



Student Services Assessment

REPORTING- 2020-2021



INSTITUTIONAL STUDENT SERVICES

STUDENT SERVICES ASSESSMENT

2020-2021

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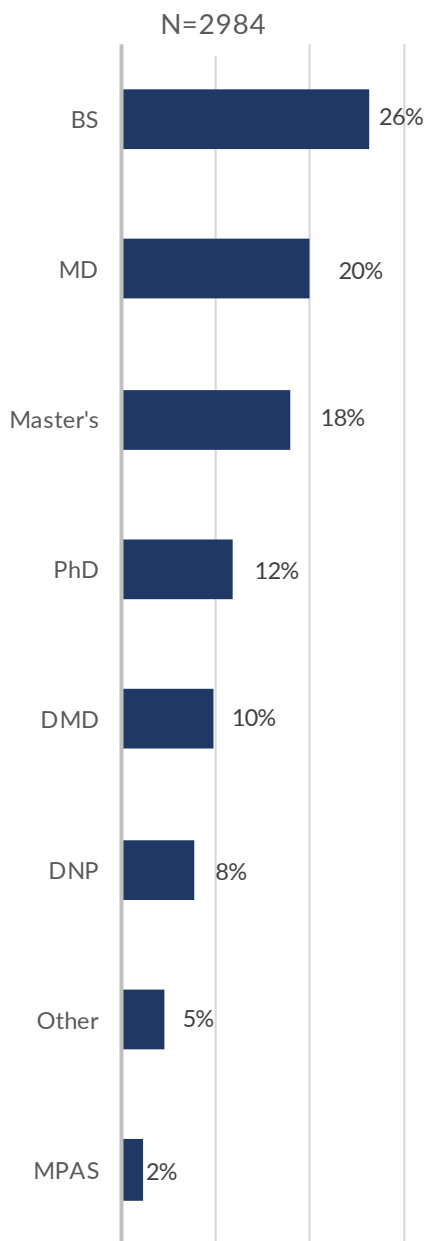
About this Report...

This report summarizes and highlights the work that has occurred across campus to support students and learning outside of the classroom in the Student Affairs and Student Services environment. As such, we report here about how fourteen institutional units provide critical engagement and leadership opportunities, learner support, and central services to OHSU students. In addition, we highlight how these units collaborate with academic programs, engage in educator development, draw on regional, national, and international compliance expectations, and participate in scholarly activities.

During this year, OHSU learners, faculty, and staff have negotiated a tentative return from “modified operations” with great challenges. While before the COVID-19 pandemic student serving units facilitated many different types of in-person interactions between employees and students, all of the in-person activity stopped until very recently. As we assess the work we do – work that relies heavily on community, engagement, and interaction – we will need to view that assessment in light of those missing pieces over the last 2.5 years. And we will need to consider the challenges that “returning to normal” brings to staff and faculty and that still impede us in achieving some of the values we hold dear in Student Affairs and Student Services such as presence and community.

Despite the challenges to returning to a more normal educational environment, students still make academic progress, graduate, register for courses, seek accommodations for disabilities, engage in student interest groups, and now that modified operations have changed, even participate in intramurals again. However, the demands on Student Affairs and Student Services offices have increased over the years all while student expectations for assistance has grown. The University – via OHSU 2025 Strategic Planning – has responded to these expectations by creating a Vice Provost for Student Affairs position during this assessment cycle.

2021 OHSU STUDENT POPULATION BY DEGREE TYPE



As the new VP for Student Affairs, I started at the end of this cycle. My vision includes creating a seamless, care oriented student engagement and services model that will support learners as well as the faculty and staff who teach them and support them. This vision includes assessing not only how students experience services – as we have done in past assessments – but also assessing how they engage with the university inside and outside the classroom as well as beyond after graduation.

As the university embarks on 303030 to increase the diversity of the student body and increase graduates in certain programs, a centrally coordinated, mission and care driven, Student Affairs and Services environment will be more important than ever. Students more and more need help navigating educational bureaucracy, and will be coming to us as we increase enrollment and diversity needing additional assistance with emotional supports, housing assistance needs, basic needs support, first generation support, student advocacy, and assistance with financial stressors in addition to all of the normal work we do centering the student experience. In addition, students come to OHSU with expectations based on their previous educational environments that most often included centralized Student Affairs and Services in addition to feeling a sense of belonging to a wider university beyond the student's major, school, or college.

