TEXAS TECH UNIVERSITY ⊤ HEALTH SCIENCES CENTER

WELL
beyond

QUALITY
ENHANCEMENT PLAN
FEBRUARY 2019

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EXECUTIVE SUMMARY

INSTITUTION:	Texas Tech University Health Sciences Center
TITLE OF QEP:	Well Beyond
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OVERVIEW

Texas Tech University Health Sciences Center (TTUHSC) is a comprehensive health sciences center with undergraduate, graduate, and professional programs in allied health, biomedical sciences, medicine, nursing, and pharmacy. A significant component of our mission is to enrich the lives of others by educating students to become collaborative healthcare professionals. In alignment with this mission, we have a long history of success in promoting the intellectual development of our students in their chosen fields.

Although we strive continuously to improve traditional indicators of student success, TTUHSC also seeks to promote the holistic development of our students. In addition to producing healthcare professionals who are knowledgeable in their fields, we want to develop engaged and productive members of society who prioritize self-care and seek to achieve healthy balances across multiple dimensions of their lives. TTUHSC recognizes the following eight dimensions of wellness: emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. For these reasons, the current Quality Enhancement Plan will focus on student wellness, with a specific emphasis on emotional intelligence. The five-year project will be known as the "Well Beyond" initiative.

The topic emerged from several sources of data—surveys, focus groups, utilization statistics, and strategic planning processes. Multiple individuals across TTUHSC were involved in the development of the project, including students, faculty, staff, and administrators. These key stakeholders will also be involved in the implementation of the proposed learning strategies in order to accomplish the desired student learning outcomes:

- Students will be able to differentiate eight dimensions of wellness and identify potential strategies to enhance wellness within each dimension;
- Students will be able to distinguish the four domains of emotional intelligence and categorize the skills associated with each domain;
- Students will be able to apply appropriate strategies for enhancing emotional intelligence; and
- Students will be able to demonstrate resilience in response to stress and/or trauma in their lives.

A combination of direct and indirect measures will be used to assess the achievement of these student learning outcomes. Successful achievement of these desired outcomes will contribute to the broader goal of helping our students develop strong foundations for enhancing productivity, working collaboratively, and managing stress effectively. By learning to achieve healthy balances in their lives and cultivating appropriate strategies for responding to their emotions, our graduates will be better equipped to persevere through challenges not only as students, but also as future healthcare professionals and researchers.

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

SECTION I: IDENTIFICATION OF TOPIC AND BROAD-BASED SUPPORT

The QEP topic was selected based on feedback from multiple stakeholders across the institution. See below for brief descriptions of each data source, as well as the integration of the topic into institutional planning processes.

STUDENT SATISFACTION SURVEY

In conjunction with the 2016-2017 Student Satisfaction Survey, TTUHSC solicited student ideas for improving student learning across TTUHSC. The data collection period lasted two weeks (March 20-31, 2017). Targeted participants included all students enrolled at TTUHSC as of March 10, 2017. A total of 1,748 of 4,650 students responded to the survey, resulting in a response rate of 38%. Respondents represented all schools and campuses, including students enrolled in distance education programs.

> **"There needs to be more focus on mental health and the toll that some HSC programs take on students."**

As part of the survey, students were asked to respond to the following prompt: "*Based on your experiences, what aspect of student learning could be improved for students across TTUHSC? In other words, what do students struggle with the <u>most</u>? Or in what general area could students become even <u>better</u>?*"

Two individuals reviewed these ideas independently and categorized them into broad themes. At the conclusion of the review process, approximately 570 ideas were categorized into 23 themes. One of these themes was student wellness. For example, one student commented that "there needs to be more focus on mental health and the toll that some HSC programs take on students."

FACULTY SURVEY

A special faculty survey was administered in Fall 2017. The data collection period lasted approximately two weeks (October 16-27, 2017). Targeted participants included all faculty members on the TTUHSC email distribution list. A total of 77 of 986 individuals responded to the survey, resulting in a response rate of 8%. Respondents represented each TTUHSC school.

Much like the prompt used in the student survey, faculty members were asked to respond to the following: "*Based on your experiences as a TTUHSC faculty member, what aspect of student learning could be improved for students across the institution? In other words, what do your students seem to struggle with the <u>most</u> on a consistent basis? Or in what general area could students become even <u>better</u> as they prepare to enter their chosen professions?*"

> **"Many students struggle with the transition from undergraduate work to graduate work. They have a hard time managing and organizing workload and in particular dealing with stress or adversity."**

Two individuals reviewed the submissions independently and categorized the ideas into broad themes. At the conclusion of the review process, 95 ideas were categorized into 19 themes. Student wellness was

one of these themes. For example, one faculty member noted that "many students struggle with the transition from undergraduate work to graduate work. They have a hard time managing and organizing workload and in particular dealing with stress or adversity."

COUNCIL OF DEANS

The Associate Vice President for Academic Affairs presented the results of the student and faculty surveys to the President and the five academic deans at a regularly scheduled Council of Deans meeting on January 18, 2018. See *Appendix A: Council of Deans Meeting Agenda*. Of the diverse themes that emerged from the surveys, our institutional leaders demonstrated a widespread interest in the concept of student wellness and personal development to enhance student learning at TTUHSC.

PROGRAM OF ASSISTANCE FOR STUDENTS

In addition to the survey results and support by institutional leaders, usage data for the Program of Assistance for Students (PAS) also supports student wellness as a needed area of emphasis. Since FY 2015, there has been a significant increase in the utilization of counseling services by students. The figure illustrates the number of counseling sessions provided to students for the past four fiscal years.
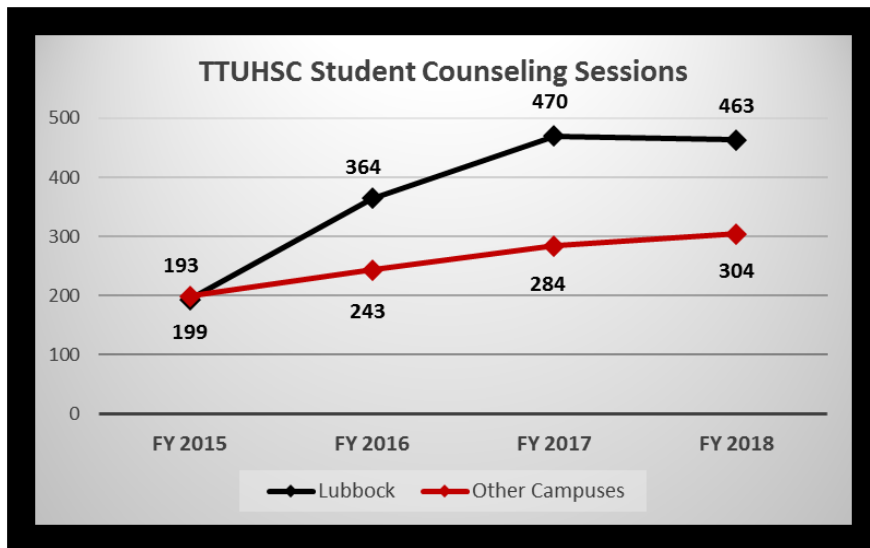
On the Lubbock campus, the number of counseling sessions for students increased by 139.9%. The number of counseling sessions for students on other TTUHSC campuses increased by 52.8%. In the same timeframe, student enrollment increased approximately 13.9%. Refer to *Appendix B: FY 2014-2018 Counseling Sessions* for more information.

STRATEGIC PLANNING WORKSHOPS

As described above, both direct and indirect measures support wellness as an ideal topic for TTUHSC's next QEP. In addition, the topic is reflected in the institution's most recent planning processes. For example, as part of the process to develop a new strategic plan, TTUHSC faculty and staff participated in a series of five half-day workshops based on the broad priorities identified by the President. Topics included people, research, academics, service, and operations. See *Appendix C: Strategic Planning Workshop Agenda* for additional details. During the academics workshop on February 15, 2018, faculty and staff developed strategic objectives related to the institutional goal to "provide innovative educational programs that prepare students to be competent and caring healthcare professionals and

researchers." Participants developed the related strategic objective to "enhance the personal and professional development of students."

STRATEGIC PLANNING RETREAT

The annual strategic planning retreat was held on March 28, 2018. Attendees included senior administrators and key leaders across individual campuses. The purpose of this day-long event was to finalize the objectives developed during the strategic planning workshops and discuss potential strategies for achieving each objective. The following strategy was identified to enhance the personal and professional development of TTUHSC students: "Develop a Quality Enhancement Plan to promote student wellness and development." Refer to *Appendix D: Strategic Plan* to view an excerpt of the resulting strategic plan, which will guide TTUHSC through 2020.

> **TTUHSC STRATEGIC PLAN**
> ➢ **Goal: Provide innovative educational programs that prepare students to be competent and caring health care professionals and researchers.**
> > ➢ **Objective: Enhance the personal and professional development of students.**
> > > ➢ **Strategy: Develop a Quality Enhancement Plan to promote student wellness and development.**

QEP DEVELOPMENT TASK FORCE

With a general QEP topic identified, TTUHSC sought to identify specific individuals to develop the detailed proposal. On February 7, 2018, the Associate Vice President for Academic Affairs sent an email to all TTUHSC faculty, staff, and students, soliciting applications to serve on the QEP Development Task Force. An announcement and related information sheet was also posted on the TTUHSC announcements website. Applications were accepted February 7-21, 2018. A total of 42 applications were received, and a selection committee chose twelve individuals to serve on the task force through March 31, 2019.

Task force members include four faculty members, six staff members, and two students. These individuals represent all TTUHSC schools, key departments, and various campuses. See below.

QEP Development Task Force			
Name	**Title**	**Campus**	**Role**
Graduate School of Biomedical Sciences			
Dr. Jeff Dennis	Assistant Professor, Department of Public Health	Lubbock	Faculty
School of Health Professions			
Mr. Jacob Gault	Undergraduate Student, Clinical Laboratory Science	Lubbock	Student
Dr. Matthew Geddie	Assistant Professor, Dept. of Rehabilitation Sciences (MOT)	Lubbock	Faculty
School of Medicine			
Dr. Alan Korinek	Managing Director, TTUHSC Counseling Center	Lubbock	Staff
Dr. Patti Patterson	Professor, Department of Pediatrics and Department of Medical Education	Lubbock	Faculty

School of Nursing			
Dr. Deborah Sikes	Associate Professor, Accelerated-Veterans to BSN Track	Distance	Faculty
Dr. Lauren Sullivan **(Co-chair)**	Managing Director, Office of Student Affairs, Campus Life, and Student Engagement	Lubbock	Staff
School of Pharmacy			
Ms. Christine Andrews	Unit Assistant Director	Amarillo	Staff
Ms. Tho Dinh	Graduate Student, Doctor of Pharmacy	Dallas	Student
Other			
Ms. Leslie Collins **(Co-chair)**	Senior Director, Academic Affairs	Lubbock	Staff
Ms. Allison Kerin	Director, Employee Wellness and Recognition	Lubbock	Staff
Ms. Dana Granger	Accreditation Coordinator, Health.edu	Lubbock	Staff
Administrative Support: Brandi Hargrave, Unit Manager for Academic Affairs			

The primary purpose of the QEP Development Task Force was to develop the formal QEP proposal to be submitted to SACSCOC in February 2019. Key responsibilities included narrowing the topic, identifying student learning outcomes, developing strategies to achieve the desired outcomes, and aligning student learning outcomes with appropriate assessment methods.

The QEP Development Task Force began meeting on March 23, 2018. At the initial meeting, task force members were provided an overview of the accreditation process, including the specific requirements for the QEP. In addition, the broad topic of student wellness was introduced. See *Appendix E: QEP Development Task Force Meeting Notes (3/23/18)*. Since the initial meeting, the task force has met on a regular basis (i.e., 1-3 times per month).

STUDENT FOCUS GROUPS

Task force members quickly acknowledged the importance of narrowing the broad topic of student wellness. To facilitate this effort, they conducted a series of student focus groups in July 2018. At the beginning of each focus group, participants were asked to rank seven dimensions of wellness: (1) emotional, (2) environmental, (3) financial, (4) occupational, (5) physical, (6) social, and (7) spiritual. These dimensions emerged from a review of numerous models of wellness. (Note: Most wellness models also include an intellectual dimension of wellness, but this was removed from the focus group list since there is already a heavy emphasis on this dimension in higher education.)

Focus group participants were provided definitions of each dimension and were asked to rank individually the seven dimensions in order of importance from 1 to 7. These rankings served as the starting point for group discussions. After discussing their rankings, participants provided feedback about specific wellness initiatives proposed by the QEP Development Task Force and strategies for obtaining a good response rate on an upcoming survey related to student wellness. Refer to *Appendix F: Student Focus Group Script* for more details.

A total of five focus groups were conducted June 29-July 20, 2018, at various TTUHSC locations. One focus group utilized a video conferencing platform to engage distance learners in the process. The table below provides additional information about the focus groups, including the top three collective rankings of each.

