

Session 1: Perceptions Activity, Lisa Kendall, MS

Presenter Bio: Lisa received her B.B.A. in Hospitality Administration from Georgia State University and her M.S. in College Student Personnel from Western Illinois University. Lisa worked previously at University of Florida as the Assistant Director for the Office of Sorority and Fraternity Affairs focusing on leadership education and community service development. She currently works at the University of Georgia in the Center for Leadership and Service advising Volunteer UGA and Arch Society.

Session Abstract: “The whole is greater than the sum of its parts.” Developing a community which consists of several student organizations takes much effort. We often have preconceived notions of each other which act as barriers to truly developing authentic relationships and ultimately community. This session will take the opportunity to be honest about our perceptions of each group and have honest dialogue of how to move forward as a collective whole.

Learning Objectives:

1. Student will have the opportunity to understand the importance of community.
2. Students will be able to share opinions of student groups in Health Promotions while existing in a safe environment.
3. Students will enhance relationships with other student organizations in Health Promotions through engaging in difficult dialogue

Related SALDOs: Interpersonal Skills, Collaboration

Session 2: Operation Innovation, Mark Torrez, BA

Presenter Bio: Mark received his B.A. in strategic communication from The Ohio State University and is pursuing a M.Ed. in college student affairs administration. Mark worked was involved with the University Housing, Orientation, and Ohio Union Leadership & Service Center during his time at Ohio State. He currently serves as the advisor to The LeaderShape Institute and Volunteer UGA.

Session Abstract: Ever wonder why Starbucks or Hummer is so successful? The answer is unique, innovative thinking. Come find out how you can invigorate your organization by utilizing a business perspective to understand your brand niche and create a strategic plan to improve customer 'buy in.' This session is workshop-oriented and fast-paced, so come prepared to work hard and leave with pieces to help your organization progress.

Learning Objectives:

1. Students will be able to recall the Purple Cow Concept for establishing brand identity.
2. Students will be able to identify stretch and manageable goals pertinent to their organizations.
3. Students will be able to discuss the difference between engagement and involvement.

Related SALDOs: Leadership, Cognitive Development

Session 3: Best Practices in Health Promotion, Deanna Walters, MEd

Presenter Bio: Deanna is the Alcohol & Other Drug Prevention Coordinator for the University Health Center. She received her B.A. in Psychology and her B.S. in Applied Health Science from Indiana University in Bloomington, IN. She acquired her M.Ed. in Professional Counseling through UGA's College of Education. Deanna has a background in case management for people with severe mental illness and psychosis. During her second undergraduate degree, she gained experience in sexual health education through teaching assistantships and internships, and continued this experience through a voluntary internship with UGA's sexual health coordinator after moving to Athens, GA. She recently began her doctoral work through the College of Public Health's Health Promotion & Behavior program, with a concentration in Health Communication.

Session Abstract: Gone are the days of scare tactics and behavior boot camps! After research emerged showing these strategies were ineffective, health educators across the nation focused their efforts on other strategies to promote healthy lifestyles and encourage behavior change. In this session, we will discuss the do's and don'ts of health promotion based on best practices, while learning to utilize the resources we have to reach our targeted audiences where they are.

Learning Objectives:

1. Participants will be able to recall at least one reason demonstrating how scare tactics and shock strategies are ineffective for behavior change.
2. Participants will be able to identify two resources for communicating health education messages.
3. Participants will be able to list at least two credible sources that can be used for developing health education programs.

Related SALDOs: Cognitive development, Leadership, Healthy Behavior

Session 4: Life without a Syllabus, Rebecca Glover-Kudon, PhD, MSPH

Presenter Bio: Dr. Glover-Kudon earned a B.A. in Sociology and Economics from Emory University, a MSPH in Health Policy from the University of North Carolina-Chapel Hill, and a PhD in Health Promotion and Behavior from the University of Georgia. She has over 15 years experience mentoring students and early career professionals in various public health settings including local health departments in South Georgia, the American Cancer Society-National Home Office, UGA's College of Public Health, UGA's University Health Center, and the Centers for Disease Control and Prevention. Dr. Glover-Kudon's primary areas of expertise include program evaluation and mixed-methods research. At UGA's UHC, she currently serves as Principal Investigator for a NCAA-funded alcohol education grant and, for CDC, is part of an evaluation team studying implementation of the National Colorectal Screening and Promotion Program.