This report is an opportunity to reflect on this common vision of support learners and the learning environment and to recognize the Student Affairs and Services staff, the faculty, and the 2,984 learners for making a difference in the world every day.

Thank you to OHSU Student Affairs and Services staff and learners for supporting this journey!

A handwritten signature in black ink that reads "Michael Walsh". The script is cursive and fluid, with the first letters of each word being capitalized and prominent.

Michael Walsh, M.Ed., Ed.D.

Chair, Student Services Workgroup of the Academic & Student Affairs Council
Vice Provost for Student Affairs

Assessment Process

Eleven of fourteen of OHSU's Institutional Student Services submitted a 2020-2021 assessment report that included sharing data on services and outreach, reflecting on student learning outcomes each office supports, and changes they have made based on data. Shortly after report submission the Assessment Council met in January 2022 to review the reports and provide feedback and reflective questions in written format to the student services offices. This year, the Ombudsperson, CAP, and March Wellness units did not complete the assessment reports due to staffing restrictions. Three members of the Educational Improvement and Innovation team also scheduled 1:1 consultations by request with student services units to further discuss the feedback they received, provide encouragement, and answer questions. These consultations were completed in March, April, and May 2022. The student services offices will spend summer/fall 2022 preparing for the next round of reporting due December 2022 on the 2021-2022 school year.

Timeline

2019

Formation of Student Services Workgroup

- Campus-wide student survey (2018) and action plan (2019)
- Student learning outcomes created for student services
- Student central web page

2020

Student Services Assessment Plan developed

- Campus-wide student services action plans submitted (Fall 2020) and survey (Winter, 2021).
- Review of campus climate survey 2018 and school level student affairs data
- Units submitted first Assessment reports Dec. 31st.

2021

Student Services Assessment Reports - highlighting core comp alignment.

- Campus-wide student services action plans submitted (Fall, 2021) and survey (Winter, 2022).
- Focus group with students about core competency achievement in and out the classroom (Spring, 2022)
- Each submitted assessment reports on Dec 31st including alignment of SLOs to OHSU Core Competencies.

2022

Student Services Reporting

- Campus-wide student services action plans submitted
- VP for Student Affairs hired - Summer 2022
- Assessment reports due Dec 31st.
- **NWCCU Site Visit**

2023

Student Services Plan Distribution: We heard from you

- Planned focus group with students to explore student services gaps and co-curricular learning (Spring, 2023).
- Assessment Reports due Dec 31st.
- Planned revamp of student services survey for dissemination (Fall, 2023)

Data Collected Centrally

Several centrally-collected sources of data inform our institutional student services assessment and decision making

1. Annual reports submitted by the student services units
2. Annual student services survey, which consists of quantitative and qualitative survey data from students.
3. Biannual student services focus groups

We ran student services focus groups in spring 2021 and plan to run them every-other-year in order to collect more nuanced, qualitative data that elucidates the feedback we receive on the student services survey. The next focus groups will be run in spring 2023.

Revisions to Assessment Reporting

The 2021-2022 cycle is the second time we have used our new student services assessment process. This second cycle we made a few key changes to the reporting questions that units needed to respond to. These changes included a statement about their unit's mission; the addition of their SLOs and how they aligned to the graduation core competency; a brief explanation of stakeholders who are involved in looking at assessment and evaluation data within their unit; and a more detailed closing the loop question.

Central Student Services (14)

1 | Center for Diversity and Inclusion (CDI)

The [Center for Diversity and Inclusion](#)¹ is instrumental in building an environment where students from historically underrepresented populations can thrive and maximize their potential in a collaborative manner connecting and networking with other Student Interest Groups.