Date	Location	# of Students	Degree Program(s) of Participants	Wellness Dimension Rankings
6/29/18	Amarillo	9	• Doctor of Pharmacy • PhD, Pharmaceutical Sciences	(1) **Emotional** (2) Social (3) Financial
7/9/18	Lubbock	6	• BS, Nursing (Traditional)	(1) **Emotional** (2) Physical (3) Social
7/12/18	Distance	7	• Master of Science in Nursing • Doctor of Nursing Practice	(1) **Emotional** (2) Physical (3) Spiritual
7/18/18	Lubbock	3	• BS, Speech, Lang. and Hearing Sci. • Master of Occupational Therapy • PhD, Rehabilitation Science	(1) **Emotional** (2) Physical (3) Spiritual
7/20/18	Midland	8	• Master of Physician Assistant Studies	(1) **Emotional** (2) Spiritual (3) Social

Based on the focus group results, the emotional dimension of wellness emerged as the most important dimension to TTUHSC students. Participants ranked this dimension first in every focus group. One respondent verbalized that her first semester was extremely stressful. She cried a lot and talked to her parents on a regular basis. Another student commented having a strong emotional base directly impacts an individual's happiness and how others perceive him or her.

With a clear consensus regarding the importance of emotional well-being, members of the QEP Development Task Force narrowed the topic from general wellness to emotional wellness. Subsequent conversations among task force members led the group to explore three related topics: (1) stress management, (2) emotional intelligence, and (3) resilience. Based on a review of the literature, which will be discussed in *Section II*, task force members identified emotional intelligence as a specific area of emphasis.

SUMMARY OF TOPIC SELECTION PROCESS

The process for identifying a QEP topic involved multiple stakeholders across the institution, including students, faculty, staff, and senior administrators. Their participation is reflected in surveys, focus groups, committee meetings, and strategic planning processes. Not only was there broad-based support in the topic selection process, but there will also be widespread involvement of key constituents in the initiation, implementation, and completion of the five-year project. Refer to the subsequent section for additional information.

SECTION II: IMPROVEMENT OF STUDENT LEARNING AND/OR SUCCESS

The *Well Beyond* initiative focuses on improving specific student learning outcomes across TTUHSC and laying a foundation for success as future researchers and/or healthcare practitioners. In this section, the QEP topic will be discussed briefly in the context of related literature. Desired student learning outcomes will also be outlined, including proposed strategies for achieving them.

CONTEXT FOR TOPIC

Wellness

Wellness is a broad term that can be applied and interpreted in many ways. According to the National Wellness Institute, "wellness is an active process through which people become aware of, and make choices toward, a more successful existence" (National Wellness Institute [NWI], n.d.). This definition is consistent with common tenets that wellness is a positive, multidimensional process in which an individual consciously seeks to achieve one's full potential in life. NWI promotes the *Six Dimensions of Wellness Model* developed by the institute's co-founder, Dr. Bill Hettler (Hettler, 1976). This model includes the following dimensions of wellness: emotional, intellectual, occupational, physical, social, and spiritual.

Other models include additional dimensions of wellness. For example, Harvard University's Center for Wellness and Health Promotion promotes a model of wellness with eight dimensions: emotional, environmental, financial, intellectual, physical, relational, spiritual, and vocational. The environmental and financial dimensions supplement Hettler's model. The Center's staff view wellness as a dynamic continuum in which individuals are challenged to find an appropriate balance among the dimensions throughout their lives (David S. Rosenthal Center for Wellness and Health Promotion, n.d.). This involves developing an appreciation for the wellness dimensions and identifying what works best for each individual.

Based on common models of wellness, TTUHSC designed a model of wellness for use throughout the *Well Beyond* project.

Each dimension of the model is defined below. These definitions represent a compilation of key words and phrases from multiple sources.

(1) **Emotional:** Recognizing and accepting a wide range of feelings in yourself and others, including the productive management of those feelings and related behaviors in the face of adversity

(2) **Environmental:** Leading a lifestyle in which we recognize our impact on the environment and promote practices that sustain the earth's resources

(3) **Financial:** Being mindful of your financial decision-making in order to live within your means, discern between needs and wants, and manage short- and long-term financial goals.

(4) **Intellectual:** Expanding your knowledge and challenging your mind with creative and stimulating activities

(5) **Occupational:** Utilizing your skills and talents to obtain personal satisfaction and meaning through work

(6) **Physical:** Understanding and caring for your body through a healthy diet and regular physical activity, including the avoidance of behaviors which impair optimal performance

(7) **Social:** Developing and maintaining healthy relationships with others as we seek to improve the communities in which we live

(8) **Spiritual:** Exploring a connection to something bigger than ourselves, which may involve the search for meaning in life or the development of congruence among our actions, beliefs, and values

The model illustrates the interconnectedness of the eight dimensions of wellness. Achieving optimal wellness involves seeking continuous growth in individual dimensions, while striving to establish an appropriate balance among all dimensions.

Emotional Wellness

According to Hettler (1976), emotional wellness is based on the premise that it is better to: (a) be aware of and accept our feelings rather than deny them, and (b) be optimistic, not pessimistic, in our approach to life. He elaborates further by stating that an emotionally well person exhibits certain characteristics, which is also supported by other research (Nanda, Wasan, & Sussman, 2017; Winkel, Nguyen, Morgan, Valantsevich, & Woodland, 2017).

An emotionally well person:
- Recognizes, accepts, and expresses one's own feelings;
- Manages one's feelings and related behaviors effectively;
- Takes risks even if doing so may result in failure;
- Evaluates realistically one's limitations;
- Copes effectively with stress, challenges, and obstacles in life;
- Develops autonomy;
- Takes responsibility for one's actions;
- Recognizes and accepts the feelings of others;
- Maintains satisfying relationships with others based on mutual trust and respect;
- Recognizes the benefits of healthy conflict; and
- Approaches life with enthusiasm and optimism.

Emotional Intelligence

Emotional intelligence is tied closely to emotional wellness. The concept evolved from decades of research on the relationship between thinking, feeling, and performance or achievement (AkerJordet & Severinsson, 2007). Since 2000, three major models of emotional intelligence have emerged: (1) ability model, (2) personality model, and (3) mixed model (Mayer, Salovey, & Caruso, 2004). The mixed model reflects a combination of the other two models and defines emotional intelligence as functions of both

ability and personality. The QEP Development Task Force selected the mixed model of emotional intelligence to guide the *Well Beyond* project, as its validity has been demonstrated across a wide range of organizational, academic, healthcare, and workforce research (Carvalho, Guerrero, & Chambel, 2018; Cherniss & Goleman, 2001; Judge, Opsahl, & Robinson, 2018; Lin, Liebert, Tran, Lau, & Salles, 2016; Rezaei, Douki, Mataee, Marzban, & Mirza, 2018).

The mixed model defines emotional intelligence as the "capability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others based on ability and other personality traits" (Goleman, 1995). The model outlines two broad constructs—personal and social competence. Under these constructs, there are four domains, including self-awareness, self-management, social awareness, and relationship management. Within each domain, there are specific skills that can be learned and developed to achieve new levels of performance and achievement (Cherniss & Goleman, 2001). See below for a visual representation of the model with examples of skills under each domain.

Mixed Model of Emotional Intelligence

PERSONAL COMPETENCE		SOCIAL COMPETENCE	
Self-Awareness	**Self-Management**	**Social Awareness**	**Relationship Management**
• Accurate self-assessment • Awareness of emotions • Self-confidence	• Adaptability • Achievement orientation • Initiative • Optimism • Self-control	• Empathy • Service orientation • Organizational awareness	• Collaboration • Communication • Conflict management • Leadership • Teamwork

In their popular work *Emotional Intelligence 2.0*, Bradberry and Greaves (2009) define key components of the preceding model.

> **Personal Competence**: The ability to stay aware of your emotions and manage your behavior and tendencies. Personal competence focuses more on the individual rather than interactions with other people and encompasses the domains of self-awareness and self-management.
>
> - **Self-awareness:** Accurately perceiving your own emotions in the moment and understanding your typical reactions across a variety of situations
> - **Self-management:** Using the awareness of your own emotions to actively choose what you say and do
>
> **Social Competence:** The ability to understand other people's moods, behaviors, and motives in order to improve the quality of your relationships. It is composed of the social awareness and relationship management domains.
>
> - **Social Awareness:** Accurately perceiving what other people are thinking and feeling through active listening and careful observation of key information
> - **Relationship Management:** Using the awareness of your own emotions and those of others to manage interactions successfully and build bonds with people over time

The mixed model of emotional intelligence is based on the premise that cognitive intelligence (IQ), personality, and emotional intelligence (EQ) collectively influence how individuals think and act. According to Bradberry and Greaves (2009), IQ reflects one's <u>ability</u> to learn and is relatively fixed at birth, with some

exceptions. One can certainly acquire new knowledge and skills, but the ability to learn remains fairly constant across the lifetime. Personality is a style that defines each individual, often resulting from his or her preferences. Examples include introversion and extroversion. Like IQ, personality traits are relatively stable over one's lifetime. EQ, on the other hand, is much more malleable. Specific skills can be developed over time to enhance one's ability to perceive, understand, and manage emotions in self and others.

Combined, IQ, personality, and EQ provide the most accurate representation of the whole person. When measured in the same individual, however, there is minimal overlap. In other words, one cannot predict emotional intelligence based on personality traits or how smart someone is. An individual can have a very high IQ, for example, but still have low EQ. In addition, people of all personality types may have high or low emotional intelligence. An introvert, for instance, can have just as high emotional intelligence as someone who is extroverted.

The *Well Beyond* project at TTUHSC will emphasize the development of emotional intelligence in our students for two primary reasons. First, based on the research that EQ is flexible, it appears that we have the potential to impact measureable growth in our students' emotional intelligence as they progress through their chosen academic programs. Second, research indicates that EQ is the single largest predictor of workplace performance, as well as the strongest driver of leadership and personal excellence (Bradberry & Greaves, 2009). It is estimated that emotional intelligence accounts for 58 percent of performance in all types of jobs. In addition, those with the highest EQ scores outperform their peers regardless of job title or position. TTUHSC seeks to promote the development of emotional intelligence in our students to enhance their success as future healthcare practitioners and researchers.

Grit and Resilience
Emotional intelligence is associated with two additional factors shown to predict success in academic and professional settings. These include the concepts of grit and resilience (Yeager & Dweck, 2012). Long considered important traits for military service and athletic success, these terms are being used within academic settings at an increasing rate, particularly regarding perceived student ability, or lack thereof, to handle challenging situations and disappointment (Waxman, Gray, & Padron, 2003). As healthcare educators prepare students to work in stressful, multi-faceted, and rapidly changing healthcare environments, the development of grit and resilience is often considered a key outcome for long-term occupational success in the healthcare field (Stoffel & Cain, 2018).

Often used interchangeably, grit and resilience are related terms, but there are clear distinctions between them. Grit reflects the ability to remain persistent in the pursuit of a goal despite setbacks or adversities that may be encountered (Duckworth, Peterson, Matthews, & Kelly, 2007). Individuals with grit work tirelessly toward challenges, maintain effort and interest, have stamina, and approach achievement as a "marathon, rather than a sprint." Resilience, on the other hand, is the ability to maintain or regain a positive adjustment after an experience of stress or trauma (Grant & Kinman, 2012). Individuals with resilience exhibit the ability to "bounce back" from stressful and/or negative emotional experiences.

Like emotional intelligence, grit and resilience are not personality traits that people either have or do not have. Grit and resilience can be developed by learning and practicing specific thoughts and behaviors over time. In many cases, these are similar to the skills found under the EQ domains—self-awareness, self-management, social awareness, and relationship management. Thus, one will often see that an individual with high emotional intelligence also exhibits high levels of resilience.

Stress and Burnout

A brief discussion about stress and burnout provides a final contextual component for the *Well Beyond* initiative. Stress and burnout have long been recognized as significant issues in the modern workplace and have become much more prevalent in the academic literature over the last decade (Hall, Johnson, Watt, Tsipa, & O'Connor, 2016). More specifically, healthcare professionals and students in healthcare education may be at higher risk for experiencing stress and burnout (Plessas, Delgado, Nasser, Hanoch, & Moles, 2018; Stillwell, Vermeesch, & Scott, 2017; Tong & Epeneter, 2018).

Stress is a mental or emotional state in which an individual encounters tension due to adverse conditions. It includes the emotional and physiological reactions to stressors (Lee & Ashforth, 1991). A stressor is a demand, situation, or circumstance that disrupts one's equilibrium and initiates the stress response of increased autonomic arousal. Some stress can be beneficial, producing a boost that provides the drive and energy to help an individual get through certain situations like course examinations or work deadlines.

