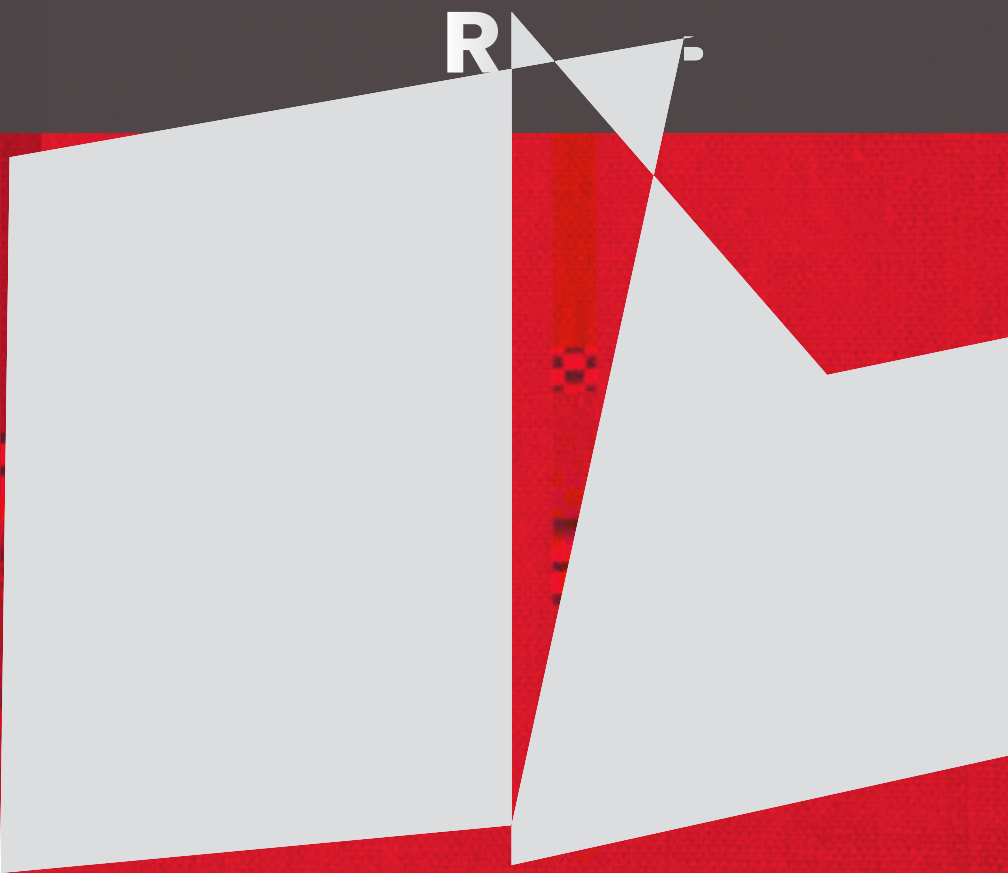



STUDENT RESEARCH



TTU  HSC

VISION

Texas Tech University Health Sciences Center will strengthen its national reputation as it seeks to promote healthier communities across West Texas and beyond.

MISSION

As a comprehensive health sciences center, our mission is to enrich the lives of others by educating students to become collaborative |m(K)10

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A MESSAGE FROM THE
PRESIDENT

The history of Texas Tech University Health Sciences Center (TTUHSC) is as colorful as the West Texas sky. We started as one school on one campus. Today, we have grown to five schools across six campuses, and through our online courses, serve students across the United States and throughout the world. We are a leader in preparing health care professionals to meet the demands of the ever-changing health care environment; our schools are ranked among the top tier in the nation; our researchers have made life-saving discoveries; our practitioners provide top-rate service; and our students graduate from our university in record numbers.

Through alignment with the university's core values, we are able to build high-functioning, exceptional teams that communicate with each other, are able to have critical conversations with each other, assume best intentions, and be solution-

A MESSAGE FROM THE

CHIEF PEOPLE OFFICER

Dr. Rice-Spearman challenges us to achieve our visionary goals - leaders of successful organizations do that.