- **470** Students Served
- **37** Workshops

2 | Confidential Advocacy Program (CAP)

The [Confidential Advocacy Program](#)² provides confidential support services to OHSU employees, students, and volunteers who have experienced any form of sexual misconduct, including sexual harassment, sexual assault, intimate partner violence, stalking, relationship/dating violence, and other forms - whether at OHSU or outside of the university.

- **No Report Submitted - Position Currently Unstaffed**

3 | Library

The [Library](#)³ is the largest health sciences library in Oregon, serving the OHSU community, as well as students, health professionals, and residents of Oregon and surrounding areas.

- **2984** Total # of Students Served
- **40** Workshops
- **595** GetItForMe" Unique Requests Fulfilled

4 | Financial Aid

[Financial Aid](#)⁴ provides students with the ability to access educational programs at OHSU by administering student financial aid funding sources that are used to meet the costs of attending OHSU

- **7075** Individual Students Served
- **5261** Revisions Completed
- **2319** Applications Processed

5 | March Wellness Center

The [March Wellness and Fitness Center](#)⁵ offers health and fitness programs, based on science, that are designed to strengthen and nurture all aspects of students' daily life—no matter what their state of health or stage of life—in a safe, supportive and motivating environment.

- **No Report Submitted**

6 | Student Health and Wellness Center (SHW)

The [Student Health and Wellness Center](#)⁶ is dedicated to providing exceptional and confidential primary care, behavioral health, integrative medicine, and wellness services to support the health and well-being of students and postdoctoral scholars during their time at OHSU.

- **1484** Individual Students Seen
- **29** Events with **586** Participants

7 | Ombudsperson

The Ombudsperson⁷ provides services to all faculty, staff, administrators, students, post-doctoral fellows, trainees, and volunteers by offering a safe, confidential place to discuss campus-related issues and explore possibilities for informally addressing concerns. *Vacant until February 2021

-
- **Position Filled** **1 Ombudsperson**

8 | Office of International Affairs (OIA)

The Office of [International Affairs](#)⁸ supports OHSU's international community, programs, and activities. The OIA provides a full range of immigration advice and processing, learning opportunities, resource coordination, and transition support for international employees, postdocs, residents, students, and visitors

-
- **85** Student Interactions per Month
 - **1020** Student Interactions
 - **65** Interactions (F-1 & J-1 Students)

9 | Office of Student Access

The [Office of Student Access](#)⁹ determines and facilitates the implementation of reasonable accommodations to address documented disabilities; this may include academic adjustments, auxiliary aids, and/or program modifications. Reasonable accommodations enable students with disabilities to have an equal opportunity to participate in an academic program or activity by providing alternative ways to accomplish the course requirements that eliminate or reduce disability-related barriers.

-
- **221** Unique Students Served
 - **174** Student Appointments
 - **157** Applications Processed
 - **2** Full time staff

10 | Office of the Registrar

The [Office of the Registrar¹⁰](#) maintains the official academic record for all OHSU students and provides academic and student services in the areas of registration, grading, transcript processing, enrollment verification, and degree audits.

-
- **1093** Degrees Awarded
 - **7.75** Full Time Staff
 - **38,199** Registered Courses
 - **3,516** Students Served (Unique)

11 | Student Academic Support Services

[Student Academic Support Services¹¹](#) supports students as they adapt their study and personal habits to the demands of being a student at OHSU

-
- **247** Students for **603** Appointments
 - **47** Workshops
 - **1,539** Student Interactions

12 | Student Accounts Receivable

[Student Accounts Receivable¹²](#) assesses and collects student tuition and fees, and provides accurate and timely billing, student loan services, and collection of past-due student accounts.

-
- **2** Staff Members
 - **6,595** Unique Student Transactions

13 | Educational Debt Counseling and Financial Management.

[Educational Debt Counseling and Financial Management¹³](#) assists students and alumni to create a debt management plan to provide a better understanding of financial obligations and options after graduation. Also provides financial counseling to students in the areas of budgeting and financial literacy.

-
- **55** Students
 - **1** Full-time Staff

The [Office of Student Life](#)¹⁴ sponsors a variety of services, programs, and events to educate, social, recreational, and cultural activities to help expand students' ability to become well-balanced research and health care professionals.

