

TEACHING · RESEARCH · OUTREACH

SYNERGIES

COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES

Fall 2019



Special Issue

We build

RESILIENCY

to unlock the

HERO

inside



Oregon State
University

What's OUT THERE

today



Thank you to the alumni, faculty and staff who volunteered at the Oregon Food Bank during the OSU Alumni Association's Day of Service. Volunteers learned about Supplemental Nutrition Assistance Program Education (SNAP-Ed), the largest Extension Family and Community Health program affiliated with the CPHHS. SNAP-Ed reaches all 36 counties and is improving access to food for Oregonians.

RESILIENCY. The ability to bend but not break in the face of adversity. How is it developed? How do we live it ourselves? How do we cultivate it in others? How can we work to be nimble, independent and able to adapt to change?

In this special issue on resiliency, we explore how we are working as a college to raise a healthier generation capable of taking on future health challenges around the globe.

Resiliency is developed over a lifetime, and building blocks begin when we're children. Wouldn't we all be better prepared for life's challenges if we had role models like KidSpirit Director Karen Swanger's mother, who instilled in her a growth mindset, which is the idea that mistakes are OK if we learn from them. See page 8 to learn how Karen uses the growth mindset and other tools to help KidSpirit campers and counselors alike learn how to build resiliency within themselves.

OSU Women's Basketball Head Coach Scott Rueck certainly understands this mindset. During the college's 2019 hooding ceremony, he shared his experiences learning resiliency from a CPHHS mentor who changed his life as a student and set him up for the success he enjoys today. Read the advice Scott shared with our graduates on page 14.

Big picture stories on resiliency and youth round out this issue, including a statewide parenting education model, a 4-H model to help youth thrive, and a collaboration between college researchers and state policy makers that works to ensure systems support positive youth development.

We take seriously our charge to improve health and well-being at every stage of life, from youth to the young at heart. Developing resiliency, the skills to weather life's storms, helps bring them within reach.

F. Javier Nieto, MD, PhD, MPH
Dean, College of Public Health and Human Sciences
Oregon State University

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Caucus brings together many voices to create harmony

"Our group wants to holistically improve the OSU experience for women of color," says Kendra Sims, a public health doctoral student. "The contributions of often silenced people will also enrich OSU."

The Women of Color Caucus (WoCC), a multidisciplinary student organization housed in the CPHHS, works to celebrate, empower and advocate for women of color at Oregon State. It focuses on their professional development to enable them to become successful contributors to their field, and provides support, community and resources.

Join the CPHHS community



@cphhs

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DEAN F. Javier Nieto, MD, PhD, MPH

MANAGING EDITOR Kathryn Stroppel, Director of Marketing and Communications

EDITOR AND WRITER Hanna Knowles, Assistant Director of Marketing and Communications

DESIGN Mary Susan Weldon

CONTACT Send letters to the editor, alumni news and address changes to Editor, Synergies, College of Public Health and Human Sciences, 203 Bates Hall, Corvallis, OR 97331.

Email: synergies@oregonstate.edu
Tel: 541-737-2913



We know 4-H is good for youth. We just had to **PROVE IT.**

BY HANNA KNOWLES

“High-quality 4-H programs enhance a youth’s ability to thrive.”

Mary Arnold, MS '92, PhD '94, knew the power of 4-H in her heart, but had no way of proving it on paper. She signed up for 4-H at age 10 because of her love of horses and carried that passion with her to her role as CPHHS professor and youth development specialist. Once inside the organization, she became unsatisfied with the lack of evidence on 4-H's impact on youth, so she began developing a theoretical model based on current research in child and adolescent development, particularly the work of leading self-regulation researchers in the CPHHS. “It is an important part of youth development, but we never had it in our 4-H vocabulary,” she says. Her determination was strengthened after attending an Oregon Youth Development Council meeting in 2013, where a consulting firm presented its findings on the effectiveness of youth organizations in Oregon. Most received detailed reports, but 4-H was simply acknowledged for its great work.