Session Abstract: While building degree-related competencies, students may overlook other important aspects of professional development that will lead to success in the practice setting. In this session, the presenter will discuss early career survival skills to prepare upcoming graduates and job seekers for life without a syllabus

Learning Objectives:

1. Describe characteristics of early adulthood and how they relate to career decisions.
2. Recognize areas of potential conflict in work settings stemming from "the generation gap" and differences between academic and practice communities.
3. Identify ways to bridge gaps across multiple workplace cultures.

Related SALDOs: Intercultural Competence

Session 5: How to be an Effective Presenter, Katy Janousek, MS, CHES

Presenter Bio: Katy received her B.S. in Psychology from Virginia Tech and her M.S. in Public Health Education from James Madison University. She participated in Wellness Peer Education for three years at Virginia Tech and was a LeaderShape cluster facilitator for UGA in 2009. She became a Certified Health Education Specialist (CHES) in 2007. She is currently the advisor for SHHUGA and practicum/internship coordinator for the Health Promotion Department.

Session Abstract: Whether you are a seasoned veteran or first-year student, being a competent presenter is an essential professional skill. This session will review the basics of effective presentation strategies, discuss relating to a target audience of “Millennial” students, and explore the relationship between effective presentation skills and self-confidence.

Learning Objectives:

1. Students will be able to recall two basic strategies for effective public speaking.
2. Students will be able to identify a stereotypical trait of their generation and how that trait can be incorporated into effective presentation skills.
3. Students will be able to relate effective presentation skills to enhanced self-confidence.

Related SALDOs: Cognitive Development, Self-Esteem

Session 6: Inclusive Language and Diversity Awareness, Andy Case-Simonson, PhD

Presenter Bio: Dr. Andy Case-Simonson is a licensed counseling psychologist. He earned a BA in sociology from Furman University, a MS in professional counseling from Georgia State University, and a PhD in Counseling Psychology (with a minor in Social Psychology of Diversity) from Indiana University. He has recently started a private counseling practice in Athens, specializing in relationships, couples, and marital counseling with extensive training working with college students. He has a passion for diversity training and issues including being the former Diversity Coordinator at the University of West Florida Counseling and Wellness Center, Multicultural Education Instructor at Indiana University, and Safe Space Facilitator at UGA.

Session Abstract: The success of most groups is often optimized by building strong and genuine connections with the diverse members within the group. These connections can lead individuals with different backgrounds and skill sets to create high quality programs, events, and products. This session is designed to help build skills to better understand the diversity within your student group and utilize affirmative language to facilitate successful group work.

Learning Objectives:

1. Students will attain greater awareness of their own culture
2. Students will attain greater awareness of cultures different from their own
3. Students will attain skills to communicate affirmatively that directly apply to group work

Related SALDOs: Intercultural Competence, Interpersonal Skills, Self-Esteem, Collaboration

Session 7: The Truth vs. Social Norms, Betria Stinson, MPH, RHeD

Presenter Bio: Betria received her B.S. in Community Health Education and Master's of Public Health (MPH) degree from The University of North Carolina at Greensboro. While in graduate school, she served as advisor for the student-led Healthy Options Tobacco Taskforce (H.O.T.T.) for High Point University and the University of North Carolina at Greensboro. She is currently the Alcohol and Other Drug Health Educator and serves as advisor for the Fontaine Center Student Advisory Board.

Session Abstract: Since birth we experience pressure to conform to what our culture or society deems to be "normal." This includes what words we use, what topics we discuss, and even what clothes we wear. Both positive and negative norms will follow us throughout the stages of life. In this session, we will focus on the college student age group. Who's really drinking? Do that many people still smoke? Everybody in college is having sex, right? Discover techniques to unveil misperceptions and to promote healthier behaviors on campus.

Learning Objectives:

1. Students will be able to identify topics that can be used by their respective group in a social marketing campaign.
2. Students will gain experience using clicker technology.
3. Students will be able to describe two basic instructions for other students to use clickers.

Related SALDOs: Cognitive Development, Intercultural Competence