- **95 Students Participants for Java with Jacobs (25 Staff, 70 students)**
- **1300+ Logins for Convocation (not unique)**
- **2 full-time staff**



Alignment with OHSU's Core Competencies

OHSU's Student Support services are closely aligned with OHSU's Graduation Core Competencies as evidenced by the narratives provided in the 2020-2021 assessment reports. Multiple student serving offices interact with the OHSU community reinforcing the competencies of information literacy, communication, and teamwork, for example. In addition to fostering learning aligned to our Core Competencies, Student Affairs and Student Services departments educate students on many topics including financial planning and management, navigating federal organizations and systems, and international administrative processes. Below are a few examples of how Student Affairs and Student Services support core competency development in our students:

Alignment

Information Literacy

Educational Debt Counseling and Financial Management

The Educational Debt Counseling and Financial Management program helps students and alumni explore different federal student loan repayment programs. It's essential to listen to each person's financial concerns, values, and ideas so we can work together to develop a plan that helps them reach their financial goals and also provide useful resources for guidance. Here are two student comments that support alignment with this core competency:

The meeting time left more than enough time to address my concerns and she patiently explained things to me, even more than once when necessary. The follow up email with outlined next steps and links made it simple for me to remember and follow through.

It was helpful to vent some concerns I had about the Students to Service and PSLF programs. Janna provided actionable feedback and encouraged actions that would not lock me into any situation but provide options for me down the road, which was really helpful for my situation

Information Literacy and Community Engagement, Social Justice, and Equity

Library

A School of Nursing Master's Program student is learning about various pathophysiological conditions. Their instructor uses Library provided resources, such as the OHSU Educational Use Photo Diversity Repository and Diverse Images and Audiovisuals for Educating Health Professionals guide, to enable students to recognize conditions in various skin colors. As a result, the student increases their awareness of issues related to health and diversity, ability to identify when clinical information resources demonstrate bias, and is better prepared for clinical work with diverse populations.

Professional Knowledge and Skills

Student Academic Support Services

SASS continues to provide students with skills and strategies that impact their ability to attain core knowledge and skills of their discipline. This year in addition to the kinds of support I mentioned above, we produced some new workshops particularly targeting presentation skills in specific workshops on effective tutoring, and creating scientific presentations. Example: In the absence of a dedicated learning specialist or learning support team, there was no tutor training in UME. The program reached out to SASS to provide a training. The training covered basic principles of how to structure a tutoring session, the role of a tutor and some basic learning theory. Tutors reported that they felt more confident going into their sessions. SASS was asked to return this year to collaborate with the new OASIS team to create a series of training workshops building off of this initial workshop.

Professional Identity and Ethical Behavior, Information Literacy, and Teamwork

Student Health and Wellness

SHW services support students in their well-being so that they may continue and thrive in their academic work and are able to graduate. The following story represents how our services align with the following OHSU graduation core competencies: 1) Information Literacy, 2) Professional Identity and Ethical Behavior, and 3) Teamwork.

A student came to SHW seeking mental health care early in their time at OHSU. This individual was from a marginalized background and had a long history of trauma. They also had several ongoing medical diagnoses that were either undertreated or not treated at all, with potentially devastating long term sequelae if not addressed. When the student first engaged SHW, they were struggling academically and in danger of being dismissed due to both their mental and physical health concerns.

In addition, this student had extensive lack of trust in others. This lack of trust included medical and mental health providers due to having received dismissive, racist, and often incompetent care in the past that led to significant harm and additional trauma. Our interdisciplinary team (psychologist, psychiatrist, primary care physician, and eventually acupuncturist) worked collaboratively and patiently to form a relationship with this student, by listening without

judgment and validating both their experience and their fear of seeking help and support. This allowed us to better understand the student's past and how it was impacting their ability to thrive academically at OHSU.

Over time, this student developed deep trust with our team. They began to recognize how trauma made self-care difficult, and how a lack of self-care was leading to additional trauma. Over time, and through treatment of trauma, they gained not only insight, but motivation to take medications as prescribed, attend sessions regularly, and begin addressing complex and often overwhelming medical issues. They expressed a sense of feeling "seen and cared for" for the first time in their life. They expressed a wish to live and to thrive, losing long held and pessimistic fears that an early death (perhaps by suicide or neglecting their body until it broke down) would be a good solution to suffering.

