

FALL WELCOME

SPH 101 & Collaborative Learning



SCHOOL OF
PUBLIC HEALTH

Agenda

Part 1: SPH 101

1. Student Status and Matriculation
2. Registration Information
3. Alerts & Basic Needs

Part 2: Collaborative Learning

Emily Morris Kemmerer
Assistant Dean for Student &
Alumni Affairs

Patricia Fidler
Graduate Registration
Coordinator

SPH 101: NAVIGATING TWO UNIVERSITIES

Understanding Your Student Status

Primary & Secondary Identity

- **Primary Institution:** Where you are formally matriculated (OHSU or PSU).
- **Secondary Institution:** Your joint non-matriculated partner campus.
- **Dual Access:** As SPH graduate students, you have access to many resources at both institutions!

Unsure of Your Primary Status?

- Don't worry! Our staff is here to help you!
- This is where you pay your bills, access most student services, etc.
- Most SPH graduate students are matriculated at OHSU.
 - Students enrolled in the dual-degree programs (MPH-MSW or MPH-MURP) are matriculated at PSU

Graduate Registration Overview

Registration Information

- **Self-Service Portals:** How to log in and register through [OHSU Student Self-Service](#) and [MyPSU](#).
- **Academic Calendars:** Track key registration deadlines, drop/add dates, and term start times for both campuses.
- **Classroom Locations:** Viewing updated room assignments prior to term start.

Registration Assistance

Have questions about credit loads, course permissions, or cross-registration errors?

Contact Patricia Fidler, Graduate Registration Coordinator

Email: sphregistration@ohsu.edu

SPH Email & Staying Connected

Dual Email System

You have both an OHSU and PSU email account.

Check both regularly OR set up [email forwarding from PSU to your OHSU account](#).

Student Digest

Delivered to your inbox regularly. Contains essential SPH student updates, workshops, and student event information.

SPH Events Calendar

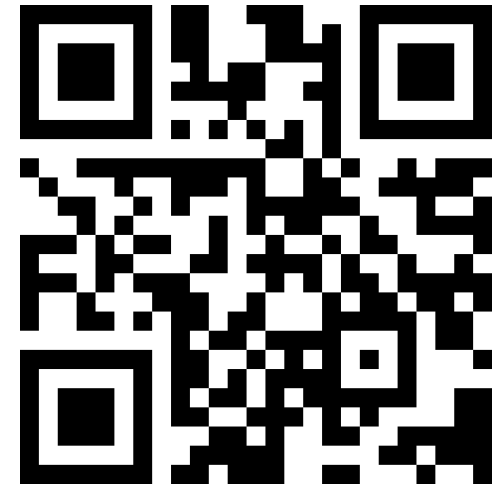
Bookmark the [online SPH Events Calendar](#) to join seminars, student social events, and public health guest lectures.

SPH Text Messaging Service

Sign up for SPH SMS text updates. We will send non-urgent information such as event information, academic deadline reminders, and more. We will send no more than 2 texts each week, and usually send 1 text each week.

SPH Graduate Text List
Text "SPHGRAD" to
(971) 232-3748

Other Ways to Sign Up
[SPH texting sign up form](#)
or
Scan the QR Code --->



Sign Up for Campus Emergency Text Alerts

SPH courses and activities take place on both campuses.

We recommend that **all new graduate students should enroll in both emergency alert systems:**

OHSU Alert System

Campus safety alerts, weather closures, and emergency updates for OHSU.

[Sign up through Student Self-Service Portal](#)

PSU Alert System

Campus emergency notifications, severe weather, and safety warnings for PSU.

[Manage your notification preferences here](#)

Academic Resources & Student Access

Disability Accommodations:

- First: contact Assistant Dean for Student and Alumni Affairs to determine where to go for accommodations.
- OHSU Office of Student Access (for OHSU-matriculated)
- PSU DRC (for Dual Degree: MPH/MURP, MPH/MSW)

OHSU Academic Success Center: Academic coaching, writing consultations, and learning strategy workshops.



SPH Student Success Center

Located on the 6th floor of the Vanport Building

- Student events: building community, various student events with focuses on career development, scholarship essay support, opportunities to engage with alumni, and more.
- Quiet study space
- Resource wall



Hardship & Personal Support

If you face personal, academic, or financial challenges, there are many who can guide you to support.