“We really have to do better than that,” she remembers thinking. “We can’t ride on the fact that we just do good work. I started developing the model in earnest at that point.” Mary took a leave of absence and read everything she could about the ingredients of youth development models and how they are combined to create a development setting, such as fostering relationships between youth and adults so they feel welcome, supported and challenged. Around the same time, experts in the field released a statement that research on youth development needed to shift to an understanding of the process, with the goal of improving practice, leading to better outcomes for youth. “I thought, ‘I’m already there,’” Mary says. “I’m measuring it. I got very excited!” After years of research and testing, Mary and co-author Ryan Gagnon, assistant professor at Clemson University, confirmed their hypothesis. “We found that high-quality 4-H programs enhance a youth’s ability to thrive, and thriving youth achieve key outcomes,” she says. “These results provided illumination into the process of youth development.” The 4-H Thriving Model enables 4-H educators to approach their work proactively and with greater intentionality and focus, Mary says. She is now

sharing the 4-H Thriving Model with organizations across the nation, and it is already making an impact. She recalls a daylong training she facilitated in Arizona. “With the Grand Canyon in their backyard, they do a lot of hiking in the Arizona 4-H program but have never considered how they could talk about challenge and discovery, or emotional regulation,” Mary says. “A lot of emotions happen when you’re hot and tired, so how can we prepare youth in advance?” After the training, Mary asked participants to share their takeaways, and they reported a confirmed sense of what they need to do in their programs. “This is empowering because they can question if an activity promotes thriving or how it could be tweaked to do so.”

Mary says these results and the 4-H Thriving Model directly align with her OSU Extension Service role, which is to ensure research gets translated into effective practice. “The science behind what we do in practice is critical, but sometimes we get lost in the science without remembering that we’re talking about real humans and real lives,” she says. “A thriving prosocial youth possesses a growth mindset, is hopeful about their purpose and future, and can self-regulate their emotions,” Mary says. “These traits then lead to positive attitudes about education, increased social competence, personal responsibility, high personal standards and connection with others.”



“A thriving prosocial youth possesses a growth mindset, is hopeful about their purpose and future, and can self-regulate their emotions.”

~ MARY ARNOLD

insights



More than sideline support

New research indicates athletic training services in high schools could reduce medical payments and usage. “The research team advocates for public-private cooperation in supporting high schools to directly employ athletic trainers,” says Tao Li, health management and policy professor and primary investigator.

The interdisciplinary team also included kinesiology faculty Sam Johnson and Marc Norcross; Michael Koester, MD, of the Slocum Center for Orthopedics and Sports Medicine; and Annie Hommel, a health management and policy doctoral student.

CAN YOUTH CARE TOO MUCH?

Using data from a Norwegian study of well-being among youth, Assistant Professor John Geldhof and a team of researchers analyzed the relationship between caring and outcome measures such as anxiety, depressive symptoms and mental well-being.

The results indicate there may be a point where youth can “care too much” and caring becomes detrimental to their well-being.

For practitioners who work with youth, a key takeaway is to ensure youth development programs are comprehensive and focus on development of the whole youth, John says.



Find more research from the CPHHS at synergies.oregonstate.edu/research.

HELPING THE VULNERABLE AND THE MARGINALIZED

Taking prevention, diagnosis and treatment programs to marginalized populations presents a complicated public health challenge that isn’t easily solved. But that doesn’t stop CPHHS researchers.

“There’s a social context that makes people vulnerable to HIV,” says Jonathan Garcia, an assistant professor and one of several researchers studying social factors related to sexual health and HIV and AIDS. “All of us are addressing the vulnerabilities of these marginalized populations in some way in our work.”

Other researchers include Marie Harvey, associate dean for research in the college, and professors Peggy Dolcini and Joseph Catania.

“How people behave and engage in risky behavior is linked to their race, class, gender, religion, sexual partner and more,” Marie says. “You have to understand every population to help tailor public health programs and interventions that reach them where they are.”

ROOTED IN RESILIENCE



Shannon Lipscomb, an associate professor of human development and family sciences at OSU-Cascades, is leading a team to develop and test a training program that will help preschool and child care providers better work with children affected by trauma.

Shannon says many school districts now implement trauma-informed strategies for K-12 schools, but the practice hasn’t yet trickled down to early care settings.

The Roots of Resilience online course and video-based coaching was created to fill this gap for early-childhood professionals and designed to nurture resilience in preschool-age children. The project was funded by a \$1.5 million grant from the U.S. Department of Education.