Burnout, however, is a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress. It is a multi-faceted construct characterized by varying degrees of emotional exhaustion, cynicism about one's work, distant attitudes toward colleagues, and negative perceptions of work accomplishments (L. Dyrbye & Shanafelt, 2016). Burnout is a critical issue in healthcare education and practice. Not only can it undermine a student's academic progress or a practitioner's professional development, but burnout in healthcare can also place patients at risk by contributing to medical errors, eroding professionalism, and contributing to a variety of personal consequences, such as depression, relationship difficulties, substance abuse, and suicidal ideation (L. N. Dyrbye et al., 2010; L. N. Dyrbye et al., 2008; L. N. Dyrbye et al., 2014).

Thus, it is imperative to equip our students with the knowledge and skills to establish and maintain healthy balances across multiple dimensions of their lives, as well as specific strategies for enhancing their emotional intelligence. Doing so will lay the foundation upon which they can become successful healthcare and research professionals who demonstrate high levels of resilience and a lower propensity for burnout.

STUDENT LEARNING OUTCOMES

In alignment with TTUHSC's desire to enhance the personal and professional development of our students, the QEP Development Task Force identified four student learning outcomes for the *Well Beyond* initiative. These student learning outcomes represent the knowledge, skills, and/or attitudes that a student is expected to demonstrate before completion of a TTUHSC academic program.

(1) **Students will be able to differentiate eight dimensions of wellness and identify potential strategies to enhance wellness within each dimension.**

Using Anderson and Krathwohl's revised version of Bloom's taxonomy (Wilson, n.d.), the outcome encompasses the first and second levels of cognitive functioning (i.e., remembering, understanding). Students will be expected to construct meaning from their knowledge of the eight dimensions of wellness to discern the differences among them and identify ways to develop or enrich their wellness within each dimension.

Although the *Well Beyond* initiative will focus more intently on the emotional dimension of wellness, TTUHSC recognizes the importance of establishing a foundation of knowledge and understanding of all eight dimensions. It is hoped that the five-year project will become entrenched in the culture of the institution, and we will be able to extend the focus of the project to student wellness across all dimensions in the future.

(2) Students will be able to distinguish the four domains of emotional intelligence and categorize the skills associated with each domain.

Like the preceding outcome, this one reflects the first and second levels of cognitive functioning (i.e., remembering, understanding). Students will be expected to recall information about the four domains of emotional intelligence—self-awareness, self-management, social awareness, and relationship management. Then they will be required to demonstrate understanding of this knowledge to discern the differences among the domains and classify examples of various skills affiliated with each.

(3) Students will be able to apply appropriate strategies for enhancing emotional intelligence.

This student learning outcome falls under the third level of cognitive functioning (i.e., applying). Students will be expected to know and understand effective strategies for managing their own emotions in order to apply or practice those strategies in a variety of situations. It is assumed that in order to utilize appropriate self-management strategies, students will also be adept at recognizing their own emotions and their typical thoughts, feelings, and behaviors in response to these emotions. Thus, it is assumed that self-awareness lays the foundation for the desired outcome of effective self-management.

TTUHSC will also focus on the social awareness domain of emotional intelligence by helping students to accurately perceive what other people are thinking and feeling. Relationship management will not be a specific area of focus, however. The topic of the institution's original QEP in 2008 was interprofessional teamwork, and teamwork is a key skill under the relationship management domain of emotional intelligence. Today, efforts to promote collaboration, communication, and teamwork continue through the TTUHSC Office of Interprofessional Education.

(4) Students will be able to demonstrate resilience in response to stress and/or trauma in their lives.

This student learning outcome requires complex functions from some of the higher levels in Anderson and Krathwohl's taxonomy. One could argue that it requires application, analysis, and evaluation, which constitute the third, fourth, and fifth levels of cognitive functioning, respectively. In order to "bounce back" or recover from stressful situations and/or traumatic events in their lives, students must apply effective strategies for managing their emotions, analyze how a situation or event relates to their emotions, evaluate their responses to those emotions, and make adjustments accordingly in the future.

STRATEGIES FOR IMPLEMENTATION

To achieve the primary goal and student learning outcomes of the *Well Beyond* initiative, TTUHSC faculty and staff will develop and implement a combination of curricular and co-curricular strategies over the next five years. The subsequent narrative will include a description of each of these strategies and a proposed timeline for staged implementation.

Online Module

Currently, all incoming TTUHSC students, regardless of school or campus affiliation, are required to complete a non-credit online course—*Foundations for Interprofessional Collaborative Practice*. First implemented in Fall 2013, the course consists of six modules: (1) interprofessionalism, (2) roles and responsibilities, (3) interprofessional communication, (4) teamwork, (5) cultural sensitivity, and (6) healthcare communication via electronic health records. The course was originally designed by two external instructional designers, in collaboration with a committee of TTUHSC faculty and staff. Course content is presented using a variety of methods, including text, visual models, video clips, and interactive quizzes. For reference, the screenshot provides a sample page from the first module.

Today the course is updated and administered by the TTUHSC Director of Interprofessional Education. Each school implements the modules in a manner that best meets the needs of its students. Some require the course as a part of new student orientation. Others incorporate the modules into existing courses in the curricula.

A seventh module will be added to the course in Fall 2019. The module will describe the eight dimensions of wellness, including strategies for enhancing wellness along each dimension. In addition, the module will introduce the mixed model of emotional intelligence. Details will be provided about the constructs of personal and social competence, the related domains, and specific skills that can be learned and developed within each domain. Because the existing modules relate primarily to the relationship management domain of the model, inclusion of this new module will be an ideal addition. Care will be taken to explain the interrelatedness of the content between the new and existing modules.

Development of the new module began in January 2019. Lead module designers include the Director of Interprofessional Education and *Well Beyond* co-directors. Members of the QEP Development Task Force will provide additional input throughout the process. Expected implementation of the new online module will be Fall 2019. Reviewers are encouraged to view the existing course modules and obtain a progress update during the on-site visit in March 2019.

Emotional Intelligence 2.0

As referenced earlier in the proposal, *Emotional Intelligence 2.0* was written by Travis Bradberry and Jean Greaves in 2009. It is a succinct, easy-to-read book that describes 66 specific strategies to increase emotional intelligence across the four core domains— self-awareness, self-management, social awareness, and relationship management. Each copy of the book comes with a unique passcode for the online *Emotional Intelligence Appraisal®*.

The reader is encouraged to take the test before reading the book to obtain a baseline EQ score. The score profile highlights the areas of EQ in which an individual needs the most improvement and identifies specific strategies for enhancing those areas. In addition, the online report includes a goal-tracking system that summarizes the skills being worked on and provides automatic reminders to help the reader stay focused. After s/he has had ample opportunity to practice EQ skills, the reader can take the *Emotional Intelligence Appraisal®* a second time to determine if EQ scores have improved over time. The updated feedback report displays scores side by side, offers insights into how the individual has changed, and suggests next steps for improving emotional intelligence.
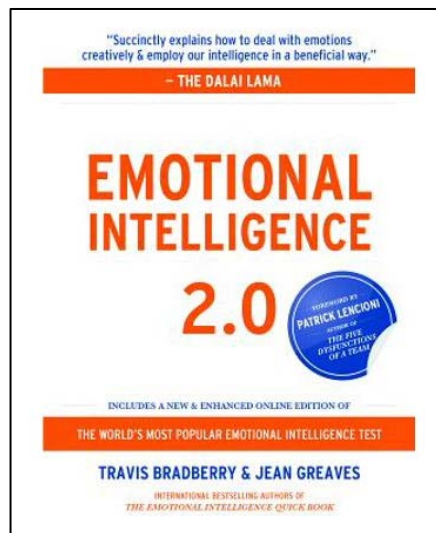
Currently, *Emotional Intelligence 2.0* is used in the following programs in the School of Nursing: (1) Bachelor of Science in Nursing-Traditional, (2) Bachelor of Science in Nursing-Accelerated, and (3) Doctor of Nursing Practice. It is incorporated into the following courses:

- **NURS 4409: Leadership and Management**
  This course surveys the role of the nurse as a leader, manager, and member of an interprofessional team. Key concepts discussed in this course include change theories, quality improvement processes, and strategies for managing costs and budgets in the patient care setting. This course will provide the entry level nurse with a foundation from which to engage in effective decision making regarding conflict management and personnel problems. Students will participate in clinical experiences involving the integration of the roles of provider, manager, and interprofessional team member.

- **NURS 4319: Leadership in Interprofessional Practice**
  This course surveys the role of the nurse as a leader, manager, and member of an interprofessional team. The student is introduced to key concepts in systems theory, change theory, management and leadership theory, conflict resolution, quality improvement, and financial concepts. The opportunity to examine staffing and delegation strategies, as well as legal and ethical modalities that impact nursing practice will be included.

- **NURS 7311: Leading Teams in Complex Health Care Environments**
  Leading and managing interprofessional groups, as well as nursing groups, is a critical leadership skill. Numerous strategies exist to develop teams. This course focuses on knowing oneself as a leader, forecasting future needs, understanding the team, coaching others, balancing data driven decisions with innovation, and valuing the complexity of evolving healthcare environments.

Refer to *Appendix G: NURS 4409 Syllabus* to see an example of how emotional intelligence is incorporated into the course requirements. Relevant sections of the syllabus excerpt are highlighted in yellow.

The next step in the *Well Beyond* project is to identify other courses in which *Emotional Intelligence 2.0* can be incorporated into the existing curricula for each TTUHSC school. Instructors for the following courses were contacted in December 2018: (1) GSPH 5315: Organizational Leadership and Management; (2) HPCR 5333: Professional Development-Clinical Rehabilitation Counseling; (3) MSCI 5106: Patients, Physicians, and Populations; and (4) PHAR 1101: Introduction to Pharmacy Practice. They are currently determining the feasibility of incorporating the book into the course curriculum by Fall 2020 or identifying other courses which may be more appropriate.

In preparation for incorporating the content into selected courses, professional development will be provided to participating faculty members in Spring 2020. The training will be developed from TalentSmart's® Emotional Intelligence program, which is aligned with *Emotional Intelligence 2.0*. The Well Beyond co-directors and Associate Director of Academic Affairs will complete Levels 1 and 2 of the Mastering Emotional Intelligence Train-the-Trainer Certification in Fall 2019. See *Appendix H: TalentSmart Brochure* for additional information.

Incorporating emotional intelligence into the existing curricula is likely to be the most impactful for TTUHSC students. However, due to stringent program accreditation requirements for various academic programs, this may not be a realistic option in some cases. This will require close collaboration with program and/or department leaders across all schools at TTUHSC.

Educational Programming
Through the required non-credit online modules and incorporation of *Emotional Intelligence 2.0* into selected courses, many TTUHSC students will be impacted by the *Well Beyond* project. However, opportunities will also be provided for students to participate in educational programs, like seminars and workshops, on related topics. These optional events will be offered at least once per quarter. Topics will vary but will be aligned with some aspect of emotional wellness. Presenters will include a combination of external speakers and TTUHSC faculty and/or staff with specific expertise on desired topics. *Well Beyond* educational programs will be offered beginning in Fall 2019 through Spring 2024.

For example, a major TTUHSC event is already scheduled on November 1, 2019. The keynote speaker for the 2019 IPE Fall Symposium will be Dr. Susan Biali, whose presentation is titled "A Healthier, Happier You: Manage Stress, Prevent Burnout, and Live a Resilient Life." Dr. Biali is a medical doctor and internationally recognized wellness expert and life coach who has spent more than twenty years studying wellness, nutrition, life balance, stress management, and burnout.

The IPE Fall Symposium is an annual event that was implemented in 2009 in conjunction with TTUHSC's original QEP. It is a day-long event which features a keynote presentation in the morning and a case-based student learning activity during the afternoon. Over the past decade, the event has grown significantly. It originates from the Lubbock campus and is broadcast to all TTUHSC campuses. Distance learners can also join the symposium via a video conferencing platform. In recent years, attendees also included faculty and students from other health sciences centers across Texas. The 2018 symposium boasted 1,936 participants in the morning session and 1,663 in the afternoon session. Refer to *Appendix I: Executive Summary of 2018 IPE Symposium* for an overview of the event.

In addition to the 2019 IPE Fall Symposium, additional seminars and workshops will be offered throughout the *Well Beyond* initiative. Some will be large events like the symposium. Others will be directed toward much smaller audiences in the form of lunch-and-learn events, roundtable discussions, or class presentations, as requested by individual faculty. Planned and coordinated by the *Well Beyond* co-directors, these educational programming opportunities will originate at various TTUHSC campuses and use available technology to broadcast them to other campuses and distance education students.

Wellness Website
Over the past year, the QEP Development Task Force has researched the wellness initiatives at many colleges and universities. Some of these institutions have impressive websites with content about wellness dimensions, strategies for improvement, and related student resources. Currently, TTUHSC has no such centralized website for this purpose. Helpful information and resources is accessible in various locations, such as the Student Services website, individual school websites, and the counseling website. Therefore, a goal of the *Well Beyond* project is to develop and launch a wellness website by Fall 2021. Initially, the website will focus primarily on emotional wellness in order to align with the primary focus of the QEP. By Spring 2023, the website will be expanded to include all eight dimensions of wellness. The website will be developed by the *Well Beyond* co-directors in collaboration with a website designer, as needed.