As the student became more aware and overall healthier, they also worked to create similar trusting relationships with academic and professional mentors. In time, they found great mentorship, deep and meaningful academic success, and a sense of belonging in the OHSU community. The student became a vocal advocate for SHW services, encouraging peers to seek help and support if they, too, were struggling. They frequently stated that the care received at SHW made the difference between not only success and failure, but life and death.

This is a good example of how we work as a team to support students, address their concerns (both historical and contemporary), help students gain insight and sense of efficacy, and model meaningful relationships that lead to meaningful change.

Communication and Community

Engagement, Social Justice, and Equity

Center for Diversity and Inclusion

The CDI Unconscious Bias Fundamentals training has received many positive comments regarding the knowledge gained and how students can apply said knowledge. Something very inspiring and impactful has been the students' eagerness to get more trainings/knowledge! Students have also been a part of planning for guest speakers to come to OHSU. These events have engaged students with gaining strengths in communication, community engagement and advocating for other students by highlighting social, justice and equity topics.

Some of the feedback from our students has been that they are happy to see and learn that these important resources exist at OHSU but they want more of them. Other feedback has been the applied use of the Inclusive Language Guide, that the guide has been used and shared within their cohort and community of learners!

The advancement of these efforts has led to the Stepping IN for Respect trainings. Getting OHSU resources such as Name Coach approved by branding has been a great tool for our students and faculty. These tools and resources have helped our students adapt to the ever-changing landscape of DEI, the CDI newsletter has helped connect students to anti-racist initiatives, institutional updates, and community outreach opportunities.

Student Services Enriching the Diverse, Equitable, and Inclusive Learning Environment

All OHSU's Student Affairs and Student Services teams support and advocate for a safe and inclusive campus community for all learners. Some noteworthy examples are the Center for Diversity and Inclusion which elevates OHSU's anti-racism educational activities and supplements those activities with training, seminars, counseling, and resource materials. In addition, the Office of Student Life sponsors a variety of services, programs, and events to educate students and teach advocacy skills (or plays an advocacy role for students). Through its dynamic interdisciplinary environment that stimulates inquiry, initiative, and cooperation, OHSU's student-centered programming cultivates a sense of community and interprofessional engagement that is unique to OHSU.

Student Affairs and Services will play a key role in supporting the State of Oregon and OHSU 303030 partnership to increase the number of graduates in selected health professions programs and to increase the diversity of the student body as a whole. Thanks to funds allocated by the State, Student Affairs and Student Services will provide direct, centralized support for the two 303030 aims – increasing the health care work force and diversifying the health care work force. While Student Affairs and Student Services span several central administrative units (Student Affairs, Enrollment Management, Educational Improvement and

Innovation, and Diversity and Inclusion) we will unite to provide even more support to learners and educators at OHSU. Some of our 30-30-30-related plans include:

- Creating an Academic Success Center for writing and learner support, tutoring, and ESOL support student establishing a mentee academy to help incoming students gain skills as mentees and better understand the academic environment
- Creating an Office for Student Affairs to coordinate student support, faculty support, behavioral intervention, basic needs assistance, and case management for complex student problems as well as a location for all students, faculty, and staff to seek assistance for all manner of student needs
- Enhancing behavioral health services
- Creating staff roles for support of first generation students and diverse student populations
- Increasing staff support in central service units like the Registrar, Financial Aid, and the Bursar

Fostering Academic Student Success

A key role of Student Affairs and Service is to assist OHSU in establishing a welcoming educational environment for its constituents. The Office of International Affairs assists international students in navigating the applications and paperwork for education in the United States. The Office for Student Access makes determinations and collaborates with academic programs to implement academic adjustments, auxiliary aids, and/or program modifications for students so those students with disabilities are provided equal access to all academic programs at OHSU. Student Academic Support Services provides students with strategies and tools for academic success, assisting students to improve their time management, study strategies, focus, test-taking strategies, motivation, and other areas of academic concern.