- **Reach Out:** Your advisor, instructor, program director, or any staff member you trust.
- **Emily Morris Kemmerer:** kemmeree@ohsu.edu
- **OHSU CARE:** Self-refer to Case Manager Britt Hoover. *(Temporarily: contact Emily first)*
- **OHSU Confidential Advocacy (CAP):** Confidential Support for safety planning, harassment, or discrimination.



Meeting Your Basic Needs

OHSU Basic Needs Support

Food security and emergency support for OHSU-matriculated students.

- Food Resource Center (Marquam Hill)
- Finch Lounge (RLSB)
- SNAP enrollment assistance
- Community resource connections

PSU Basic Needs Hub

Comprehensive assistance for all students taking courses on the PSU campus.

- PSU Food Pantry access
- Emergency housing
- SNAP enrollment assistance



Fall Events:

OHSU Welcome to Campus BBQ & Resource Fair

Date: October 1, 2024 – time TBA

Connect with fellow graduate students, faculty, and SPH leadership over food and networking.

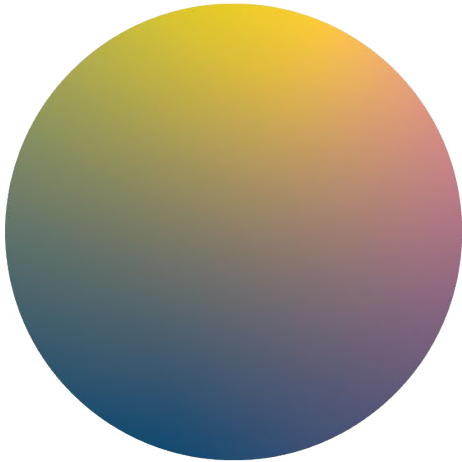
PSU Party in the Park & Viking Days

Date: October 1, 2026

Time: 11 am – 2 pm

Location: PSU Park Blocks

Explore student organizations, campus traditions, and regional community partners.



COLLABORATIVE LEARNING

UNIVERSAL DESIGN

**Becky Jungbauer, DrPH,
MPH, MA**

Director, Public Health Practice
Assistant Professor

But first – let's play!

- **Individual exercise**

Individual exercise

- **Part 1:**
 - In the next 1 minute, draw a pig on the paper in front of you

Individual exercise

- **Part 2:**
 - **In the next 1 minute, draw the profile of a pig:**
 - Turn your paper on its side (longer than tall) and draw a line down the center
 - The center of the pig should align with the center of the paper – try to draw the head and the tail the same distance from the center line
 - The head of the pig should be facing to the right
 - The tail of the pig should have three little curls (spirals)

What does a cute little pig drawing have to do with collaborative learning and universal design?





A game of this or that...

Raise your hand if you prefer:

- Visual or auditory
- Silence or white noise
- Brainstorm alone or as a group first
- Ideas fully formed before sharing or in draft form
- Structured plans or figure it out as you go

How do you learn and process information?



A game of this or that...

Raise your hand if you prefer:

- Speaking up or staying quiet
- On your own time and written or live and in-person / virtual
- 100% consensus or majority
- Frequent scheduled meetings or occasional check-ins
- Microsoft or Google
- Email or messaging / social media

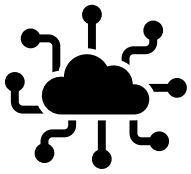
How do you communicate information?



Not a trick question...

- What is the main message you want the other person to grasp?
- What do you want them to do with this message?
- What is the context (environment) in which this message will exist?
- Who is the other person? What are their needs, potential challenges? What is their technical expertise?
- How is the message being consumed (modality)?

What do you want
the other person to
do with your
information, and
how can you
support them in
getting to that
outcome?



Something for everyone

- We all vary in how we recognize information, create meaning from it, and translate it into action
- So, there should be multiple ways information is exchanged
 - Engagement (why)
 - Representation (what)
 - Action & Expression (how)

Universal Design for Learning

UDL in Collaborative Learning

Engagement (why):

Interest, effort, persistence, self-regulation

Classroom:

Offer content via readings, podcasts, video; use rubrics to clarify expectations

Group work:

Choose your role and how you want to communicate, select your own topic

Representation (what):

Perception, language and symbols, comprehension

Classroom:

Assistive technologies, color-safe palettes, interactive formats, scaffolded and diverse content

Group work:

Teach-back opportunities, rotating team leads

Action & Expression (how):

Body language, expression and communication

Classroom:

Virtual check-ins, weekly checklists, choice of final project presentation type

Group work:

Ongoing check-ins, peer review, group work agreements

What does a cute little pig drawing have to do with collaborative learning and universal design?