Internal Grants
In the development of the current proposal, QEP Development Task Force members also discovered that some TTUHSC schools are already developing and implementing student wellness initiatives. It is certainly not the intent of the *Well Beyond* initiative to impede these efforts. On the contrary, TTUHSC aims to support any efforts to increase the awareness and importance of student wellness across our campuses. For this reason, the *Well Beyond* co-directors will offer a limited number of grants each year to support other school or institutional activities which seek to promote the emotional wellness of TTUHSC students. An application process will be developed by Spring 2021. Award criteria will include clear alignment with at least one of the QEP's student learning outcomes, as well as a plan for assessing the effectiveness of the proposed activity. The co-directors will begin awarding these grants no later than Fall 2021.

SUMMARY OF STRATEGIES FOR IMPLEMENTATION
To summarize, the *Well Beyond* initiative will include five primary strategies: (1) online module, (2) *Emotional Intelligence 2.0*, (3) seminars/workshops, (4) website, and (5) internal grants. Through these activities, TTUHSC students across all schools and campuses, including distance education students, will have the opportunity to benefit from the Quality Enhancement Plan. The timeline for implementation of each of these activities was presented in the preceding descriptions, but a comprehensive timeline is also presented on the next page.

PROJECTED TIMELINE FOR IMPLEMENTATION

FALL ACTIVITIES

September 2019: Implementation of online module*

November 2019: Fall IPE Symposium

September 2020: Incorporation of EI 2.0 into additional courses*

October 2020: Seminar/workshop for students

November 2020: Seminar/workshop for students

September 2021: Launch website for emotional wellness*

September 2021: Begin reviewing/awarding grants on a rolling basis*

October 2021: Seminar/workshop for students

September 2022: Seminar/workshop for students

November 2022: Seminar/workshop for students

September 2023: Seminar/workshop for students

October 2023: Seminar/workshop for students

YEAR ONE
- Fall 2019
- Spring 2020
- Summer 2020

YEAR TWO
- Fall 2020
- Spring 2021
- Summer 2021

YEAR THREE
- Fall 2021
- Spring 2022
- Summer 2022

YEAR FOUR
- Fall 2022
- Spring 2023
- Summer 2023

YEAR FIVE
- Fall 2023
- Spring 2024
- Summer 2024

SPRING/SUMMER ACTIVITIES

February 2020: Seminar/workshop for students

March 2020: Professional development for EI 2.0 instructors*

April 2020: Seminar/workshop for students

January 2021: Development of grant application process

February 2021: Seminar/workshop for students

June 2021: Seminar/workshop for students

February 2022: Seminar/workshop for students

April 2022: Seminar/workshop for students

July 2022: Seminar/workshop for students

January 2023: Launch expanded wellness website*

January 2023: Seminar/workshop for students

March 2023: Seminar/workshop for students

January 2024: Seminar/workshop for students

April 2024: Seminar/workshop for students

* Will continue for the duration of the *Well Beyond* initiative

SECTION III: ASSESSMENT PLAN

Effective Fall 2019, the *Well Beyond* co-directors will be expected to complete an annual assessment plan according to the guidelines established by the Office of Institutional Effectiveness and Accreditation. Established in 2006, the annual planning and assessment process requires educational programs, administrative support services, and academic/student support services to document a cycle of continuous improvement using an assessment management system. During the annual cycle, the project's co-directors will report on the following: student learning outcomes, process objectives, measures for each outcome/objective, achievement targets, findings, and analyses of the findings. This process is described at length in the original responses to Standards 8.2.a and 8.2.c in TTUHSC's Compliance Certification Report (September 2018).

As outlined in *Section II*, TTUHSC has identified four student learning outcomes for the *Well Beyond* initiative. These program outcomes will serve as the framework for guiding the project activities through completion. The following narrative will describe the plan for assessing achievement of each outcome using a combination of direct and indirect measures. It is also expected that numerous formative assessments will be used during the five-year project. For example, students who participate in a wellness presentation will be asked to complete a brief survey at the conclusion of the event. These formative assessments will occur frequently and will be tailored to specific events. Therefore, they will not be described below.

MODULE EXAM

All incoming TTUHSC students, regardless of school or campus affiliation, are required to complete a non-credit online course—*Foundations for Interprofessional Collaborative Practice*. A new module related to wellness and emotional intelligence will be added in Fall 2019. To measure achievement of the following student learning outcomes, students will complete an online, multiple-choice exam upon completion of the module.

- Students will be able to differentiate eight dimensions of wellness and identify potential strategies to enhance wellness within each dimension.
- Students will be able to distinguish the four domains of emotional intelligence and categorize the skills associated with each domain.

A draft of the exam has been developed. To limit widespread distribution of this direct measure, the exam is available upon request. It includes 20 questions designed to measure students' knowledge of the dimensions of wellness, strategies to enhance wellness, domains of emotional intelligence, and specific skills associated with each domain. Questions #1-10 are intended to measure the first student learning outcome. Questions #11-20 are intended to measure the second student learning outcome. Sample questions are provided.

> *Saba lives a few blocks from the hospital where she works. On sunny days, she chooses to walk rather than drive to work. In addition to enhancing Saba's physical well-being, this simple strategy also aligns with the _____ dimension of wellness.*

> A. *Social*   B. *Environmental*

> C. *Occupational*   D. *Intellectual*

Naomi is a true asset to the department. She has the uncanny ability to read the emotions of others really well. Whenever someone has a problem, she is truly present in the moment and gives the individual her undivided attention. She is a good listener, tries to see the situation from the other person's point of view, and seeks to understand the bigger picture. Based on the given information, Naomi demonstrates strong _____ skills.

    A.   Self-awareness   B.   Self-management

    C.   Social awareness   D.   Relationship management

Students will be expected to attain a score of 70 or higher on each sub-section of the exam to demonstrate proficiency. (Note: This target is in alignment with the minimum score required for students to demonstrate competence in teamwork, which is measured in a different module of the *Foundations for Interprofessional Collaborative Practice* course. The teamwork exam assists TTUHSC in measuring the general education competency for teamwork.) Students will be required review the module content and re-take the exam until they successfully meet the desired target.

EMOTIONAL INTELLIGENCE APPRAISAL®

TTUHSC faculty members will incorporate *Emotional Intelligence 2.0* into the requirements for selected courses. Each copy of the book comes with a unique passcode for the online *Emotional Intelligence Appraisal®-Me Edition*. This test will be used to measure the following student learning outcome:

- Students will be able to apply appropriate strategies for enhancing their emotional intelligence.

Using the online exam, participants will rate their emotional intelligence (EQ) skills by responding to 28 questions. The questions are structured using a 6-point scale related to the frequency with which an individual demonstrates behaviors associated with a particular skill. The test can be completed in approximately 5-7 minutes, but there is no time limit. Upon completion, respondents receive immediate access to their results. Refer to *Appendix J: Emotional Intelligence Appraisal® Score Report* to view a sample report.

Each student will take the test before reading the book to obtain a baseline EQ score. The respondent receives an overall emotional intelligence score, construct sub-scores (i.e., personal and social competence), and domain sub-scores (i.e., self-awareness, self-management, social awareness, and relationship management). These scores reflect a comparison to the general population based on a sample size of more than 500,000 individuals. Reliability and validity data are available in the *Emotional Intelligence Appraisal Technical Manual*. Due to the manual's length, it is not provided in the current proposal but is available upon request.

The score profile received by each respondent highlights the areas of EQ in which an individual needs the most improvement and identifies specific strategies for enhancing those areas. In addition, the online report includes a goal-tracking system that summarizes the skills being worked on and provides automatic reminders to help the reader stay focused. After s/he has had ample opportunity to practice EQ skills (i.e., duration of at least one semester), the reader will take the *Emotional Intelligence Appraisal®* a second time to determine if EQ scores have improved over time. The updated feedback report displays scores side by side, offers insights into how the individual has changed, and suggests next steps for improving emotional intelligence.

Students will be expected to demonstrate growth from pre- to post-test, as evidenced by a higher overall emotional intelligence score on the post-test in comparison to the pre-test score. Because students will likely demonstrate varying levels of emotional intelligence, it would be unrealistic to establish a specific target score. The desire to see growth from pre- to post-test seems much more appropriate. Thus, the desired target will be greater than or equal to +1.

HEALTHY MINDS SURVEY

As described in *Section II*, emotional intelligence is associated with two additional factors shown to predict success in academic and professional settings. These include the concepts of grit and resilience. Like emotional intelligence, grit and resilience are not personality traits that people either have or do not have. Grit and resilience can be developed by learning and practicing specific thoughts and behaviors over time. In many cases, these are similar to the skills found under the EQ domains—self-awareness, self-management, social awareness, and relationship management. Thus, one will often see that an individual with high emotional intelligence also exhibits high levels of resilience. In alignment with this notion, TTUHSC predicts that as efforts are made to enhance students' emotional intelligence, the institution will also see increases in the resilience demonstrated by its students.

During the course of their work, members of the QEP Development Task Force became interested in the Healthy Minds Study (HMS), which originated at the University of Michigan. The study is an annual, web-based survey examining mental health, service utilization, and related issues among undergraduate and graduate students. Since its launch in 2007, more than 180 colleges and universities have participated in the study, with over 200,000 survey respondents. Refer to *Appendix K: HMS 2018-2019 Participation Guide* for detailed information about the study.

The Healthy Minds Survey includes three standard modules used for all university participants: (1) Demographics, (2) Mental Health Status, and (3) Mental Health Service Utilization/Help-Seeking. Individual colleges/universities can also select two elective modules to include in the survey. TTUHSC chose to include the following modules—(4) Knowledge and Attitudes about Mental Health and Mental Health Services, and (5) Resilience and Coping. The study will produce much more data than needed for purposes of the *Well Beyond* initiative, but TTUHSC faculty and staff will be able to use the data for improving student services across the institution.

For the current project, responses from six items included in the *Resilience and Coping* module will be used to measure the following student learning outcome.

- Students will be able to demonstrate resilience in response to stress and/or trauma in their lives.

The selected items are part of a section in the module designed to measure emotional resilience. They were adopted from the *Brief Resilience Scale*, which is known to have good reliability and validity (Smith et al., 2008). See *Appendix L: HMS Resilience and Coping—Emotional Resilience* for the item wording and response scale.

To collect baseline data, the Healthy Minds Survey was administered to all TTUHSC students in Fall 2018. The data collection period lasted more than three weeks (November 5-30, 2018). Targeted participants included all students on the TTUHSC email distribution list as of September 2018. A total of 1,296 of 5,126

individuals responded to the survey, resulting in a response rate of 25%. Respondents represented each TTUHSC school. As an incentive for their participation, respondents were entered for a chance to win one of ten $250 scholarships.

Although the formal study report will not be available until Summer 2019, TTUHSC requested some preliminary data from the HMS researchers for inclusion in the current proposal. The figure depicts agreement levels for the six emotional resilience items.

Emotional Resilience of TTUHSC Students (Fall 2018)
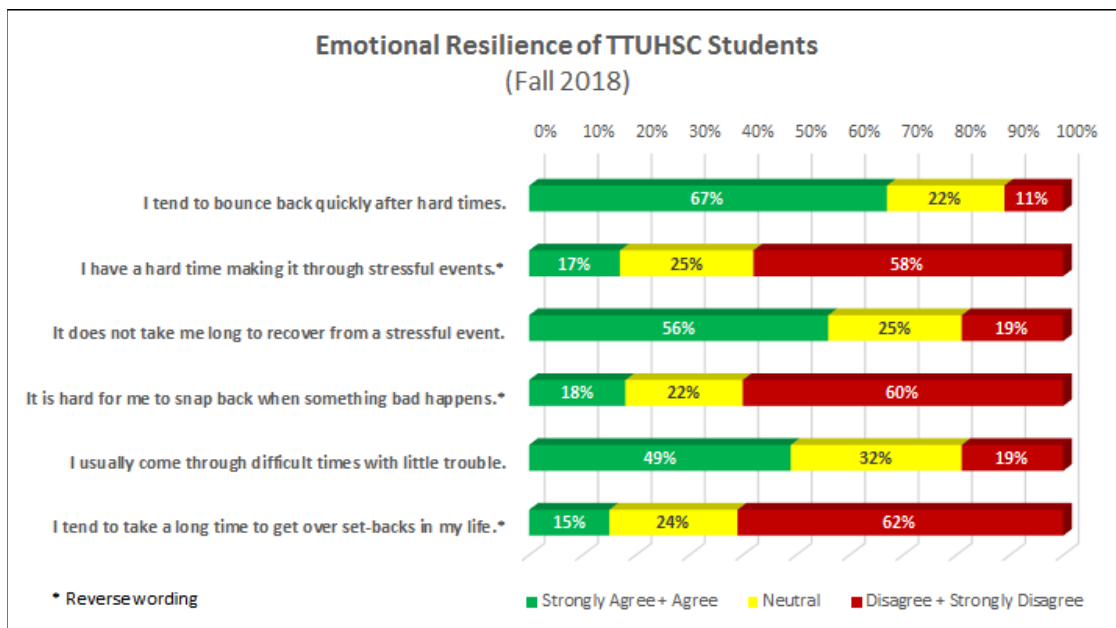
Using the scoring instructions for the Brief Resilience Scale, a weighted score was calculated across all TTUHSC respondents. Weighted scores range from 1 (low resilience) to 5 (high resilience). The table below provides score ranges and interpretations.