The Registrar's Office is responsible for necessary baseline university functions such as student record keeping, creation of the academic calendar, maintaining the registration system, required Title IV reporting, and verifying degree requirements. The Registrar's office

has also been doing some admirable equity and advocacy work as well to help promote student academic success as reported in last year's assessment report:

The Registrar has been working actively with the Committee on Academic Policy and the School of Nursing to reconsider the impacts of transfer policies on students who don't come from privilege and to change those policies to better serve all undergraduates. We have already improved access for non-traditional students by changing policy to accept classes older than 7 years and accept the C- grade without requiring individual students to request an exception. Our ongoing work includes reconsideration of a foreign language requirement that is applied inequitably and favors students who were college-bound in high school by accepting high school credits.

Student Wellness

Health and wellness resources at OHSU have a far-reaching impact and serve as a very valuable resource to the OHSU community. The Student Health and Wellness Center is an integrated clinic that cares for Portland-based OHSU students, their adult dependents, and postdoctoral fellows. The Center strives to preserve and enhance the physical, emotional, and behavioral health of the wide range of students and postdoctoral fellows, as well as to provide high-quality health care in a professional, confidential and compassionate environment. Additionally, the Center support students and postdoctoral fellows in their professional development by providing a wide range of primary care, behavioral health, integrative medicine, wellness, and prevention services in an easily accessible and affordable manner. Student Health and Wellness continues to advocate for inclusive and supportive learning environments in their hiring practices and advocacy of resources such as a student food pantry.

The Confidential Advocacy Program provides advocacy services to OHSU members who are survivors of sexual misconduct, advocates on behalf of students to assist students with Title IX supportive measures, as well as provides safety planning, emotional support, assistance with navigating reporting systems, and emergency financial support and relocation services.

Preparation for Future Practice

Financial counseling through workshops, one-on-one sessions, is provided by several services including Student Debt Counseling and the Office of Financial

Aid which oversees the disbursement of over \$90 million in aid to students while complying with state and federal policies and regulations.

In addition, the OHSU Library teaches literacy skills that are critical to our health professionals and scientific learners throughout their education, and also after they graduate.

Closing the Loop and Action Items

In May or June of every year we summarize high-level data from the student survey, identify gaps in services and action items, and report to All Hill Council, our student government group at OHSU. The following graphics show some of the commonly repeated phrases in the qualitative data we received (Figure 3), as well as an example of some of the Action Items that are being worked on by Student Affairs and Services staff as they respond to the findings from the student survey and other evaluation data they collected (Figure 4). These were reported to All Hill Council in June 2022.

Figure 3: 2021-2022 Commonly Requested Additional Support by Students

Figure 4: 2021-22 Example Action Items from Student Services Data



REFLECTIONS: Institutional Opportunities for Improvement

To align the work of student services and upcoming requests for funding, the student services are focusing on three areas in which to target improvement. The following is a summary of the desired efforts and actions.

Reflections

OHSU 2025 is a comprehensive plan that encompasses the entire OHSU system. Embedded within OHSU 2025 is objective O1.3: Learner Success which states that OHSU should ensure learners have access to efficient, effective, and innovative programs that promote their success.

OHSU expects to be known nationally for delivering a high-quality learning experience. To achieve this, we must provide a safe and supportive environment in which our learners excel. We will create this environment through investments in social, mental and physical support of our learners. We will enhance their success by expanding on the current learning support infrastructure to ensure they attain optimal levels of knowledge and skills. All our learners must feel they belong and that their education is the highest priority for OHSU. Priorities will include convening, aligning, and advocating for learner services, support, and programs.

The first goal of this objective is to adopt and fund a centralized model for key student services with the strategic goal of centering the student experience and providing equity across the institution for student support and programs. A key focus of Student Affairs and Services over the next year will be enacting this OHSU 2025 strategic objective.