The Beauty of Community-Engaged Research

After an accidental toxic air leak from a nearby oil refinery, the Swinomish Indian Tribal Community (SITC) was motivated to learn more about their exposure to air toxins. Drawing on a long-standing relationship with Oregon State, SITC inquired about using silicone wristbands developed at OSU to evaluate their exposure levels.

The researchers worked closely with the tribe to develop personalized reports based on the findings. “Any time you’re working with a community, it’s super important to work with that community in terms of how you should report the data back,” says Assistant Research Professor Diana Rohlman.

Diana and Associate Professor Molly Kile say the true benefit of this research and community engagement project lies in the resulting trust and relationships built between SITC and OSU.

“Native American communities often experience health disparities, and it is important to support their sovereign right to determine what issues they want to research,” Molly says. “The only way to do this is to include them as research partners. This study is just one little pebble in that path.”



To be RESILIENT, you need the right tools

KidSpirit sets youth up for success

BY KATHRYN STROPPEL

SEVENTEEN YEARS AGO, KIDSPIRIT DIRECTOR KAREN SWANGER OVERHEARD THREE BOYS, AROUND 8 TO 10 YEARS OLD, TALKING ABOUT THEIR STRESS.

Skeptical, she asked why and was blown away by their response, which included family divorce and financial problems — tough stuff for people at any age.

Her curiosity changed her perspective. “Never assume age is connected to stress,” she says. “Never undervalue someone’s struggle. Life is hard. That moment changed my trajectory and that of KidSpirit.”

Because of that experience, KidSpirit, which offers summer and no-school-day camps for youth, has been laser focused on serving both the needs of the OSU students who help run the camps, as well as the young campers in their care. “The concept for us,” Karen says, “is that as staff work on skills themselves, they model them for the youth they work with.”

The KidSpirit team employs a variety of approaches to build resiliency, which share common themes of choice, self-regulation, personal awareness, self-efficacy and self-confidence, positive thinking, being intentional and mindful, and practicing acceptance and gratitude.

CHANGE BEGINS WITH ME

The phrase “mental health” is rarely spoken at KidSpirit. It’s simply part of its culture. “Just like we don’t say, ‘This training is appropriate for people on the spectrum.’ It’s just good teaching,” says **Gabby Schmit**, aka Tiger Lilly, a kinesiology undergraduate who has worked at KidSpirit for one year.

They may not say it, but mental health strategies are just what students are learning, and it begins during the onboarding process. Before summer, each of the approximately 100 student staff spends 22 hours in training, and each term more than 45 students further strengthen their skills with six hours of training that includes tools to build resiliency and

improve coping skills for themselves and their young campers.

Kendra Zangle, speech communication major, is finishing a nine-credit internship earning special credit in kinesiology. “I’m learning that we’re all in this together. Don’t be afraid to be uncomfortable; it helps you grow.” She may be leaving the internship with 270 hours of experience, but most importantly, she says she’s gained confidence and a sense of belonging.

Kaily MacDougall is a business major who graduated in June 2019 but is sticking around to serve as program coordinator during the summer. Her growth, she says, lies not only in new skills but also in newfound confidence and an appreciation of her capabilities.

“When I first started here, I had no office skills but a can-do attitude,” Kaily says. “I doubted myself and needed a lot of reassurance. I was scared at how much responsibility I was given, but through mentors, trainings and taking on more, I feel I can do this! And if I struggle, I have resources to help. I love the work I do here.”

BUILDING A LIFE TOOLBOX

Karen strives to help students advocate for themselves and to identify self-care skills centered around four key concepts:

1. **Know yourself and what fills your bucket.**
2. **Have confidence in your skills and who you are.**
3. **Accept that it’s OK to make mistakes. Learning from them is important.**
4. **Communicate early and often, openly and honestly, and in all formats. No gossip.**

These concepts may be innate to Karen, who was raised by a mother/teacher with a growth mindset — a belief that a love of learning and resiliency are essential for success — but she recognizes that not all students have the skills they need to thrive.

“The better you can navigate life, the better you are for yourself and others,” Karen says. “Some come to college with tools that work and some that don’t. Some need new tools.”