It is the people within the university who help create the positive culture and perform at a high level. We determine our culture by how we behave and treat each other every day. The reason we

Your courses will help you develop your knowledge and skills. Clinical and lab experiences will help you transform skills to competencies. These are critical to your education and so are your values. We care about who you are, and we will work together to be a high-performing organization with a positive culture.

Thank you for choosing Texas Tech University Health Sciences Center!

The logo for the Stem program, featuring the word "Stem" in a red, cursive script font.

E, E O LAND
Chief People Officer




IN O

DNA

QUALITY ENHANCEMENT PLAN

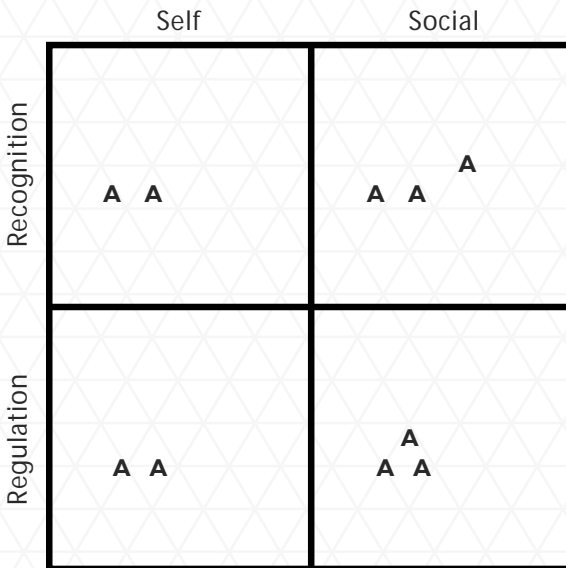
8 Dimesions of Wellness

1 Emotional: Recognizing and accepting a wide range of feelings in



EMOTIONAL INTELLIGENCE

Why Focus on Emotional Wellness?



Graph Source: Emotional Intelligence 2.0, Bradberry & Greaves



Copyright © 2011 Multi-Health Systems Inc. All rights reserved.
Based on the original Bar-On EQ-i authored by Reuven Bar-On, copyright 1997.

The EQ-i 2.0, another model of emotional intelligence, is based on fifteen competencies grouped into five composites: Self-Perception, Self-Expression, Interpersonal, Decision Making, and Stress Management.



DE C I P I O N O F H E

FOUR EMOTIONAL INTELLIGENCE SKILLS

The following paragraphs are taken from "Emotional Intelligence 2.0" by Travis Bradberry and Jean Greaves.

Self-Awareness

Self-awareness is a foundational skill. Self-awareness concerns the ability to accurately perceive our emotions in the moment and to understand our tendencies across situations. Emotions always serve a purpose, but the only way to understand them is to spend adequate time reflecting on them. Situations that create strong emotions will always require more thought and taking time to reflect on what we're feeling and often keep us from doing something we would later regret. People high in self-awareness understand what they do well, what motivates them and provides satisfaction, and which people and situations push their buttons.

Social Awareness

Social awareness is another foundational skill. It concerns the ability to accurately perceive and understand the emotions of others. The most important elements of this skill are listening and observing, which requires focusing on the other person and discerning what they are communicating verbally and nonverbally. To accomplish that, we must stop the monologue that may be running through our minds and we must avoid anticipating the point that the other person is about to make.

Relationship Management

The last skill of emotional intelligence is relationship management. This skill utilizes the three skills already described. Relationship management concerns the ability to use the awareness of our emotions and those of others, emotions to manage our interactions with them and successfully build bonds with them. Healthy, positive relationships are something that should be sought and cherished.

Remember, regardless of the model, improving our emotional intelligence is not a one-time fix. We all can continue to improve our skills. We encourage you to capitalize on your strengths, while also appreciating the opportunity to learn from your growth areas and practice understanding your own emotions as you make decisions. To support your overall wellbeing, please visit our website: www.ttuhsoc.edu/live-well for more information and access to wellness resources available to you.



BUILDING TRUST

At TTUHSC, we know that growth of trust will create a healthy inter-professional relationship between students, faculty and staff, ultimately creating a more productive community. In order to trust others, we must first trust ourselves. Brené Brown explains, "We cannot ask people to give to us something that we do not believe we are worthy of receiving."