Group work

- **Part 1: Drucker Exercise technique**
- **Part 2: Thomas-Kilmann considerations**
 - **A brief interlude on the TKI**



Part 1

1. What am I good at?
 - a. *3-5 strengths*
2. How do I work?
 - a. *Habits, preferences*
3. What do I value in myself and teammates?
 - a. *Values, standards*
4. How can I contribute?
 - a. *To the project itself*

Drucker Exercise technique



Part 2

1. How would you describe your main response to conflict?
2. What are the advantages and disadvantage you've experienced by responding this way?
3. What advice would you give to help others constructively handle conflict with you?

Thomas-Kilmann considerations



How do you deal with conflict?

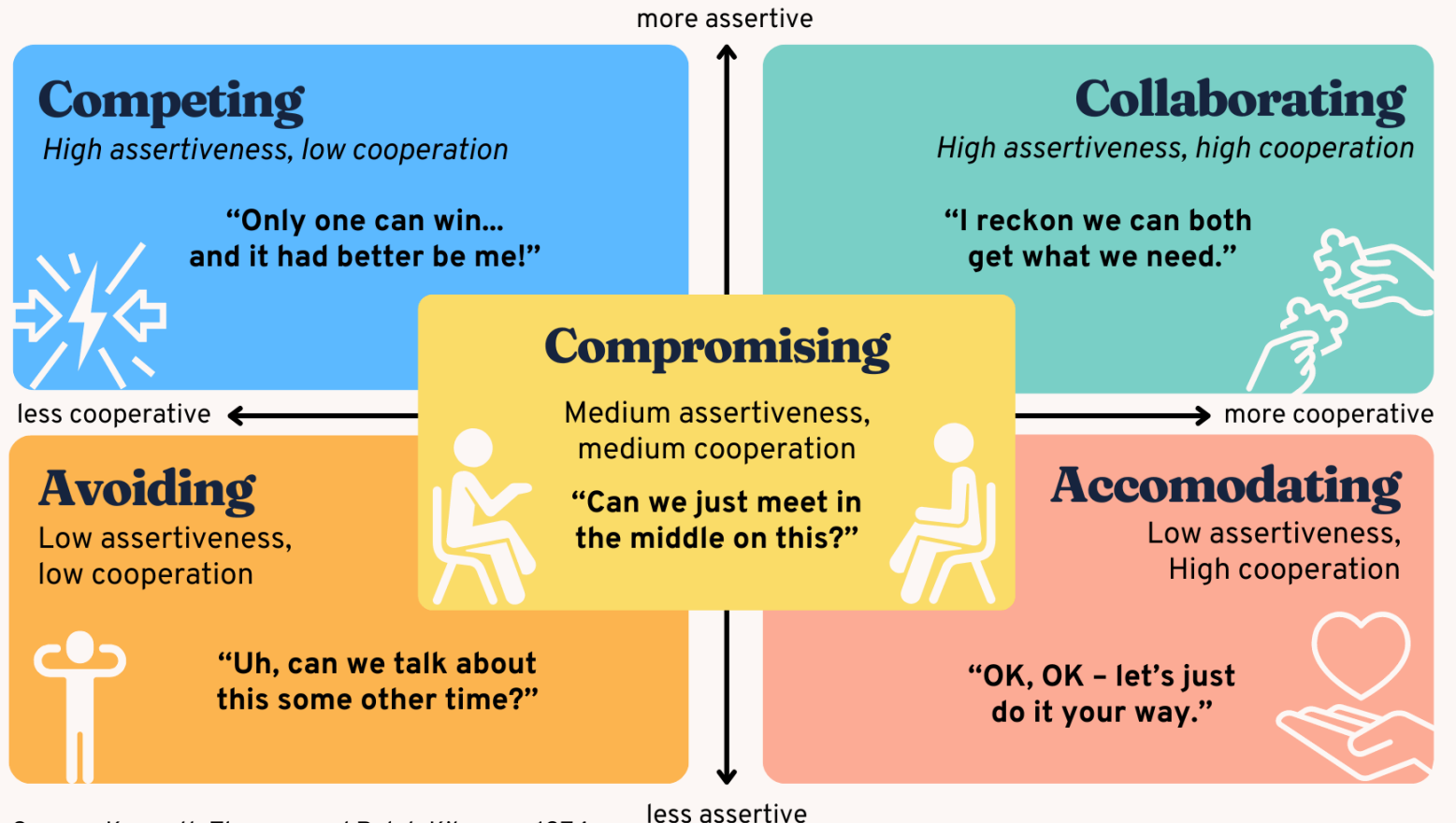
- Two dimensions / axes:
 - Y-axis: Assertive (satisfying your own concerns)
 - X-axis: Cooperative (satisfying the other person's concerns)
- Where you fall on a graph (more or less assertive and cooperative) indicates your primary 'mode' of dealing with conflict