In particular, she witnesses students struggling with a key component of growth and positive mental health — self-regulation. She challenges students to explore and answer: What do we do to calm down and bring peace in the midst of uncertainty and stress? How do we self-soothe and self-regulate? “If I do one thing in life, it’s to give people those skills,” she says. “If you don’t have the appropriate skills and know the hero inside of you, you can’t be strong leaders for youth.”

Read more of Karen’s wisdom on the next page . . .

KENDRA ZANGLE



KAILY MACDOUGALL



“If you don’t have the appropriate skills and know the hero inside of you, you can’t be strong leaders for youth.” ~ KAREN SWANGER



KAREN SAYS ...

Resiliency happens one action, one day at a time.

Know yourself and give grace.

Mistakes help us grow. Ask: What did you learn? Did you clean it up? How did you make it better?

What do you need when you're under stress to help you move forward?

You are not what you think. The worst critic is yourself.

Never undervalue someone else's struggle.

Choose your attitude.

Have courage — and be curious.

Change "I can't do that" to "I can't do that YET."

Pleasure comes from hard work, not perfection.

There's no such thing as common sense. We have shared cultural values, which aren't the same for everyone.

Be kind, and show empathy.



Finding a common language



Seminars close the gap between research and policy makers to improve family health in Oregon

BY HANNA KNOWLES

Family impact seminars are one way the CPHHS is living out Oregon State University's land grant mission.

"The seminars connect state policy makers with research experts to provide the best scientific evidence on topics of current interest," says Rick Settersten, head of the School of Social and Behavioral Health Sciences. "They are meant to foster learning in a nonpartisan, solution-oriented way, always with a focus on the impact of policies on families."

So far, the college has hosted three seminars on topics relevant to family health — "Two generation approaches to poverty" in 2015, "School and

community solutions to obesity" in 2017 and "How housing policy can make a difference in child and family outcomes" in 2018.

Each seminar has helped inform legislative actions. In 2016, Oregon became the first state to allocate a greater percentage of the earned income tax credit to young families, providing them with more money to live on.

House Bill 3141, which requires that K-8 students receive at least 150 minutes of physical education each week, was reinforced in 2017. This year, Oregon signed into law the first statewide rent control bill.

"At the national level, the seminar is a well-established method

of connecting researchers and policy makers who are often passionate about the same issues but who sometimes lack a common language or forum for discussion," says Emily Tomayko, assistant professor of nutrition and project collaborator.

The team will offer a seminar every other September in advance of Oregon's longer legislative sessions held in odd years.

The interdisciplinary team includes CPHHS Professor Gloria Krahn; Sally Bowman, professor in Extension Family and Community Health; Research Associate Bobbie Weber; and Executive Support Specialist Laura Arreola.

OREGON EARLY LEARNING FACTS AND FINDINGS

For more than 25 years, Oregon researchers and partners have studied early learning in the state. Now you can access the facts and findings in one place at health.oregonstate.edu/early-learners.



Megan Pratt coordinates the Oregon Child Care Research Partnership, which conducts research related to child care policy at the local and state levels and prepares the Oregon Early Learning Facts and Findings report.



SHAUNA TOMINEY

Raising a healthy generation begins with developing knowledgeable parents

STATEWIDE PARENTING EDUCATION MODEL IS UNIQUE IN THE NATION

BY HANNA KNOWLES

At a local bar, parents gathered for their weekly trivia night. But on this particular night, instead of testing their pop-culture knowledge, parents were quizzed on child development. The host was a parenting educator from Mid-Valley Parenting, an Oregon Parenting Education Collaborative (OPEC) parenting hub.

By the end of the night, half of the parents had signed up for parenting education classes.

They're in good company, joining more than 313,000 other caregivers who have accessed some form of parenting education over the last eight years thanks to OPEC.

OPEC BRINGS RESOURCES WITHIN REACH

Shauna Tominey, PhD '10, CPHHS assistant professor of practice and parenting education specialist, says one of OPEC's greatest impacts is helping parents and caregivers realize they are not alone.

"Research shows that parenting education is also an important strategy to prevent mental health

challenges, which are on the rise for adults and children," she says.

Such education is particularly important during the infant and toddler years, she says, as children's brains make a million new neural connections every second.

Shauna has led OPEC, a partnership between Oregon State University, the Oregon Community Foundation, The Ford Family Foundation, Meyer Memorial Trust and The Collins Foundation, since 2016.