BRS SCORE	INTERPRETATION
1.00-2.99	Low resilience
3.00-4.30	Normal resilience
4.31-5.00	High resilience

In Fall 2018, TTUHSC students obtained a resilience score of 3.55. This score falls within the low to mid-range for normal resilience. (*Note: Once the full HMS data set is received in Summer 2019, emotional resilience will also be calculated for students based on their year of study.*) In the future, TTUHSC will seek to increase the overall weighted resilience score for its students. The desired target for students nearing graduation will be 4.31. Although the target may seem lofty, TTUHSC seeks to produce healthcare professionals and researchers who demonstrate high levels of resilience. It is expected that growth in this area will occur as graduates acquire more personal and professional experiences, but TTUHSC faculty and staff desire to provide a solid foundation upon which they can build in the future.

TTUHSC will participate in the Healthy Minds Study again in Spring 2024, which will be Year 5 of the *Well Beyond* initiative.

SUMMARY OF ASSESSMENT

TTUHSC will use a combination of direct and indirect measures to assess student achievement of the stated learning outcomes. These represent the summative assessment methods that will be used to measure the overall success of the *Well Beyond* initiative. The table on the next page provides an overview of the assessment plan.

Overview of Assessment Plan

STUDENT LEARNING OUTCOME	ASSESSMENT METHOD	BRIEF DESCRIPTION	ACHIEVEMENT TARGET
Students will be able to…			
Differentiate eight dimensions of wellness and identify potential strategies to enhance wellness within each dimension.	Module Exam	All TTUHSC students will complete the module exam during their first semester of coursework. Specific timeframes differ by academic program.	≥70% on #1-10
Distinguish the four domains of emotional intelligence and categorize the skills associated with each domain.			≥70% on #11-20
Apply appropriate strategies for enhancing emotional intelligence.	Emotional Intelligence Appraisal®	Only students enrolled in courses which incorporate *Emotional Intelligence 2.0* will complete the pre- and post-assessment. Pre-assessments will be administered at the beginning of a semester. Post-assessments will be administered at the end of the semester.	(POST−PRE) ≥ +1
Demonstrate resilience in response to stress and/or trauma in their lives.	**Healthy Minds Survey:** Resilience and Coping Module—Brief Resilience Scale	Baseline data was collected in Fall 2018. All students enrolled at the time will be asked to complete the HMS in Spring 2024. BRS overall weighted scores for graduating students will be calculated from the raw data.	≥ 4.31

SECTION IV: HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

HUMAN RESOURCES

The following organizational chart illustrates the individuals involved in the development and/or implementation of the QEP. A brief description of each of their roles is also provided.
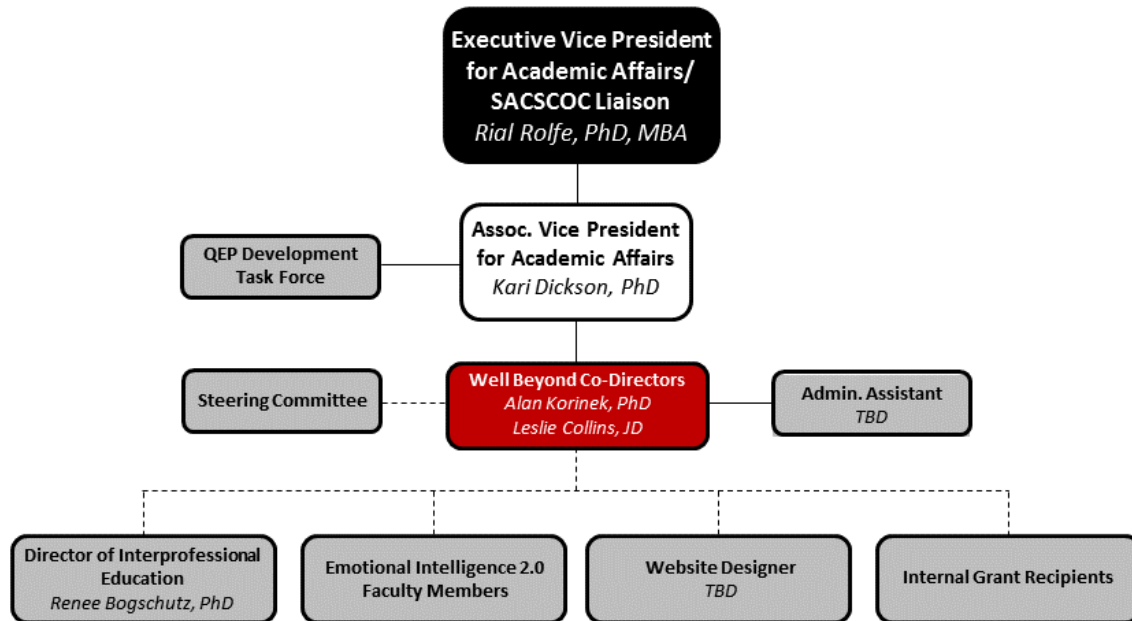
Executive Vice President for Academic Affairs

As the SACSCOC Liaison, Dr. Rial Rolfe oversees all regional accreditation activities. He ensures compliance with accreditation requirements, like the Quality Enhancement Plan, and serves as an important liaison with the President's Executive Council and Council of Deans.

Associate Vice President for Academic Affairs

Dr. Kari Dickson works collaboratively with Dr. Rolfe to ensure compliance with SACSCOC accreditation requirements. She coordinated the initial efforts to identify a QEP topic and select members of the QEP Development Task Force. Over the next five years, Dr. Dickson will provide direct oversight of the co-directors for the *Well Beyond* initiative.

QEP Development Task Force

As described earlier in the narrative, the QEP Development Task Force was established in March 2018. Task force members include four faculty members, six staff members, and two students. These individuals represent all TTUHSC schools, key departments, and various campuses. Refer to *Section I* for more information about these individuals. Due to the workload of task force members, faculty and staff received additional compensation, and students received scholarships for their efforts. This group's responsibilities will conclude after the on-site peer review in March 2019.

Project Co-Directors

In December 2018, the Executive Vice President for Academic Affairs/SACSCOC Liaison and Associate Director for Academic Affairs identified co-directors for the *Well Beyond* initiative. One co-director will

serve as a content expert on student wellness and emotional intelligence. The other co-director will ensure adherence to the project's assessment plan and compliance with related accreditation requirements. See below for brief descriptions about each co-director.

Alan Korinek currently serves as the Managing Director of the TTUHSC Counseling Center, Program of Assistance for TTUHSC Students, and Employee Assistance Program. He has worked at TTUHSC for the past 20 years and has served in his current position since 2004. Dr. Korinek earned his Ph.D. in Marriage and Family Therapy from Texas Tech University and is a Licensed Marriage and Family Therapist (LMFT). In addition, he is a clinical fellow of the American Association for Marriage and Family Therapy and an approved supervisor for AAMFT. Dr. Korinek has served as a member of the QEP Development Task Force since March 2018 and will continue his role in the *Well Beyond* project as a co-director, effective September 1, 2019. He will continue work in the TTUHSC Counseling Center part-time (0.50 FTE) and as the *Well Beyond* co-director part-time (0.50 FTE). Refer to *Appendix M: Curriculum Vitae-Alan Korinek.*

Leslie Collins currently serves as the Senior Director of Academic Affairs at TTUHSC. She has worked at TTUHSC since 2013. Her primary job responsibilities include oversight of the annual planning and assessment process and assisting with reaffirmation of accreditation. Ms. Collins has also served as the co-chair of the QEP Development Task Force since March 2018. As indicated in her resumé, Ms. Collins graduated with Doctor of Jurisprudence from Texas Tech University in 2012 and is currently pursuing a Master of Arts in Higher Education Administration from Louisiana State University. In June 2018, she also received a Certificate in Student Affairs Law and Policy from the National Association of Student Personnel Administrators. See *Appendix N: Resumé-Leslie Collins*. Ms. Collins will continue to work as the Senior Director of Academic Affairs (0.75 FTE), while serving as the *Well Beyond* co-director (0.25 FTE).

Administrative Assistant
An assistant (0.25 FTE) will provide administrative support to the co-directors by scheduling meetings, arranging travel, paying invoices, and similar administrative tasks.

Steering Committee
After consultation with the lead QEP evaluator during the on-site visit, the co-directors will identify a QEP Steering Committee in April 2019. Like the QEP Development Task Force, committee members will include faculty, staff, and student representatives across TTUHSC. These individuals will work collaboratively with the co-directors to initiate and implement the five-year project. To ensure a smooth transition from development to implementation, some committee members may be selected from the current QEP Development Task Force. Committee members will serve staggered two-year terms through completion of the project in Spring 2024. No additional compensation will be provided to committee members.

Director of Interprofessional Education
The primary designers for the new online wellness module will include the Director of Interprofessional Education and *Well Beyond* co-directors. Members of the QEP Development Task Force will also provide input about the module through the end of March 2019. Dr. Renée Bogschutz currently serves as the Director of Interprofessional Education. Since August 2014, she has coordinated the required non-credit course—*Foundations for Interprofessional Collaborative Practice*, including the addition and/or revision of the modules. On an annual basis, she also collects assessment data from course faculty. Development of the new module began in January 2019. Upon completion of the module, Dr. Bogschutz will receive additional compensation for this work, which is beyond the normal scope of her responsibilities.

Faculty Members

Incorporating *Emotional Intelligence 2.0* into relevant courses will require active involvement of course faculty. These individuals will be expected to participate in related professional development, effective Spring 2020, and incorporate the book into their courses by Fall 2020. In addition, participating faculty members will be expected to collect student data from the Emotional Intelligence Appraisal® and provide pre- and post-test data to the *Well Beyond* co-directors at the end of each semester. Upon receipt of assessment data each semester, faculty members will receive a small stipend for their efforts.

Website Designer

TTUHSC has a system in place which makes it relatively simple for individual departments to design their own websites in accordance with the institution's identity guidelines. With this in mind, TTUHSC will budget for a website designer to work collaboratively with the project co-directors in the development of a wellness website. Ideally, this individual will be a current faculty or staff member with a creative interest and appropriate skill set to design websites using a pre-existing template. The individual will design the wellness website outside the scope of his/her normal job responsibilities for additional compensation.

Internal Grant Recipients

Faculty and/or staff members may apply for a limited number of grants each year to support other school or institution-wide activities which seek to promote the emotional wellness of TTUHSC students. Recipients will be expected to provide a summary of the approved activity upon completion, including related assessment data.

Other

Other faculty and staff members may be involved minimally in the implementation of the *Well Beyond* project. For example, in the development of the wellness website, there may be a need to consult with personnel in Information Technology or Communications & Marketing on occasion. However, this would likely not require assistance beyond the performance of their typical job responsibilities. To schedule rooms for educational programs, moreover, it will also be required to consult with staff members in Classroom Support. Again, this would not require assistance beyond the scope of their normal job responsibilities.

PHYSICAL RESOURCES

No additional physical space or office equipment will be needed to implement the five-year project. As co-director, Dr. Korinek will continue to occupy his current office in the TTUHSC Counseling Center on the Lubbock campus. Ms. Collins, also a co-director, will continue to occupy her current office in the Office of Institutional Effectiveness and Accreditation on the Lubbock campus. The new online module will be distributed to students using TTUHSC's existing learning management systems (i.e., Sakai, Canvas). This is the same method of distribution for the existing modules. In addition, existing classrooms will be used to offer educational programming on each campus, and existing technology (i.e., TechLink, Zoom) will be used to broadcast these events across campuses and to distance education students.

FINANCIAL RESOURCES

Over the past year, financial resources have already been committed to the development of the *Well Beyond* project. Between September 1, 2018, and August 31, 2019, it is estimated that TTUHSC will spend almost $100,000 on the planning and development of the initiative. As the following table indicates, primary expenses include personnel, baseline survey data, food, and other promotional items to educate

the campus community about *Well Beyond*. The expenditures prior to implementation of the project clearly demonstrate TTUHSC's commitment to the process.

Over the next five years, the institution is also prepared to allocate the funding needed for successful implementation of the initiative. The primary source of this funding will be the Learning Resource Fee, which is paid by all TTUHSC students based on semester credit hour enrollment. Expenditure of these fees is restricted to activities that enhance academic and student support services across the institution. Refer to the table on the next page for the proposed budget. Major expense categories include personnel, professional development, assessment, travel, internal grants, food/entertainment, and promotional materials.

It is estimated that TTUHSC will spend approximately $135,000-$155,000 annually for a total of nearly $730,000 over the project's five-year timeline.

