new and innovative service models to address growing client waiting lists and limited or reduced provider capacity;
* Identify  challenges, successes, and lessons learned in addressing administrative, financial, and other  barriers to student access to mental health services;
* Explore effective strategies to promote help-seeking and referral to mental health services;
* Explore innovative strategies to promote equitable access and inclusion in mental health service delivery across the prevention and intervention spectrum;
* Identify new and innovative strategies to promote increased awareness of and access to mental health services for students;
* Identify the unique challenges to recruiting and retaining mental health staff on college campuses;
* Develop strategies to enhance retention and recruitment of mental health staff on college campuses.

**Cross- Campus Collaboration and Coordination*** Highlight successful interdisciplinary and interdepartmental collaboration models
* Explore models of successful collaborations with local, state, and national organizations aimed to promote mental health on campus
* Identify keys to successful cross-campus collaboration in the delivery of mental health services
* Explore how mental health intersects with violence prevention and response,  substance misuse, and collegiate recovery efforts on campus
* Identify and explore the intersections among the multiple and very complex roles assumed by mental health professionals, including clinical, advocacy, administrative, and other roles

**Diversity, Equity, and Inclusion*** Identify barriers to mental health and well-being among traditionally underserved and historically marginalized populations and strategies to address social justice and identity-related stress;
* Highlight models supporting the provision of inclusive services, as well as the recruitment, hiring, and retention of diverse staff members to respond to current and emerging student needs;
* Discuss the strategic, ethical, and practical aspects of diversity, equity, and inclusion on the delivery of mental health services and the promotion of a healthy environment for all members of the campus community;
* Explore the mental health needs of students representing individual and cultural diversity and best practices to respond to these needs within the contextual framework of power and privilege.
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| **Current Trends and Emerging Issues*** Highlight innovative and effective programming across the public health spectrum focused on supporting and enhancing student mental health;
* Examine current national trends and socio-political  issues and their relationship to the provision of mental health services on campus;
* Identify effective treatment strategies to address depression, anxiety, post-traumatic stress, substance misuse, risk for suicide, and other mental health concerns experienced by college students;
* Explore professional and ethical considerations in the delivery of mental health services;
* Explore new and innovative strategies to support the re-engagement of students, faculty, staff members, and administrators on campus as the nation emerges from the COVID-19 pandemic;
* Examine institutional and other potential barriers to providing increased mental health services on campus;
* Identify strategies to effectively communicate the need for increased resources to the institution;
* Explore strategies to address and overcome institutional barriers.

**Successful and Innovative Solutions*** Explore innovative and effective strategies that are relevant and responsive to a range of target populations, including first-year students, student-athletes, veterans, international students, first-year students, and other groups;
* Highlight  innovative and effective programming across the public health spectrum focused on supporting and enhancing student mental health;
* Explore new and innovative strategies, programs, and policies to promote student resilience, connection, and belonging;
* Identify strategies and practices to address the challenges facing campus community members who are supporting students (e.g., mental health providers, student affairs staff, faculty, administrators, etc.) through the COVID-19 pandemic and beyond;
* Identify strategies and practices that reimagine the intersection of resilience among mental health professionals during an endemic (i.e., COVID, Social Justice, Opioid, Mental Health);
* Explore strategies for campus stakeholder collaboration aimed at developing unified and actionable mental health and wellbeing goals and messaging.
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| **MH Theme Selection:** \* ⭘ Creating Capacity ⭘ Cross- Campus Collaboration and Coordination ⭘ Diversity, Equity, and Inclusion ⭘ Current Trends and Emerging Issues ⭘ Successful and Innovative Solutions  |
| **If SVPR is selected – Conference Themes & Learning Outcomes**Please select **ONE THEME** that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme. **Personal, Professional, and Community Sustainability and Development*** Consider the implications of secondary trauma and explore opportunities to increase professional well-being and prevent burnout
* Strategize and discuss the establishment and maintenance of personal and professional boundaries
* Build institutional capacity through navigating external funding and/or internal institutional priorities
* Develop cross-campus, local, state, and national relationships to build a network of creative and supportive professionals (advocates, prevention educators, etc.)
* Identify models of collaborative partnerships with diversity, equity, and inclusion efforts to increase effectiveness of prevention, response, and advocacy efforts
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| **Evidence-informed Policy and Practice*** Identify evidence-informed approaches to sexual violence prevention and response
* Demonstrate strategic use of assessment and data to inform and influence policies, programs, organization, infrastructure, and other higher order change that helps build a culture in which sexual, gender-based, and relationship violence is eliminated
* Discuss best practices in: implementing sustainable, evidence-informed prevention programs; improving campus response to violence and those who have survived acts of violence; and evaluating the impact of these efforts
* Describe strategies for developing or revising comprehensive campus sexual misconduct policies, including how they are impacted by the latest federal and state legislative policy changes