Assessment of Student Engagement

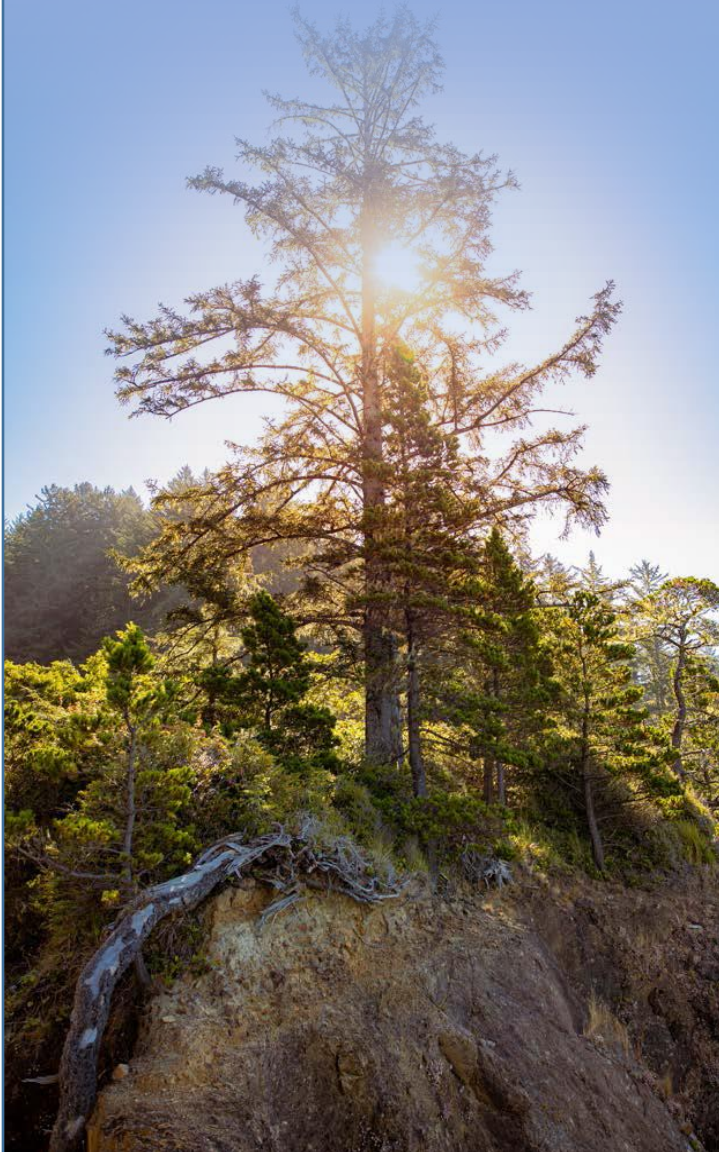
The Student Services Workgroup will use this year to evaluate our assessment process. We will evaluate the instrument and methodology used for assessing our work and students' experience with our work. While the assessment process to date has been outstanding, we may want to align more with equity, engagement, and sense of belonging literature. In addition, we will focus on creating an assessment process that makes sense for all areas of Student Affairs and Services.

Diversity, Access, Presence, Care

Student Affairs and Services will focus on responding to an increasingly diverse student body while bringing the highest level of support, accessibility, and approachability possible. 303030 is only part of the overall goal of increasing student diversity and serving a population that reflects the true diversity of the communities served by the health care workforce. We will partner with CDI and with the DEI deans in each school and college to create seamless communities of support for a diverse student body.

SCHOLARLY ACTIVITY: Opportunity to Spread the Word

The 2020–2021 Student Services Assessment report identified three offices engaged in scholarly presentations or publications over the past two years: Student Health and Wellness, Student Access, and the University Library.



Achievements

SCHOLARLY ACTIVITY: OPPORTUNITY TO SPREAD THE WORD

The 2021-2022 Student Services Assessment reports identified three offices engaged in scholarly presentations or publications over the past two years: Debt Management and Financial Counseling, Student Health and Wellness, and the University Library.

McKay, J. (2021)

Student National Medical Association Region 1 Regional Medical Education Conference presentation: Building a Solid Financial Foundation in Medical School, 11/20/2021.