SUMMARY OF RESOURCES

Based on the information provided in this section, TTUHSC has committed adequate resources to initiate, implement, and complete the Quality Enhancement Plan. Upon completion of the project for accreditation purposes, TTUHSC hopes to continue related efforts and expand the wellness initiative beyond emotional intelligence. As a health sciences center, we have an obligation to produce competent doctors, nurses, pharmacists, allied health practitioners, researchers, and public health professionals. Equally important, however, TTUHSC seeks to develop happy, healthy, and resilient individuals who can work well with others, balance their personal and professional lives, and enjoy long careers in highly stressful, but rewarding, professions.

PROPOSED BUDGET FOR THE *WELL BEYOND* INITIATIVE						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PERSONNEL						
QEP Development Task Force Members						
QEP Development Task Force Co-chairs						
Co-director #1 (0.50 FTE)						
Co-director #1 (Fringe benefits @30%)						
Co-director #2 (0.25 FTE)						
Co-director #2 (Fringe benefits @30%)						
Administrative Assistant (0.25 FTE)						
Administrative Assistant (Fringe benefits @30%)						
Director of IPE (Module Development)						
Faculty Stipends (Incorporation of *EI 2.0*)						
Website designer						
Personnel Sub-total	$79,000	$103,740	$116,240	$116,240	$113,740	$113,740
PROFESSIONAL DEVELOPMENT						
Mastering Emotional Intelligence Levels 1 & 2 Train-the-Trainer Certification @ $6,995 per person (4-day training)						
Professional speakers						
Other conference/online course registration fees						
Emotional Intelligence 2.0 books for staff/faculty						
Professional Development Sub-total	$500	$26,985	$5,250	$12,750	$5,250	$12,750
ASSESSMENT						
Module Exams						
Emotional Intelligence Appraisal® (Included with purchase of *EI 2.0*, which will be a required text for relevant courses)						
Healthy Minds Study						
Survey incentives						
Assessment Sub-total	$6,200	$0	$0	$0	$0	$6,200
TRAVEL						
Conferences (e.g., airfare, hotel, food, misc.)						
Across TTUHSC campuses						
Travel Sub-total	$1,265	$6,400	$3,400	$3,400	$3,400	$3,400
INTERNAL GRANTS						
School- or department-based emotional wellness activities						
Internal Grants Sub-total	$0	$0	$7,500	$7,500	$7,500	$7,500
OTHER						
Food and entertainment						
Promotional materials						
Office supplies						
Other Sub-total	$11,750	$15,000	$5,500	$10,500	$5,500	$10,500
ANNUAL TOTALS	$98,715	$152,125	$137,890	$150,390	$135,390	$154,090
YEAR 1-5 GRAND TOTAL						$729,885

SECTION V: REFERENCES

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SECTION VI: APPENDICES

COUNCIL OF DEANS
Thursday, January 18, 2018
President's Conference Room
12:00 Noon

Agenda

1. **Voluntary Separation Program** …………….......…………………………..Penny Harkey

2. **Quality Enhancement Plan** ……...……………………..………………..Kari Dickson

3. **Student Affairs External Assessment** ……………......…………………….…..Rial Rolfe

4. **Regional Campus Operations**…………….……………………………Lori Rice-Spearman

5. **Review of Centers and Institutes per HSC OP 01.02** …....…………………Tedd Mitchell

6. **Other**

For those calling in:
CONFERENCE CALL ACCESS INFORMATION
USA Caller: (636) 651-3172
Access Code: 6117063

Point of Record
Alternates:
Calling in:
-

TTUHSC PAS Counseling Sessions --- Lubbock
(FY 14 thru FY 18)

YEAR	QTR 1	QTR 2	QTR 3	QTR 4	TOTAL
FY 14	54	23	42	33	152
FY 15	60	41	42	50	193
FY 16	100	96	94	74	364
FY 17	173	106	106	85	470
FY 18	120	100	143	100	463

TTUHSC PAS Counseling Sessions --- Other Locations
(FY 15 thru FY 18)

YEAR	QTR 1	QTR 2	QTR 3	QTR 4	TOTAL
FY 15	31*	54	56	58	199
FY 16	111	45	48	39	243
FY 17	78	56	60	90	284
FY 18	95	69	75	65	304

* no report from Abilene for this quarter

Thematic Workshops

1. **Groups & Group Discussion Leaders**
   a. People (Feb. 2nd, 1:00 p.m., Rm. 2C103) – Steven Sosland
   b. Research (Feb. 9th, 8:00 a.m., Rm. 2C103) – Dean Quentin Smith
   c. Academics (Feb. 15th, 1:00 p.m., Rm. TBA) – Dean Steven Berk
   d. Service (Feb. 20th, 8:00 a.m., Rm. 2C103) – Dr. Cynthia Jumper
   e. Operations (Feb. 23rd, 8:00 a.m., Rm. 2C103) – Penny Harkey

2. **Deliverable**
   a. By the end of each thematic workshop, strategic objectives will be established

3. **Agenda**
   a. Welcome & introduction to strategic planning process and
   instruction for session …………………………………………………………………………………Co-Facilitators

   b. Presentation of TTUHSC priority ……………………………………………………………………. Dr. Mitchell

   c. Discussion
       i. Priority Analysis ……………………………………………………………………Group Discussion Leader
           1. As a group discuss what does the priority mean and pull-out aspects within stated priority
       ii. Breakout Groups……………………………………………………………………Group Discussion Leader
           1. Attendees will be grouped together to be assigned aspects of priority to develop objectives related to that aspect
           2. Each group will be responsible for developing at least 3-5 objectives for each priority to be presented to the body during large group session
       iii. Large group session to review and finalize objectives ………………Group Discussion Leader

   d. Wrap-up ……………………………………………………………………………………………………….Co-Facilitators

<mark>Strategic Goal: Provide innovative educational programs that prepare students to be competent and caring health care professionals and researchers.</mark>

TTUHSC's academic programs are of the highest caliber. We have implemented distinctive curriculum and learning opportunities - throughout our five schools and across our five campuses, to prepare students for success in their respective fields and as members of the interdisciplinary health care team.

We're dedicated to strengthening our position as an academic leader, graduating students who will be better-prepared professionally and personally for the ever-changing health care environment. Our academics priority will focus on enhancing innovation, inter-professionalism, integration and integrity.

PRIORITY: *academics*

OBJECTIVE

Promote innovative approaches in teaching and learning

STRATEGIES

+ Provide a resource toolkit and annual workshops for faculty who teach online courses
+ Integrate instructional technologies (hardware and software) through close consultation with teaching faculty
+ Explore development of competency-based education programs
+ Implement best practices in instructional design for greater academic success and faculty development

OBJECTIVE

Provide meaningful interprofessional education experiences

STRATEGIES

+ Encourage teaching faculty to participate in interprofessional education experience and preceptor training
+ Coordinate interprofessional education experiences across all TTUHSC schools and campuses to align activities at commonly scheduled times

OBJECTIVE

Enhance personal and professional development of students

STRATEGIES

+ Develop quality enhancement plan to promote student wellness and development
+ Improve coordination of the university's co-curricular activities that enhance personal and professional development
+ Develop student resource centers to enhance library-based services

QEP DEVELOPMENT TASK FORCE MEETING NOTES

March 23, 2018
2:30-4:00 p.m.
ACB 240/ Zoom (https://zoom.us/j/8067432946)

Attendees

Christine Andrews, Leslie Collins, Jeff Dennis, Kari Dickson, Tho Dinh, Jacob Gault, Matthew Geddie, Dana Granger, Brandi Hargrave, Allison Kerin, Alan Korinek, Patti Patterson, Katie Randolph, Rial Rolfe, Deborah Sikes, Lauren Sullivan

Absent

None

Notes

I. **Welcome/Introductions**
   - Congratulations letters from Dr. Rolfe were distributed to task force members.
   - Task force members received reaffirmation folders with the task force roster and SACSCOC principles.
   - Each member introduced him/herself to the group.
   - Dickson indicated she would be the interim chair of the task force until a full-time QEP director is hired or a permanent chair and/or co-chairs are selected. Task force members were encouraged to talk to Dr. Dickson if they have an interest in serving in this role.

II. **Compensation**
   - Faculty and staff task force members will receive $2,500 in additional compensation in September 2018 and March 2019 for a total of $5,000.
   - Student task force members will receive a $1,250 scholarship in September 2018 and March 2019 for a total of $2,500.

III. **Accreditation Process**
   - Dickson provided an overview of the SACSCOC reaffirmation process.
   - Dickson highlighted key dates for the QEP.

IV. **Quality Enhancement Plan**
   - Dickson presented the wording of standard 7.2.
   - Dickson provided a brief introduction to the selected topic on student wellness and holistic development.
   - Dickson explained common elements of the QEP proposal.
   - The task force discussed goals for the advisory visit on May 8.
       (1) Draft 3-5 student learning outcomes.
       (2) Brainstorm potential actions to be implemented.
       (3) Identify possible assessment tools.

V. **Next Steps**
   - Hargrave will schedule subsequent meetings using task force members' Outlook calendars, if applicable.
   - Dickson will explain the topic selection process at the next meeting.
   - Task force members will identify existing efforts related to student wellness across TTUHSC and begin looking for related articles and/or resources.

KD (3/23/18)

Student Wellness - Script template

Introduction and Ground Rules (5 minutes)

{*Facilitator introduces self and role at TTUHSC*}. Today we are going to be having a conversation about student wellness at TTUHSC. You have been invited here to help our Quality Enhancement Plan development team understand student perspectives and priorities on student wellness. This information is being compiled for the purpose of TTUHSC's reaccreditation in 2019, and your feedback is extremely valuable to us.

As facilitator, my job is to gather feedback from all of you and to encourage you to share your perspectives. Specifically, we are using facilitators from outside of your respective programs in hopes that you will be willing to share more openly,

We are recording the audio for this session, but I want to be clear that all information shared in this group will stay confidential. We will transcribe this session for our QEP team, but importantly, we want you to feel comfortable sharing your perspectives openly, so your name will not be associated with any of your comments. We are also taking notes today on the broad themes covered, but again, participants names will not be included on the document. Since the interviews will be transcribed, please help us with that process by having only one person speak at a time.

Your responsibility as a group member is to keep confidential information shared by your fellow peers. By participating in this focus group, you agree that you are here voluntarily and are free to leave at any time, without penalty. You should not feel compelled to share anything you do not want to. At the conclusion of today's session, we will provide you with counseling resources available to TTUHSC students, should you wish to seek them out.

Please respect your colleagues by giving everyone the chance to speak. We also kindly ask that you put cell phones away for this session.

Does anyone have any questions?

Let's take a moment to give a brief introduction. Can everyone share your name and what program you are representing today.

_____

Topic 1 (up to 25 minutes)

You have all been provided a handout of wellness types and broad definitions of each type. These are broad categories that have many components, and as such, many of you may have different perspectives on each one. Please take 3-5 minutes to read through and think about how you would rank these from 1-7, from most to least important. ("1" should be most

important) Feel free to write on the sheet. We will use your selections as a starting point for our discussion. You can rank these from your own perspective, but I also hope you can speak more broadly to the wellness of fellow students in your program or at TTUHSC more broadly.

> {NOTE from Leslie, DO NOT READ TO GROUP BUT USE AS NEEDED} "be very clear in your instructions to the students in ranking the dimensions of wellness. Looking back, I think I should have been clearer that they were to <u>rank the items from 1 to 7 in order of IMPORTANCE</u> (as opposed to ranking in the order that they feel they do well, that TTUHSC focuses on, etc.) I also had to clarify that they were to rank 1 through 7, and <u>each item only gets one number</u>."

We would appreciate if you to let us keep your rankings at the end. As such, you do not need to put your name on this sheet.

{*Provide list with predetermined dimensions of wellness.* Give *3-5 minutes to review and rank*}

Now that you have reviewed the list, I am going to ask everyone to share your top selections and tell us why you selected what you did. You should not feel required to share anything personal that you do not want to.

I encourage you to respond to your peers if you have comments or additions to what they have said. I want to hear from everyone today, but do we have a volunteer to start?

{as facilitator, listen for themes. Give students the chance to respond to each other and build on ideas. As you find that a topic has been well covered, take a short moment to summarize what has been said. "What I am hearing is _____. That is really helpful information. I want to make sure we keep moving, so let me ask another volunteer to share."

{*follow-up – give others time to comment on each one. Keep group from drifting too far off topic. Be mindful of participation of all group members. Ideally all members should have time to talk about at least their first choice. Some group members may need to be asked directly to share if they do not volunteer.*}

<u>Facilitator notes on Topic 1</u>

(possible) Topics 2,3,4 (up to 15 minutes)

Now that everyone has shared their main themes in regard to priorities on this list, I want to ask for feedback on a few specific topics that have already been discussed by the university at various points. (Ideally, do not repeat any of these that have already been discussed)

- Would you take advantage of an on-site gym or workout facility at TTUHSC?
- How well do you feel TTUHSC fosters social interaction among students?
- How well does TTUHSC facilitate healthy eating habits? (including on-site food options)
- Texas Tech's general academic campus maintains a food pantry for students who may need help getting enough food. Do you think students at TTUHSC would use a service like this on our respective campuses?
- How do you feel about how well TTUHSC is preparing you to deal with the demands of your future career?
- Hypothetically, if a fellow student was in crisis, how many of you know what resources are available at TTUHSC?