Thomas-Killman Conflict Mode Instrument

Modes are neither good nor bad, but contextual

- **Accommodate** is useful if there is no time for discussion, but can be counterproductive if you accommodate someone breaking a crucial safety procedure or rule
- **Avoiding** is useful if you still need to gather more information, but not if the delay causes harm to something that needs to be resolved

Thomas-Kilmann Conflict Model



Source: Kenneth Thomas and Ralph Kilmann, 1974

BiteSize Learning



Survival guide to group work

- COMMUNICATE communicate communicate
 - Channels, safety; remember the goal of communication
- Expectations
 - Behavior, standards, quality
 - Set them early and review
 - Useful, structured meetings

How to be a great group member (1)



Survival guide to group work

- Critical skills and values:
 - Accountable, flexible, respectful, trusting, listening, supportive
- Plans to build trust and address challenges
 - Prioritize psychological safety
 - Drucker, Thomas-Kilmann

How to be a great group member (2)

What does a cute little pig drawing have to do with collaborative learning and universal design?



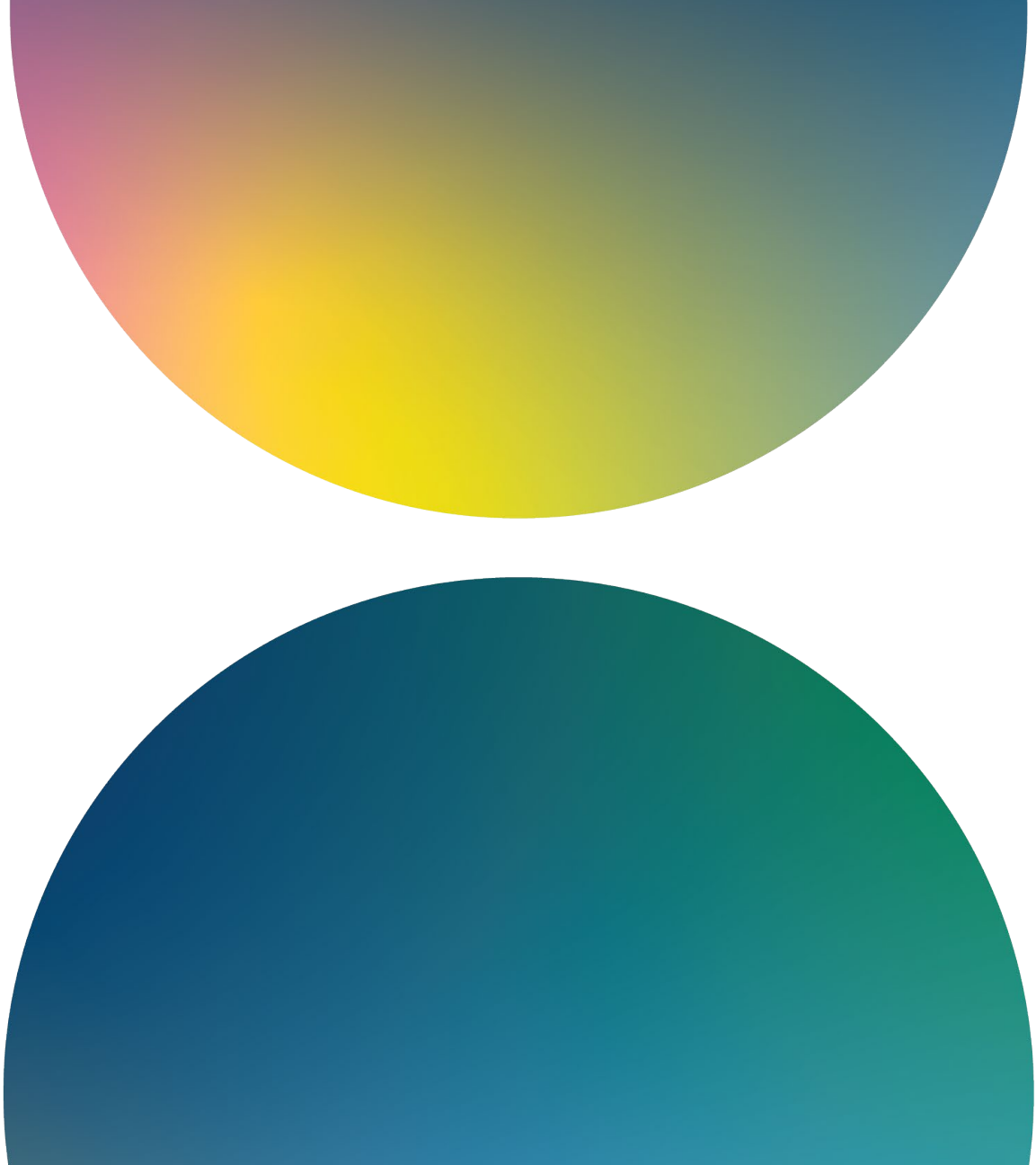
Discussion & Next

What questions do you have so far?



Next Steps

- Review the Newly Admitted Students Checklist (ohsu-psu-sph.org/newly-admitted-students/checklist/)
- Complete your onboarding steps, compliance tasks, and check registration deadlines online



Thank You & Welcome!

We are thrilled to welcome you to the School of Public Health graduate community.

General Registration Inquiries

SPH Registration Team

sphregistration@ohsu.edu

Personal Support & Hardship

Emily Morris Kemmerer

kemmeree@ohsu.edu



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Thank you

Image Sources

Academic Resources & Student Access — www.lib.ncsu.edu

https://www.lib.ncsu.edu/sites/default/files/styles/large_4_3/public/2020-08/asc_tables.jpg?itok=N_jKuxMd

Hardship & Personal Support — www.edithcowancollege.edu.au