**Innovative or Promising Approaches to Prevention and Response*** Identify strategies, programs, and policies which are innovative and whose grounding in foundational theories, models, or frameworks make them promising in their efficacy
* Describe project implementation and program evaluation associated with these initiatives
* Discuss innovative/promising approaches to the prevention of and response to sexual violence in higher education, including discussions of lessons learned, assessment and evaluation, and replicability
* Explore and discuss restorative and transformative justice and community based accountability practices

**Transforming Social Narratives*** Examine and interrupt the problematic dominant narratives of sexual, gender-based, and relationship violence (e.g. racism, sexism, heteronormativity, gender identity, ableism, U.S.-centrism), including narratives around those who experience violence; those who perpetrate violence; as well the ways in which those who work to prevent and respond to violence participate in these dominant narratives
* Create and propose new perspectives, approaches, and strategies to honor all identities in sexual, gender-based, and relationship violence work
* Examine societal and institutional systems and structures that contribute to, are complicit in, or perpetuate violence, and identify practices that foster inclusive and equitable efforts to address sexual, gender-based, and relationship violence

**Developing or Expanding Campus and Community Partnerships*** Discuss the ways in which a diversity of stakeholders from within and across the campus and the larger community can work collaboratively to address sexual violence and best serve the needs of campus community members
* Describe models of collaboration, case studies from integrated systems, successful partnerships, and efforts to engage all stakeholders in sexual violence prevention and response
* Describe collaboration with local, state, and national organizations to prevent and respond to campus sexual violence
* Identify strategies to expand and strengthen relationships among and between campuses and community service providers, in an effort to augment support for reporting and responding parties and increase communication around and collaboration in prevention and response
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| **SVPR Theme Selection:** \* ⭘ Personal, Professional, and Community Sustainability and Development ⭘ Evidence-informed Policy and Practice ⭘ Innovative or Promising Approaches to Prevention and Response ⭘ Transforming Social Narratives ⭘ Developing or Expanding Campus and Community Partnerships  |
| **If WHPL is selected – Conference Themes & Learning Outcomes**Please select **ONE THEME** that most aligns with your presentation proposal. Please read through the intended learning outcomes of each theme. **Foundations and Essential References for Health Promotion- Centering Well-being*** Discuss the ways in which power differentials operate, are experienced, and are reinforced in the health promotion process at individual, group, community, institutional, and global levels
* Apply foundational frameworks and principles for effective health promotion in higher education as a public health setting
* Describe the evolution of health promotion in higher education leading to a clear understanding of current industry standards
* Discuss core knowledge and relevant case studies of quality health promotion practice

**Research and Data that Informs Health Promotion Work*** Discuss implications for health promotion with historically underrepresented populations
* Discover how data is gathered, disaggregated, contextualized, shared and utilized by campus community members for health promotion
* Combating and addressing misinformation
* Using data and research to support grant writing efforts and aid in funding opportunities
* Describe the complexity of data and its use in building the narrative of well-being on campus
* Compare and contrast key terminology and the impact of the language we use

**Partnerships and Collaborations to Advance Well-being*** Discuss through a health equity lens how social, political, and historical movements that have shaped and created systems of power, privilege, and oppression
* Discover ways to synergize environmental factors using settings approaches
* Describe how to lead coalition building to collectively strive for a flourishing campus community
* Foster a sustainable infrastructure to impact system change and create a culture of well-being
* Articulate how to develop and maintain meaningful external and internal partnerships

**Leadership Development for Health & Well-being*** Develop leadership and supervision skills that promotes diversity, equity and inclusion
* Compare and contrast leadership models and their impact on well-being
* Describe the characteristics of leadership styles that are effective for non-linear, communal outcomes
* Develop communication strategies to effectively lead health and well-being initiatives
* Build sustainable infrastructure and evolving systems to create a culture of well-being
* Discuss the role of restorative practice in change management