Facilitator notes on additional topics:

Topic 5. (about 10-15 minutes)

Finally, before we leave, I want to get feedback on one more topic. TTUHSC will be conducting a large-scale survey of the full student body this fall. The survey continues with the theme of student wellness and should take about 25-30 minutes to complete. All responses will be anonymous, and to ensure anonymity, the data will be collected by an outside company, such that TTUHSC will not have the ability to link your name to your responses.

What would motivate you to complete an assessment like this?

Follow up questions?
- Would you be reluctant to click a link to a survey from an outside company? What could TTUHSC do to assure you that the survey was legitimate?
- Do most students check email regularly? What would help prevent students from ignoring or deleting this email?
- Are incentives necessary? {chance to win scholarships? Prizes?)
- Can you think of reasons why you would be reluctant to complete this survey?

{If time permits*, it may be considered appropriate at the end for the scribe to take 5 minutes to read a quick summary back to the group.}*

Thank you all for participating. Your contributions are extremely valuable to our committee and to TTUHSC. Please feel free to contact me if you have further questions.

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
School *of* Nursing

NURS4409
Leadership and Management

Course Syllabus
Fall, 2018

RC:rc
07/18

be administered or a grade of zero may be assigned if the student is late or absent. Late arrivals create disruption for other students taking their exams/quizzes and this is not acceptable. All medical reasons for missing exams must be accompanied by healthcare provider verification (with contact information) or some other form of documentation that establishes that a severe health condition has incapacitated a student or immediate dependent relative.

Clinical Experiences

1. Emotional Intelligence

   Students will complete the assigned readings from the Emotional Intelligence book provided in the course and view a live/recorded presentation related to Emotional Intelligence. Students will documents this clinical activity in the SON clinical database, see below for details. Students will receive **2 clinical hour** for this experience. Refer to the course schedule for the date and the Learning Modules for instructions.

2. Friday Night in the ER Simulation Activity

   In small groups, students will conduct the Friday Night in the ER simulation game. Local Site coordinators will set up a location and time for students to conduct the simulated experience. The activity will begin with a pre-brief and after completion of the activity a group debriefing will occur. Students will receive **4 clinical hours** for this experience. Students will documents this clinical activity in the SON clinical database, see below for details. Refer to the course schedule for the date and the Learning Module for instructions.

3. Nurse Leader Observation Shift

   Students will complete one 8 hour observation shift with a Chief Nursing Officer/Chief Nursing Executive, Nurse Manger, Nurse Educator, House Supervisor, Patient Care Coordinator, or Charge Nurse. Students are required to obtain a preceptor agreement signed by the Nurse Leader as well as the site coordinator prior to the observation shift. Signed agreements will be submitted in the assignment link, along with the RN license verification through the Texas BON, see the course schedule and module for more information. Approval of the shift will come from the course facilitator within the online learning platform. Students will receive **8 clinical hours** for this experience. Students will documents this clinical activity in the SON clinical database, see below for details.

4. Transition to Practice Simulation Experience

   Students are expected to engage in a transition to practice simulation experience related to situations not routinely encountered and skills not routinely utilized in the clinical setting as a student. Local Site coordinators will set up a location and time for students to conduct the simulation activity. The activity will begin with a pre-brief and after completion of the activity a group debriefing will occur. Students will receive **6 clinical hours** for this experience. Students will document this clinical activity in the SON clinical database, see below for details. Refer to the course schedule for the date and the Learning Modules for instructions.

5. Clinical Preparation and Reflection

   Students will receive **5 clinical hours** for preparation related to the clinical activities and database reflections.

Students are expected to adhere to the professional conduct as outlined in the Detailed Clinical Standards Evaluation. Points maybe deducted from the Detailed Clinical Standards Evaluation grade for violations of the standards at the discretion of the Site Coordinator and/or Course Facilitator.

SON Clinical Database Reflections

the game. The simulation will begin with a pre-briefing outlining the instructions of the game and end with a debriefing of the experience. Debriefing will be guided by the game facilitator but lead by student groups, same groups as conducted the game, related to the following topics:

- Organizational goal
- Resource utilization
- Barriers/challenges to achieving organizational goal
- Legal/Ethical considerations
- Tools/strategies for success
- Interpretation of the final organizational performance
- Changes in perspective

Please refer to local site coordinator for dates and time of this activity. Student are expected to engaged and exhibit professional behavior as outlined in the syllabus and detailed clinical standards. Refer to course syllabus for expectations related to clinical/simulation experiences, posting schedule in the SON clinical database, and entry of reflections into the SON clinical database.

Emotional Intelligence Presentation:

Activity Objectives: 1. Discuss definition, awareness, and implementation of Emotional Intelligence.
2. Appraise self-assessment results.
3. Formulate strategies to build on self-assessment results.

Emotional Intelligence is an assessment tool which identifies strengths and opportunities in four key areas; self-awareness, self-management, social awareness, and relationship management. Students are provided Emotional Intelligence book/book code, by local faculty, for the associated presentation. Students are expected to read the provided book as outlined in Module B, and complete the assessment tool **prior** to attending the presentation. Students will then view and engage in the VoiceThread presentation on Emotional Intelligence. The presentation will be open for comments and engagement with Emotional Intelligence Facilitator, during Module B, see course schedule for dates.

Students are expected to engage in the Emotional Intelligence VoiceThread by responding to a minimum of the following within the VoiceThread:

- Report your EI self-assessment results (start of the presentation)
- Engage in either the Emotional Agility **or** the Empathy Exercise activity (middle of the presentation)
- Provide strategies related to the self-assessment results (end of the presentation)

Student are expected to exhibit professional behavior as outlined in the syllabus and detailed clinical standards. Refer to course syllabus for expectations related to clinical/simulation experiences, posting schedule in the SON clinical database, and entry of reflections into the SON clinical database.

Transition to Practice Simulation Experience:

Activity Objectives: 1. Integrate the nursing process into care delivery.
2. Create an atmosphere of collaboration, mutual respect, and trust.
3. Demonstrate effective verbal and non-verbal communication and documentation between the nurse, client, and/or interprofessional team.
4. Facilitate client/family teaching to promote change in behavior.
5. Integrate unique and individual client preferences, when providing care in line with professional and legal standards.

The Transition to Practice Simulation is a joint simulation between the Pharmacology III course and the Leadership & Management course. Due to the nature of the simulated experience with high fidelity, students will obtain 6 clinical hours for the Leadership & Management course as well as clinical time in the Pharmacology III course. Students will engage in a simulation experience allowing students to provide client care independent of faculty/coach as well as perform skills not

RC/rc: 08/18

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• Invitation to "refresh" and attend additional Train-the-Trainer events to help you prepare for your next program

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Who Attends

Executive Sponsors 5%
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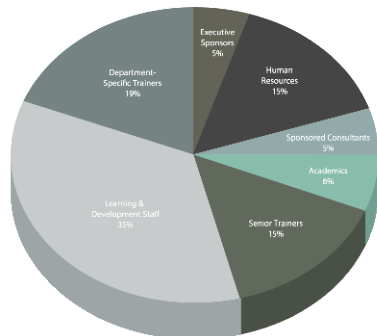
"Through the TalentSmart Emotional Intelligence program, I am now able to equip our partners with the tools not only to better understand their own EQ but also how to use and apply it to be a more impactful leader and productive partner."

Tara Delaney, Starbucks

Emotional Intelligence. It's a Skill. It Can Be Developed.

We Show You How.

90% of top performers are high in emotional intelligence.

TalentSmart Emotional Intelligence Train-the-Trainer:

• SCIENCE MADE SIMPLE. Based in science, but adapted to be simple and engaging

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• THE FOUNDATION. A program that will enhance, not conflict with, your existing leadership and development initiatives

• OUR SPECIALTY. EQ is all we do. We have spent 19 years developing and testing curriculum, and use only what works best

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MASTERING EMOTIONALINTELLIGENCE Level 1

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Day 1: Experience Mastering Emotional Intelligence - Level 1 as a participant

Learning Objectives:
- Introduction to EQ - Learn about the biological basis for EQ and the essentials of the four-core skill model
- Why EQ Matters - Understand the business case, including the critical link between EQ and performance
- Measuring Your EQ - Debrief your results from the Emotional Intelligence Appraisal® Me Edition
- Observe EQ in Action - Deepen awareness of what EQ looks like and sounds like on the job
- Create EQ Action Plan - Incorporate proven strategies to take new, improved behaviors with you back to the job

Day 2: Learn to facilitate this compelling, one-day program

Learning Objectives:
- Prepare for your first session
- Pore over substantive leader materials
- Lead discussions using Hollywood movie clips
- Learn to debrief the Emotional Intelligence Appraisal®Me Edition
- Get your EQ questions answered for guiding EQ skill development

Day 3: Experience Mastering Emotional Intelligence – Level 2 as a participant

Learning Objectives:
- Self-Awareness - Master the emotions that have a negative impact on your decision-making and behavior
- Self-Management - Squash negative self-talk and achieve new levels of self-control
- Social Awareness - Discover how others view your EQ with the Emotional Intelligence Appraisal® Multi-Rater Edition, and create an EQ development plan
- The Art of Social Awareness - Develop the critical listening and observational skills that truly put you in the other person's shoes
- Relationship Management - Master the emotional component of conflict for improved relationships and teamwork

Day 4: Learn to facilitate this in-depth, one-day program

Learning Objectives:
- Dive deeply into the four core skills so you can guide learner skill development
- Learn how to debrief the Emotional Intelligence Appraisal® Multi-Rater
- Review half-, one-, and two-day session designs and prepare for your first session
- Lead discussions using Hollywood movie clips
- Become your company's in-house EQ subject matter expert

✳ With Level 1, You'll Receive:

✳ With Level 2, You'll Receive:

✳ Everything you need to facilitate a Mastering Emotional Intelligence – Level 1 or Level 2 program

✳ Access to participant licenses (available only to certified trainers) and license to use Hollywood movie clips

TalentSmart Emotional Intelligence

Fall Symposium - Annual IPE Day *2018*

Overview. The Fall Symposium serves as the annual interprofessional education (IPE) day for Texas Tech University Health Sciences Center (TTUHSC). The **Office of Interprofessional Education** hosts the IPE Fall Symposium to advance institutional initiatives of increased interprofessional education and collaborative care. The 2018 Fall Symposium *Values & Ethics in Interprofessional Practice: The Patient's Voice in End of Life Care* was divided into a morning session and an afternoon session. The morning session featured keynote speakers sharing values and ethics in end-of-life care and decision-making. Drs. Timothy Ihrig (national palliative care speaker) and Patti Patterson (TTUHSC faculty speaker) shared insight on the importance of understanding patient needs during critical illness. The afternoon session contained a moderated IPE case-based learning activity for interprofessional teams of students along with an activity from *The Conversation Project*. Planning has already begun for the 2019 IPE Fall Symposium *Building Resiliency for Interprofessional Practice: A Healthier, Happier You*.

Results. The Fall Symposium was held on six TTUHSC campuses with participation across all schools (see Table 1). Approximately 1,900 faculty, staff, and students (13% growth over 2017) attended the morning session of the Fall Symposium and over 1,600 students and faculty facilitators (26% growth over 2017) participated in the afternoon IPE case-based learning activity. This year marked the first year that distance education students and faculty could join the interprofessional afternoon session through Zoom, a conferencing application. Approximately 200 participants were able to attend via the conferencing application, including students from two other universities. Table 2 provides student pre-assessment and post-assessment outcomes data for the afternoon IPE case-based learning activity. Approximately 1300 students completed the pre-event assessment survey and approximately 1100 students completed the post-event survey. Overall, students were satisfied or very satisfied with this IPE learning activity. Feedback surveys from all participants identified areas of needed improvement including the quality/consistency of the Techlink feed, need for additional faculty facilitators, need for additional faculty development, need for additional support staff on each campus for logistics, and earlier registration deadlines for students. The total cost of the 2018 Fall Symposium was $48,181. The approximate cost per participant was $24.88, which represents a 12% decrease in cost per participant from 2017 and a 27% decrease in cost per participant from 2016.