The Anatomy of Trust

It's easy to talk about trust, but how do we practically build a trustworthy environment? The Anatomy of Trust and the acronym, BRAVING, are helpful tools to understand how to foster trust. Note: Acronym is adapted from Brené Brown's book, "Dare to Lead":

B — — — **A** — — —

Boundaries:

Respect others' space and ask them to respect ours.

Reliability:

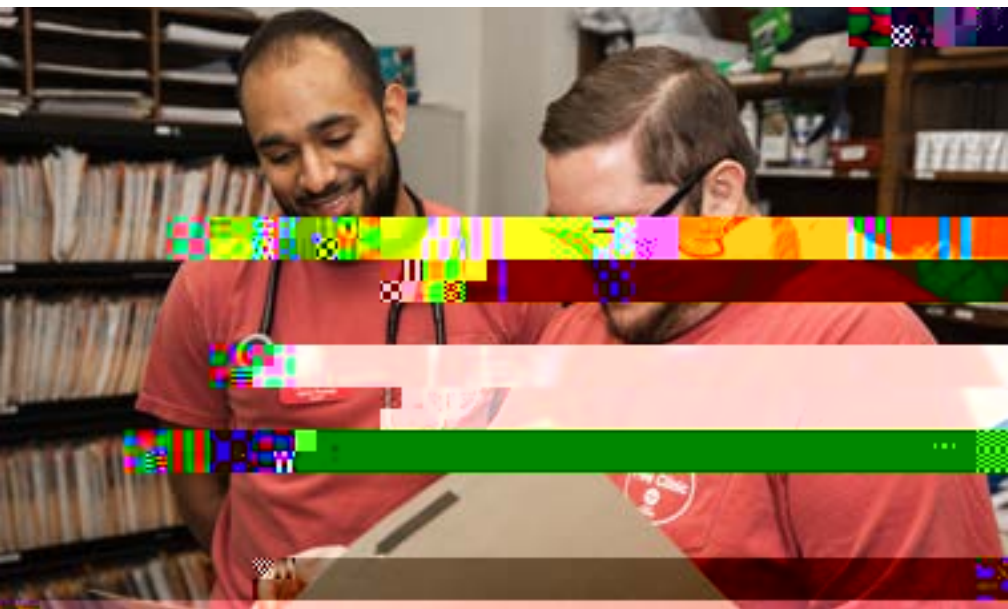
Follow through with commitments we make. Know our personal limitations so that we don't over promise.

Accountability:

Recognize and fix our mistakes to the best of our ability without pride getting in the way of doing what's right. Take ownership.

Vault:

Be a safe keeper of what others share with us. Don't share things with others that are not ours to share.



Integrity:

Be honorable and trustworthy even when no one is looking.

Non-Judgement:

Be comfortable to ask for help without the fear of being judged, so that others in turn will be willing to do the same with us.

Generosity:

Assume the best of others including their intentions, words and actions.

“ Trust is the glue that bonds people, processes, and environments and ensures long-term success. If this critical component is

B

A crucible moment is a singular transformative experience that tests a person's commitment to their core values and can change the course of a person's life. These occur when we make a critical mistake or behave in a way that has the potential to cause great harm to ourselves and others.

The term crucible refers to the medieval alchemists who thought by putting something with little value like lead into a device with intense heat and pressure they could convert it into something precious – gold. While the alchemists may not have been successful, they did leave us with a powerful metaphor. We do have the ability to transform negative experiences into something precious.

While we may try to avoid them, most of us will face high-pressure, crucible moments. When we encounter them, we have an opportunity to transform a negative experience into rare and profound growth. The test of one's character is in how we choose to respond. Our choice will contribute to our reputation and ability to transform ourselves into someone stronger and more capable of handling even tougher challenges. Or not.