**Promising Practices, Creative Strategies, Innovations, and Emerging Trends*** Discuss innovative practices that are addressing the social determinants of health including, but not limited to, health equity and environmental justice
* Discuss the practices that campuses have utilized, integrating new guidance, to create healthy and well communities
* Identify promising practices that are theoretically grounded, evidence-informed and/or interdisciplinary to improve campus well-being
* Discover policy changes that are showing promise in their proposal or implementation stage
* Describe future trends in systemic well-being on university campuses
* Apply learning from the pandemic response to the future of the field
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| **WHPL Theme Selection:** \* ⭘ Foundations and Essential References for Health Promotion- Centering Well-being ⭘ Research and Data that Informs Health Promotion Work ⭘ Partnerships and Collaborations to Advance Well-being ⭘ Leadership Development for Health & Well-being ⭘ Promising Practices, Creative Strategies, Innovations, and Emerging Trends  |
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| **Session Title*** Limit your title to **12 words or less**. Sessions with titles longer than 12 words will be **disqualified** from consideration.
* Avoid common and overused phrases (e.g. Lessons Learned, Takes a Village, New Normal).
* Do not write your title in all caps.
* Use “title case,” meaning:
	+ Capitalize the first word of the title/heading and of any subtitle/subheading;
	+ Capitalize all “major” words in the title/heading; and
	+ Capitalize all words of four letters or more.
	+ Use lowercase only for “minor” words of three letters or fewer, namely, for conjunctions (words like and, or, nor, and but), articles (the words a, an, and the), and prepositions (words like as, at, by, for, in, of, on, per, and to), as long as they aren’t the first word in a title or subtitle.
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| **Session Title:** \*  |
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| **Intended Audience** * **Foundational** sessions are appropriate to attendees who are new to this topic or this work, typically including planned time around building an understanding of underlying theories, models, and frameworks for individuals who may not have been exposed to them. **Foundational sessions focus on filling gaps in knowledge.**
* **Intermediate** sessions are for attendees who have already been exposed to and may be conversational to this topic or this work, referencing but not explaining theories, models, and frameworks. **Intermediate sessions focus on providing skills or strategies for work.**
* **Advanced** sessions assume expert conversation with a high functioning and engaged audience around this topic or this work. **Advanced sessions create new knowledge for the field.**

**​​​​​​​**Please identify the most appropriate audience for your session. |
| **Intended Audience Selection:** \* ⭘ Foundational ⭘ Intermediate ⭘ Advanced  |
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| **Professional Competencies**Each proposal must select at least one Professional Competency.Learn more about the ACPA/NASPA Professional Competencies here: <https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competency_Rubrics_Full.pdf> |
| **Professional Competency - One** \* Select one option ⭘ Advising and Supporting ⭘ Assessment, Evaluation, and Research ⭘ Law, Policy, and Governance ⭘ Leadership ⭘ Organizational and Human Resources ⭘ Personal and Ethical Foundations ⭘ Social Justice and Inclusion ⭘ Student Learning and Development ⭘ Technology ⭘ Values, Philosophy, and History  |
| **Professional Competency - Two** Select one option ⭘ Advising and Supporting ⭘ Assessment, Evaluation, and Research ⭘ Law, Policy, and Governance ⭘ Leadership ⭘ Organizational and Human Resources ⭘ Personal and Ethical Foundations ⭘ Social Justice and Inclusion ⭘ Student Learning and Development ⭘ Technology ⭘ Values, Philosophy, and History  |
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| **Present Different Session Type?**If your conference proposal is reviewed by the conference committee and approved as a different type of session, would you be agreeable to present in a different program type than you submitted? |
| **Response:** \* ⭘ Yes ⭘ No  |

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| **Page 3: Session Submission Information**  |
| **Abstract****The abstract will be listed in the event program book, website, mobile app, and other locations.** **Please follow the below requirements to ensure consistent quality content.**A well-written abstract will help define the goals of your session and convey what new knowledge or skills participants can expect to leave with.* Abstracts are limited to **75 words or less**.
* Abstracts may be edited for clarity in the final program by the Planning Committee or NASPA staff, as needed.
* Do not include citations in your abstract.

For additional tips on writing abstracts, please visit NASPA’s Program Submission Guidelines: <https://www.naspa.org/events/program-submission-guidelines>.   |
| **Abstract:** \*  |
| **Learning Outcomes****The three learning outcomes will be listed in the event program book, website, mobile app, and other locations. Please follow the below requirements to ensure consistent quality content.**The conference planning committee will use learning outcomes to select programs and assess applicability of continuing education credits for attendees. Provide **three**learning outcomes that participants will gain from attending the proposed session. * Learning outcomes must begin with a verb.
* Learning outcomes must be under 30 words.
* **Do NOT** include statements such as “presenters will” or “participants will.”
	+ A sample learning outcome would read: Explain how the Social Ecological Model can be used as a framework for addressing sexual and interpersonal violence.