Jodi DeMunter, Rebecca Rdesinski, Andrea Vintro, and Patricia A. Carney (2021)

Food Insecurity Among Students in Six Health Professions' Training Programs, Journal of Student Affairs Research and Practice, 58:4, 372-387, DOI 10.1080 / 19496591.2020.1796690

Zeigen, L., & Hamilton, A. (2021).

Evolving Librarian Engagement in Undergraduate Medical Education Student Research and Scholarship. Medical reference services quarterly, 40(3), 337–346. <https://doi.org/10.1080/02763869.2021.1945871>

Pierce, Pamela, Linda Felver (2021)

"Visualizing diversity: the Oregon Health & Science University Educational Use Photo Diversity Repository." Journal of the Medical Library Association: JMLA 109, no. 1 (2021): 472-77.

Champieux, R., Laderas, T., Earl, E., White, M., Duckles, B., (2020)

BioData Club: a partnership model for advancing data literacy. Virtual conference, 27 July – 1 August. Medical Library Association Annual Meeting

Hamilton A. (2020).

"Seeing the Whole Picture: Strategies for Expanding and Promoting a Circulating Board Game Collection for Maximum Visibility at Your Institution". Virtual conference, 27 July – 1 August. Medical Library Association Annual Meeting

Tova Johnson (2021)

"Transparent Design in Library Instruction for Students in Graduate & Professional School Programs." Online, April 22, 2021. Workshop.

Kristine M. Alpi, Laura Zeigen, and Tova Johnson (2021). "Enhance Your Public Health Searching Skills." Network of the National Library of Medicine Public Health Webinar Series, March 10, 2021.

Linda Felver, Pamela Pierce. (2021). "Providing Resources to Diversity Images and Audiovisuals for Educating Nurses." AACN Diversity Symposium, Online, November 10, 2021. Poster.

Elizabeth Lahti, Zac Jacobs, Asma Lofti, Pamela Pierce, and Adam Hoverman (2021).

"Developing a Narrative Medicine Facilitator Training: Underserved Voices, Empathy, and Understanding." Examined Life Conference, Online, October 2021.

Lauseng, Deborah L., Kristine M. Alpi, Brenda M. Linares, Elaine Sullo, and Megan von Isenburg (2021).

"Library involvement in health informatics education for health professions students and practitioners: a scoping review." Journal of the Medical Library Association: JMLA 109, no. 3 (2021): 365.

Delawska-Elliott B., Hamilton A. (2021)

"Adjacency Searching in Ovid" as part of "One at a time: Databases in systematic reviews and expert searching series - #2 MEDLINE (Ovid)" MLA Technology in Education and Systematic Review Caucus Webinar, June 14, 2021. Available at:

https://iu.mediaspace.kaltura.com/media/t/1_q2rjtU0g.

Bisio, Alexandra M., Steve Duckworth, Helena Egbert, Emily Haskins, and Gayle O'Hara.(2021)

"Archivist to Archivist: Employing an Ethics of Care Model with Interns and Student Workers." Journal of Western Archives 12, no. 1 (2021): Article 2.
<https://digitalcommons.usu.edu/westernarchives/vol12/iss1/2>

Johnson, Tova (2021)

"Searching PubMed: Identifying Keywords and MeSH Terms." Pacific University, July 29, 2021. Transparent Design in Library Instruction Collection.
<https://commons.pacificu.edu/work/ns/c7dea5de-174c-42c2-88e1-ae2fc3804125>

Pierce, Pamela, Steve Duckworth, and Marijane White. (2021)

"Undertaking a Digital Collection Platform Evaluation at a Health Sciences Library." Presentation, Medical Institutional Repositories in Libraries (MIRL) Symposium, Online, November 17, 2021.

Duckworth, Steve (2021).

"A History of Trans Health Care at OHSU." Curator's Talk, OHSU Historical Collections & Archives, Portland, OR, June 29, 2021.
<https://doi.org/10.6083/d791sg790>.

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"When the Community is You: Institutional Outreach Through Archival Exhibits." cOLA Quarterly, 2020 Sep 14;26(1):40-45. doi:10.5399/osu/1093-7374.26.01.09.