Adopted from "Crucibles of Leadership" by Robert J. Thomas

"Crucibles force people into deep self-reflection, where they



In confronting a crucible moment, each of us has three choices:

1. **Ignore the moment** and continue the negative behavior. Choosing this route risks causing more harm to self and others. It will eventually cause the student to spiral out of control and fall beyond the point of recovery.
2. Minimize the crucible moment by sweeping it under the carpet, recruiting others to secrecy and hoping to just get through it as quickly as possible. For those who are involved, their level of trust in the student will never be the same. More importantly, the student lowers their level of integrity.
3. **Confront the situation** as an opportunity to learn and grow despite possible intense scrutiny and critical feedback. When the student recognizes their own poor performance or behavior, acknowledges it, chooses to improve and positively progress and develops the tools to learn and grow, they seize the opportunity to create meaning from hardship and develop the tools to learn and to lead.

A

AB

Accountability is the willingness to accept the full responsibility for my actions, behaviors, obligations and commitments. It is the conduit between activity and quality results.

Being a part of a Values-Based Culture requires me to abandon my fears: fear of retaliation, retribution, disappointment and failure. Living the TTUHSC values requires courage to break away from the status quo and boldly test new ideas.

Students are required to demonstrate courage in a variety of ways, such as learning new concepts, performing procedures, following research protocols and participating in clinical rotations. Similarly, in order to nurture innovative ideas and bold exploration it is important for students to hold themselves and others accountable to commitments.

We practice accountability in four ways:

- Hold myself accountable
- Allow others to hold me accountable
- Hold others accountable
- Recognize others who hold themselves accountable

Caught in a difficult situation? Contact your SGA representatives who will point you in the right direction. You can find their contact



Power of the Pin

This pin is a reminder of the values we are striving to fulfill as a member of the TTUHSC team.

Sometimes we feel we are the only ones doing our part and wonder if anyone else is living our values. Every day, fellow TTUHSC team members face challenges that make it tough to live our values. Seeing the pin may be just the thing they need to understand they are not alone and have someone willing to help them.

When I choose to wear this pin, I am showing my commitment to live our values: One Team, Visionary, Beyond Service, Kindhearted, Integrity.

Resilience is defined as "the ability to maintain or regain a positive adjustment after an experience of stress or trauma" (Grant & Kinman). Once we experience a setback and overcome it, we are forever changed and bettered by the experience regardless of its initial negative impact. In order to learn from our experience, we can follow these seven fundamental strategies to become resilient:



"Proactively working to develop mental strength increases your resilience to stress and reduces the toll it takes on you both physically and mentally." - Amy Morin

SPECIFIC EXAMPLE:

“Nancy is in her second semester of graduate school and has been struggling with her current classes. After taking her latest test she felt very uncertain about the outcome. When results were released,

A

A

One of the most critical skills we can each develop is the ability to conduct professional conversations.

Examples of professional conversations include receiving constructive feedback, confronting conflict and rebuilding trust.

THERE ARE SIX STEPS TO PROFESSIONAL CONVERSATIONS:

1. Listen to understand
2. Identify the problem
3. Decide what to say
4. Express your concerns respectfully
5. Come to a compromise or agree to disagree
6. Seek additional support or revisit the issue if the problem persists

Adapted from "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson.

Typical Email Exchange:

Mr. Knox, as I clearly stated in my last five emails, the process for applying for an intern position is obviously outlined in the Internship Application attached to my first email reply. Refer to my prior emails for specific instructions.

Preferred Email Exchange:

Dear Mr. Knox,

I apologize for the miscommunication, and the confusion I caused around the application process. I would appreciate the opportunity to clarify the required steps and wonder if you have time to talk by phone or meet in person to discuss?



RESOURCES

Teacher/Faculty - Contact Directly

Coach - Contact your schools student affairs office:

Health Professions 806.743.9025 | Nursing 806.743.2095

Medicine 806.743.3005 | Pharmacy 806.414.9393

Biomedical Sciences & Public Health 806.743.2560

Mentor - Seek peer recommendations, ask your student affairs office, school leaders

Therapist - Contact the Office of the Program for Assistance for Students (PAS)

806.743.1327 or counselingcenter@ttuhsc.edu

"We don't have to do all of it alone. We were never meant to."