"To support parenting education is a prevention strategy," says Mary Louise McClintock, director of education programs at the Oregon Community Foundation. "Even a child's physical health is impacted by family life."

Across Oregon, 16 OPEC hubs provide parenting education for anyone in a parenting or caregiver role. In 35 of 36 Oregon counties, plus Siskiyou County, California, the hubs meet the needs of the community by providing free and low-cost parenting education programs, including family fun days, workshops, classes and more.

"We haven't seen another statewide system and home for parenting education quite like the one we have in Oregon," Shauna says. "Our state government is taking notice."

STATE SUPPORT IS A FIRST IN OREGON'S HISTORY

OPEC's network appeals to Lawrence Piper, operations and policy analyst with the Oregon Department of Human Services (DHS). "No matter how good of a program you offer, if you're not accepted in rural communities you are not going to be able to provide services," he says. "With OPEC and the hubs, the trust is already there."

Earlier this year, DHS granted OPEC \$3 million to leverage its network and expand parenting education programming for elementary aged children, teens and their caregivers, and to provide training for program leaders.

With gaps in services during the infant and toddler years, serving families with older children and adolescents was yet another gap for OPEC and DHS, Shauna

says. "Together, with the OPEC infrastructure and DHS funding, we can begin to meet this need for Oregon."

Oregon Gov. Kate Brown also recognizes the preventive value of parenting education. The Student Success Act includes a dedicated \$1 million to support parenting education programming — a first in Oregon's history.

Christy Cox, senior program officer for the Ford Family Foundation, says these actions are a seismic shift in state funding. "Parents are our most valuable natural resource."

A PARTNERSHIP ROOTED IN COLLABORATION

Since the establishment of OPEC in 2010, OSU and foundation partners have collaborated on key decisions.

"With help from staff at the Hallie E. Ford Center, we did a scan of the landscape in 2009," Mary Louise says. "There were pockets of excellence, but there was no home for parenting education or a system to help programs stay afloat."

Mary Louise says having Oregon State as a partner has been critical to OPEC's success. "OPEC wouldn't exist without OSU's and Shauna's expertise, technical assistance and community-based programming."

To aid collaboration, each hub enters data in an online reporting

system overseen by Michaella Sektnan, a senior faculty research assistant who serves as evaluation specialist and co-investigator.

"Based on this data, we work with state-level partners to leverage OPEC, find ways to fill gaps and meet our shared goals to support children and families," Shauna says.

OPEC also focuses on growing the parenting education profession. CPHHS Faculty Research Assistant Kim Deck, OPEC's professional development coordinator, organizes a yearly parenting educators conference and training institute, and offers a credential for parenting educators.

Numerous CPHHS faculty members collaborate with OPEC, including Bridget Hatfield, Megan Pratt and Shannon Lipscomb. Shauna says OPEC is evaluating how to further leverage research from the college as part of its mission to translate and share research with communities in meaningful ways.

A challenge OPEC is taking head on — addressing the stigma of participating in parenting education programs and letting people know these programs exist.

"OPEC programs are open to all parents and caregivers who don't want to feel alone on their parenting journey," Shauna says. "It truly is a gift to families."

"We haven't seen another statewide system and home for parenting education quite like the one we have in Oregon," Shauna says. "Our state government is taking notice."

OPEC Highlights

Jan. 2010 – Dec. 2018

24,618 PARENTS PARTICIPATED IN 2,756 PARENTING EDUCATION COURSES

10,670 NEW FAMILIES REACHED WITH HOME VISITS

57,415 PARENTS ATTENDED 2,166 WORKSHOPS

272,561 ADULTS AND YOUTH PARTICIPATED IN 2,058 FAMILY ACTIVITIES



A family from Sutherlin, Oregon, participates in parenting education classes offered by an OPEC hub.



OSU Women's Basketball Head Coach and CPHHS two-time alum Scott Rueck with mentor Barb Cusimano, whom he honored at the 2019 CPHHS Hooding Ceremony.

What's on the other side of adversity? *Magic.*

COACH, ALUM SCOTT RUECK INSPIRES CPHHS GRADUATES TO DIG DEEP

BY KATHRYN STROPPEL

CPHHS alum Scott Rueck, '91, '92, shared the circuitous journey to his dream job — head coach of OSU women's basketball — with faculty, master's and PhD students and their guests at the college's 2019 hooding ceremony on June 14.