<https://www.edithcowancollege.edu.au/wp-content/uploads/student-support-advisor-1440x548-1.jpg.optimal.jpg>

Fall Welcome Events — www.colum.edu

https://www.colum.edu/img/news-and-events/news/2023/welcome_l.png

Cutest little baby pig – Easton Farm Park

<https://www.facebook.com/eastonfarmpark>

TKI Model – BiteSize Learning

<https://www.bitesizelearning.co.uk/resources/thomas-kilman-conflict-model>

Part 3: Consider the following scenario:

Background:

Nutrition is critical during pregnancy, infancy, and early childhood for healthy growth and development over the lifespan. Intervention during these biologically sensitive 'windows' will have meaningful, positive individual and population health impacts.

Issue:

Social workers and nurses working on the Labor & Delivery unit at a local Portland hospital have noticed that among those giving birth, the rates of nutrition and food insecurity are increasing rapidly (from 11% in January to 23% in August), as have rates of adverse health pregnancy and birth outcomes.

Part 3: As a group, come up with a solution to the following:

Your multidisciplinary group's assigned work (5 min):

Reduce the rates of nutrition and food insecurity in patients planning to deliver at the hospital within the next 6 months.

Resources:

- \$75,000
- One program manager
- One patient navigator
- Support from the unit leads (Social Work, nursing, and physician)

One team member each:

- Epidemiology
- Health Promotion
- Policy and Management
- Biostatistics
- Environmental Systems
- Public Health Practice

Tasks:

- Roles and priorities
- Communication plan
- Your group's goal
- 2-3 general ideas on how to reach that goal (can be vague / draft!)



Look back at your answers for Parts 1 and 2

- What role did your learning and communication style play in that scenario?
- How well were you able to maintain your values?
- How closely did you align with your 'conflict' style before and after the curveball?

Debrief