- Brené Brown

I want help with
curriculum, content
and grades

I want help working
through a personal issue
that's keeping me from
moving forward

Professor

An instructor who assists with
knowledge comprehension related
to a student's specific program

Therapist

Licensed mental health
professional that assists with
personal struggles

Contact professor
directly through
email or in person

Program for Assistance
for Students (PAS):
806.743.1327
Counselingcenter@ttuhsc.edu

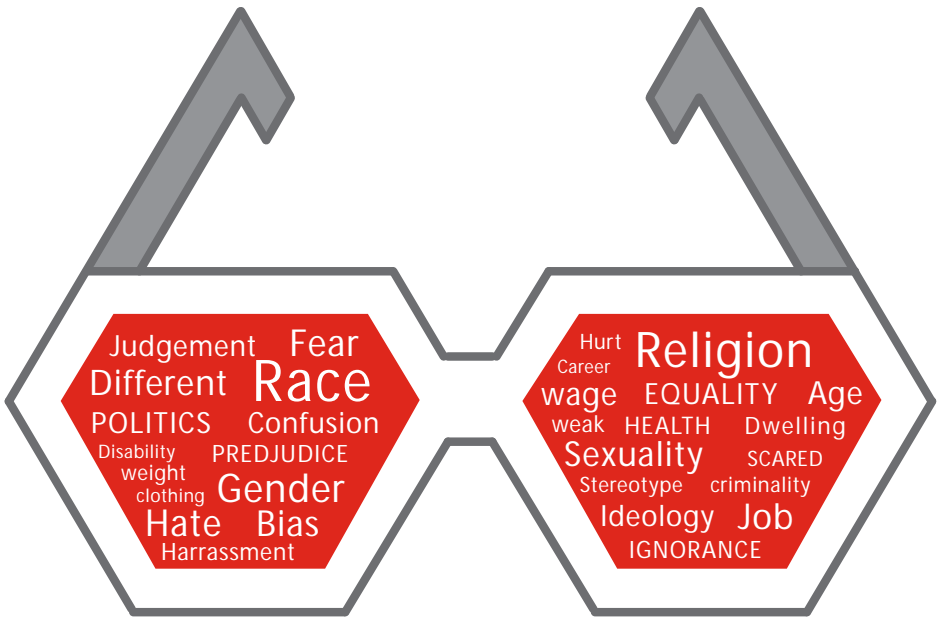
DI, E I & INCLT ION:

IMPLICIT BIAS

In his book "The Creative Evolution," Henri Bergson considered how man made the transition from land to water. As long as we were walking on land, how did we learn to swim unless we were thrown into water? This notion directly applies to our battle in combating implicit bias. How can we recognize, and, more importantly, accept the experiences of others, without first placing ourselves in their shoes?

Project Implicit is a non-profit organization and international collaboration between researchers at Harvard, Yale, University of Virginia, and University of Washington who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a "virtual laboratory" for collecting data on the Internet.

Once we acknowledge our own implicit bias, we can consciously combat it by moving beyond recognition into acceptance. Only then can we come together to create an inclusive and equitable environment in which our individual experiences become a shared journey.



TAKE THE TEST AT:
<https://implicit.harvard.edu/implicit/takeatest.html>

"The eye only sees what the mind is prepared to comprehend."
- Henri Bergson

A

We live our value of One Team when we unite and include diverse perspectives to achieve our mission. That is precisely what happened to create this Student Red Book.

The Student Government Association reviewed the TTUHSC Values Based Culture 2019 Field Guide and established the mission to create a guide specifically designed for our students. The following people joined together to design, write and publish the 2019-2020 Student Red Book:

Lisa Bao
Elizabeth Cook
Katerina Kellar
Jordan McKinney
Helen Davenport
Margret Duran
Ashley Hamm

Gabriel Jimenez
Jordan Pape
Will Watson
Rial Rolfe
Brooke Walterscheid
Leslie Collins
Alan Korinek

Each of these students, faculty and staff team members came together to share their research, offer unique perspectives and create a useful tool for all TTUHSC students.

I am very grateful for the efforts of each of our collaborators who went above and beyond to create this Student Red Book.

- E E O LAND

This field guide contains information from thought leaders of a wide variety of topics. As part of our commitment to life-long learning and personal development, I encourage you to read the source documents for topics of interest to you.

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