He began by sharing his own experiences as a student, when every game at Gill, lit up by basketball great Gary Payton, was called "The Show."

He described "living" — and avoiding work — at Dixon Recreation Center, as well as his fond memories of Langton Hall and the Women's Building, the latter of which he says also terrified him. Rather, it was the thought of visiting Barb Cusimano, former associate professor and head of the Physical Education Teacher Education program whose office was located in the Women's Building, that terrified him.

"She held my future in her hands. I needed her approval to pursue my goals of being a teacher and coach," he said. "She seemed magical."

He cites his perceived shortcomings for his fear. "I was an underperforming, unfocused,

undisciplined student weak in organizational skills, which led to guilt and a massive amount of insecurity," he said. "Barb saved me. She saw something in me I didn't know I had, and I knew she cared. She made me better. She made me a pro."

Mentors, he told graduates, are vital and humbling. "They teach you the way when you think you already know."

He credits Barb, who had a front-row seat during his address, with his professional success.

"When I graduated, I felt I could do anything."

Most importantly, he learned he could expect more from himself. *"That was the magic."*

"Look where I'm standing," he said with a laugh. "This is funny, actually. I'm here all because someone invested in me and believed in me. You're listening to a 5'4" male who's a Pac-12 women's basketball coach. I don't see limits."

Scott stands out as much for his success as he does his height. In 2010, he was named the fifth head coach in OSU women's basketball history and is credited

with the program's accelerated turnaround. In addition to numerous other successes, he led the Beavers to the NCAA Tournament for six straight seasons, a first in the program's history.

His achievements, his ability to bring out the best in others and his personal grit are a credit to mentors like Barb and to Oregon State.

"We are a relationship-based university," he said. "People know there's something different here. We put people first."

He left graduates with these important lessons:

1. **Adversity is coming. It's inevitable; welcome it. It's a gift if viewed correctly.**
2. **Love where you are.**
3. **Character and competence matter.**
4. **Do what you say you will, and be the person others can count on. We're all looking for that person.**
5. **Winning is shallow if you don't have somebody beside you.**



HATS, HOPES and DREAMS take flight at 2019 commencement

OSU celebrated its 150th commencement ceremony, its largest to date, on June 15. This year, 7,202 graduates received 7,492 degrees, joining more than 257,000 Beaver alumni in all 50 states and more than 125 countries.

Numbers reported June 18, 2019

CPHHS GRADUATION

87 GRADUATE DEGREES

71 MASTER'S DEGREES

16 DOCTORAL DEGREES

769 UNDERGRAD DEGREES

293 HUMAN DEVELOPMENT AND FAMILY SCIENCES

37 NUTRITION

270 KINESIOLOGY

169 PUBLIC HEALTH

i n m e m o r i a m KATHLEEN FRANCES HEATH

May 2, 1932 – March 9, 2019

Trailblazer Led With Heart

Former dean, teacher and mentor Kathy Heath, who died March 9, 2019, reminds us that we stand on the shoulders of giants.

Kathy was committed to improving physical activity opportunities for all students, taught tennis, posture and relaxation, coached women's tennis, served as president of Faculty Senate in 1992 and received numerous awards and accolades. She served on the Intercollegiate Athletic Advisory Board from 1986-1997, working to implement Title IX mandates and improve access to educational opportunities for young women.

Kathy loved teaching and helped develop the Physical Education Teacher Education Licensure Program. She also served as head advisor and interim dean in the College of Health and Human Performance (now the CPHHS) between 1985 and her retirement in 1996.



Kathy, right, shares a laugh with friend and longtime CPHHS supporter Jean Peters at a college event in 2013.

Deeply involved on campus, in the college and in her community, Kathy was a natural leader who embraced challenges with understanding, humor and positive leadership.

"Kathy will be remembered for her competence, authenticity and warmth," says Associate Dean for Undergraduate Programs Vicki Ebbeck. "She genuinely cared for students, faculty and staff in the college and advocated for those individuals who needed an ally. She never shied away from a good laugh, and you knew that time spent with her was time well spent."



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