Click [here](http://www.naspa.org/events/program-submission-guidelines#section4) for tips on how to write a learning outcome. Please submit **three** learning outcomes. |
| **Learning Outcomes:** \* 1:2:3: |
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| **Relevance to Equity, Inclusion, and Social Justice**In a reflection of NASPA's continued strategic commitment to contribute to equity, inclusion, and social justice, conference committees for the NASPA Strategies Conferences will consider how presentations integrate concerns related to systemic oppression and health inequities.Please describe how your presentation will include conversations about **populations historically marginalized by systems of higher education**(e.g. students of color, LGBTQIA+ students, international students, students with ability differences, undocumented students, etc.) or**systemic oppression** (e.g. colonization, racial oppression and trauma, restrictive statewide policy for trans students' rights, etc.). |
| **Relevance to Equity, Inclusion, and Social Justice Response:** \*  |
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| Program reviewers rely on a well-written description to enhance their understanding of the content and goals of the presentation. The conference planning committees encourage program proposals with proven practices and content that will engage participants in fruitful discussions and provide meaningful content to bring back to their campuses. Successful proposals should include: * Lengthy description about session content that you will present.
* Relationship of the program to the conference themes outlined on the [website](https://www.naspa.org/events/strategies).
* Identification of the program format (e.g., lecture, panel, debate) including methods for participant involvement (e.g., discussion, effective practice sharing, case study analysis).
* Discussions of replicability: to what extent can the information presented in this program be replicated at other institutions?
* Evidence of the conceptual foundation for proposal content including ways the program content is grounded in research, relevant experience, a cogent model, or appropriate theory.
	+ Program proposals should **establish a clear connection** to the research, framework, model, or theory included in their discussions.
	+ A list of references to relevant research, models, or theory must be listed in the "References" section.

Tips:* Draft and save your work in a word processing program to ensure you keep a copy for your records. When you are ready, copy and paste the your description and outline into the text box below.
* There are no word limits on this section. Please provide enough details so that program reviewers can understand the breadth, depth, and scope of your program. This description will not be printed in the program book, website, or otherwise.
* Ensure correct spelling and grammar.
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| **Session Description:** \*  |
| **Panel Session** \* Will your breakout session be a panel discussion and need additional seating at the head of the session room? ⭘ Yes ⭘ No  |
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| **Session Timeline**Total time should match submission selection (60 minutes, 90 minutes, etc.). Condensed example below:* Introduction - 5 minutes
* Icebreaker - 5 minutes
* Review of data - 20 minutes
* Discussion - 20 minutes
* Q&A - 10 minutes

Total Time: 60 minutes |
| **Session Timeline:** \*  |
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| **References**To help conference committees select and assign sessions for continuing education, please provide a list of citations relevant and germane to your submission. If you made citations in your submitted abstract, please return to the abstract and remove them. To qualify for continuing education, please list at least **three**references that meet the following guidelines:* Published within the past 10 years;
* Relevant and aligned with submitted abstract and learning objectives;
* Listed using APA formatting guidelines.
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| **References:**  |
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| **Content Matching** \* If there are sessions with similar content to your session content, would you be willing to combine programs with another presenter? ⭘ Yes, I agree to be contacted regarding combining program content into one session. ⭘ No, I would not wish to combine program content.  |

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| **Page 4: Qualifications & Additional Presenters**  |
| **Summary of Presenter(s) Qualifications** \* For the lead presenter and any additional presenters below, please enter brief biographical information about the presenter(s). Please describe the following that the presenter(s) have in order to provide an educational session on this topic.:* Experience
* Education
* And/or knowledge

Note: **ALL** presenters must be fully registered for the NASPA Strategies Conferences. Day-only registrations or speaker passes will **NOT**be available. |
| **Additional Presenter(s)** Please enter all additional presenters. Maximum of **five** additional presenters. If you have any questions, please reach out to strategies@naspa.org.Will need the following information for all presenters. Be sure to update NASPA profiles to reflect the most up to date information.First Name:Last Name:Professional Title:Institution/Organization:Email: |
| **Conference Registration Requirements** \* By checking this box, all listed presenters understand that they must register and be attending the [2023 NASPA Strategies Conferences](https://www.naspa.org/events/strategies) in Kansas City, MO from January 19 - 21, 2023 if your session is selected. There will **NOT** be any options to present virtually.  Select one or more options ☐ All presenters will be registered for the 2023 NASPA Strategies Conferences  |