		Total	% Growth	GSBS Faculty	GSBS Students	SHP Faculty	SHP Students	SOM Faculty	SOM Students	SON Faculty	SON Students	SOP Faculty	SOP Students	Staff	Other Institutions
Morning	**All**	1936	13%	6	36	45	432	21	67	58	326	21	334	121	467
	Abilene	395	43%	2	12	0	0	0	0	11	106	3	81	24	156
	Amarillo	297	46%	0	0	2	33	7	48	1	8	6	139	7	46
	Dallas	88	-8%	0	0	0	0	0	0	0	0	8	75	3	2
	Lubbock	727	-21%	4	20	34	302	14	19	25	145	4	39	72	45
	Midland	72	6%	0	0	5	60	0	0	0	0	0	0	6	1
	Odessa	63	-17%	0	0	2	31	0	0	6	23	0	0	1	0
	Distance Education via Zoom	294	308%	0	4	2	8	0	0	15	44	0	0	4	217
	Overall Growth from 2017			2%		-9%		-65%		14%		61%		14%	100%
Afternoon	**All**	1663	26%	4	32	30	365	13	241	36	289	19	319	11	304
	Abilene	360	37%	2	12	0	0	0	0	10	102	2	80	0	152
	Amarillo	285	55%	0	0	2	32	7	45	1	8	6	134	1	49
	Lubbock	681	2%	2	17	15	235	6	196	16	140	3	38	9	4
	Midland	65	12%	0	0	5	60	0	0	0	0	0	0	0	0
	Odessa	59	-9%	0	0	1	31	0	0	4	23	0	0	0	0
	Distance Education via Zoom	213	NA	0	3	7	7	0	0	5	16	8	67	1	99
	Overall Growth from 2017			24%		-1%		11%		32%		71%		-15%	50%

Table 1. Participation in the 2018 Fall Symposium by School and Campus.

Student Outcomes Data for the 2018 Fall Symposium IPE Learning Activity	Pre-Assessment Strongly Agree or Agree	Post-Assessment Strongly Agree or Agree
Interprofessional education events, such as this one, where two or more professionals learn about, from, and with each other, is likely to enable effective collaboration that improves patient and population health outcomes.	88%	96%
Learning with students from other healthcare professions is likely to help overcome stereotypes that are held about the different professions.	90%	96%
Learning with students from other healthcare professions is likely to improve the care that patients receive.	93%	97%
My skills in communicating with patients is likely to improve through learning with students from other healthcare professions.	90%	96%
My skills in communication with other healthcare professionals is likely to improve through learning with students from other healthcare professions.	94%	97%

Table 2. Student Outcomes Data for the 2018 Fall Symposium IPE Learning Activity.

EmotionalIntelligence Appraisal®

ME EDITION

RESULTS REPORT FOR:

████████████

TEST COMPLETED:

████████████

EMOTIONAL INTELLIGENCE 2.0

TRAVIS BRADBERRY & JEAN GREAVES

Contents

MY EQ SCORES

Thank you for completing the *Emotional Intelligence Appraisal*®. You are now in a customized learning program that is based upon your emotional intelligence scores. This program will teach you about emotional intelligence (EQ), reveal what your current skill levels are, and tell you what you can do to improve.

This section will:

Provide you with your overall EQ score and your scores for each of the four EQ skills. You have unlimited access to your online report. You can access this report with the following log-in information:

URL address: www.talentsmart.com/eiqb2/welcome
Password:

WHAT DOES EMOTIONAL INTELLIGENCE LOOK LIKE?

The four parts of the emotional intelligence model are based upon a connection between what you see and what you do with yourself and others.
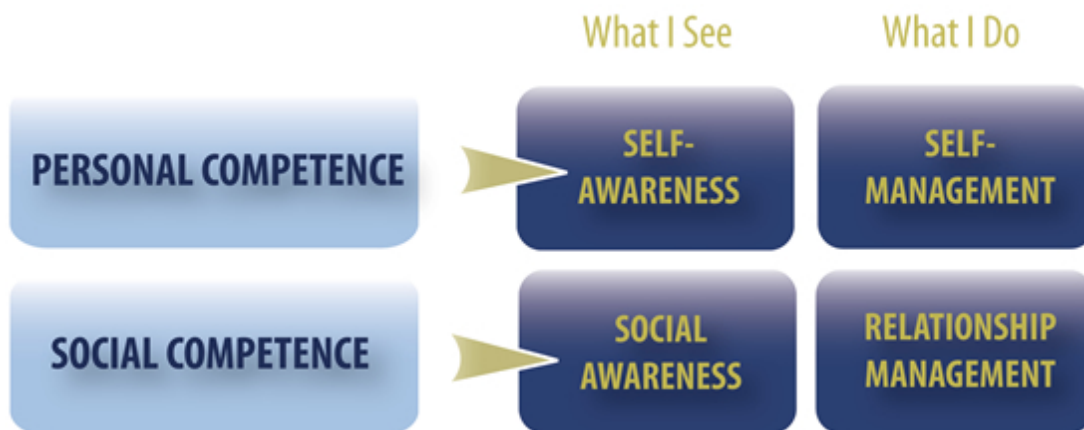
WHAT THE SCORES MEAN

Scores on the *Emotional Intelligence Appraisal*® come from a "normed" sample. That means your scores are based on a comparison to the general population. Read the following descriptions to better understand what your scores mean about your current skill level.

Score	Meaning
90-100	**A STRENGTH TO CAPITALIZE ON** These scores are much higher than average and indicate a noteworthy strength. These strengths probably come naturally to you or exist because you have worked hard to develop them. Seize every opportunity to use these emotionally intelligent behaviors to maximize your success. You are highly competent in this skill, so work to capitalize on it and achieve your potential.
80-89	**A STRENGTH TO BUILD ON** This score is above average. However, there are a few situations where you don't demonstrate emotionally intelligent behavior. There are many things you've done well to receive this score and a few that could be better with some practice. Study the behaviors for which you received this score and consider how you can polish your skills.
70-79	**WITH A LITTLE IMPROVEMENT, THIS COULD BE A STRENGTH** You are aware of some of the behaviors for which you received this score, and you are doing well with them. Other emotionally intelligent behaviors in this group are holding you back. Lots of people start here and see a big improvement in their emotional intelligence once it's brought to their attention. Use this opportunity to discover the difference and improve in the areas where you don't do as well.
60-69	**SOMETHING YOU SHOULD WORK ON** This is an area where you sometimes demonstrate emotionally intelligent behavior but not usually. You may be starting to let people down. Perhaps this is a skill area that doesn't always come naturally for you or that you don't make use of. With a little improvement in this skill, your credibility will go way up.
59 and Below	**A CONCERN YOU MUST ADDRESS** This skill area is either a problem for you, you don't value it, or you didn't know it was important. The bad news is your skills in this area are limiting your effectiveness. The good news is this discovery and choosing to do something about it will go a long way in improving your emotionally intelligent behavior.

NOW FOR THE NUMBERS...

Your Overall Emotional Intelligence Score: 77

Personal Competence: 78

The collective power of your self-awareness and self-management skills. It's how you use emotional intelligence in situations that are more about you privately.

Self-Awareness   **82**

Your ability to accurately perceive your emotions and stay aware of them as they happen. This includes keeping on top of how you tend to respond to specific situations and certain people.

Self-Management   **73**

Your ability to use awareness of your emotions to stay flexible and positively direct your behavior. This means managing your emotional reactions to all situations and people.

Social Competence: 76

The combination of your social awareness and relationship management skills. It's more about how you are with other people.

Social Awareness   **74**

Your ability to accurately pick up on emotions in other people and get what is really going on. This often means understanding what other people are thinking and feeling, even if you don't feel the same way.

Relationship Management   **77**

Your ability to use awareness of your emotions and the emotions of others to manage interactions successfully. Letting emotional awareness guide clear communication and effective handling of conflict.

MY EQ STRATEGIES

This section analyzes your score profile to suggest the three EQ strategies that will increase your EQ the most.

Start your EQ skill development with: **SELF-MANAGEMENT**

Complete descriptions of your recommended self-management strategies (listed in the table below) can be found on the pages that follow.

What brings your score down most:	What you can do to improve:
Resisting change.	**Accept That Change is Just around the Corner:** Self-management strategy #17 on pages 133-134 of the *Emotional Intelligence 2.0* book.
Brushing people off when something is bothering you.	**Take Control of Your Self-Talk:** Self-management strategy #9 on pages 117-119 of the *Emotional Intelligence 2.0* book.
Not holding back when you know your actions and/or words will not help the situation.	**Count to Ten:** Self-management strategy #4 on pages 108-110 of the *Emotional Intelligence 2.0* book.

SELF-MANAGEMENT STRATEGY #1

Accept That Change is Just around the Corner

None of us is born with a crystal ball that predicts the future. Since you can't foresee every change and every obstacle that life throws in your path, the key to navigating change successfully is your perspective *before* changes even surface.

The idea here is to prepare for change. This is not so much a guessing game where you test your accuracy in anticipating what's next, but rather thinking through the consequences of potential changes so that you aren't caught off guard if they surface. The first step is to admit to yourself that even the most stable, trusted facets of your life are not completely under your control. People change, businesses go through ebbs and flows, and things just don't stay the same for long. When you allow yourself to anticipate change—and understand your options if changes occur—you prevent yourself from getting bogged down by strong emotions like shock, surprise, fear and disappointment when changes actually happen. While you're still likely to experience these negative emotions, your acceptance that change is an inevitable part of life enables you to focus and think rationally, which is critical to making the most out of an unlikely, unwanted or otherwise unforeseen situation.

The best way to implement this strategy fully is to set aside a small amount of time either every week or every other week to create a list of important changes that you think could *possibly* happen. These are the changes you'll want to be prepared for. Leave enough room below each change on your list to write out all the possible actions you will take should the change occur. And below that, jot down ideas for things that you can do now to prepare for that change. What are the signs that you can keep an eye out for that would suggest the change is imminent? Should you see these signs, is there anything you can do to prepare and soften the blow? Even if the changes on your list never come to fruition, just anticipating change and knowing what you'd do in response to it makes you a more flexible and adaptive person overall.

* This is self-management strategy #17 from pages 133-134 of the Emotional Intelligence 2.0 *book.*

SELF-MANAGEMENT STRATEGY #2

Take Control of Your Self-Talk

Research suggests the average person has about 50,000 thoughts every day. Sound like a lot? It doesn't stop there. Every time one of those 50,000 thoughts takes place, chemicals are produced in your brain that can trigger reactions felt throughout your body. There is a strong relationship between what you think and how you feel, both physically and emotionally. Because you are always thinking (much like breathing), you tend to forget that you are doing it. You likely don't even realize how much your thoughts dictate how you feel every hour of every single day.

It's impossible to try and track every single thought you have to see if it's having a positive or negative influence on your emotional state. The thoughts that are most influential are those where you literally talk to yourself. Though you might not realize you have these thoughts, we all have an internal voice inside our head that affects our perception of things. We tell ourselves to keep quiet, we congratulate ourselves on a job well done and we reprimand ourselves for making poor decisions. Our thoughts are "talking" to us every day, and this inner voice is called "self-talk."

With thoughts, the primary vehicle for regulating your emotional flow, what you allow yourself to think can rumble emotions to the surface, stuff them down underground, and intensify and prolong any emotional experience. When a rush of emotion comes over you, your thoughts turn the heat up or down. By learning to control your self-talk, you can keep yourself focused on the right things and manage your emotions more effectively.

Much of the time, your self-talk is positive and it helps you through your day ("I'd better get ready for the meeting" or "I'm really looking forward to going out to dinner tonight"). Your self-talk damages your ability to self-manage anytime it becomes negative. Negative self-talk is unrealistic and self-defeating. It can send you into a downward emotional spiral that makes it difficult to get what you want from life.

What follow are the most common types of negative self-talk with the keys to taking control of them and turning them around:

1. **Turn *I always* or *I never* into *just this time* or *sometimes.*** Your actions are unique to the situation in front of you, no matter how often you think you mess up. Make certain your thoughts follow suit. When you start treating each situation as its own animal and stop beating yourself up over every mistake, you'll stop making your problems bigger than they really are.

2. **Replace judgmental statements like *I'm an idiot* with factual ones like *I made a mistake.*** Thoughts that attach a permanent label to you leave no room for improvement. Factual statements are objective, situational, and help you to focus on what you can change.

3. **Accept responsibility for your actions and no one else's.** The blame game and negative self-talk go hand in hand. If you are someone who often thinks either *it's all my fault or it's all their fault* you are wrong most the time. It is commendable to accept responsibility for your actions, but not when you carry someone else's burden. Likewise, if you're always blaming others, it's time to take responsibility for your part.

* This is self-management strategy #9 from pages 117-119 of the Emotional Intelligence 2.0 *book.*

SELF-MANAGEMENT STRATEGY #3

Count to Ten   56

You can thank your kindergarten teacher for this one! It was way back then sitting on the classroom rug with your legs crossed that you learned one of the most effective strategies for turning the temperature down when your emotions are running hot. Adulthood has a funny way of making us lose sight of some simple, yet profound, strategies for self-control.

All you have to do is this: When you feel yourself getting frustrated or angry, stop yourself by taking in a deep breath and saying the number one to yourself as you exhale. Keep breathing and counting until you reach the number ten. The counting and breathing will relax you and stop you from taking rash action long enough to regain your composure and develop a more clear, rational perspective of the situation.

Sometimes, you might not even reach ten. For example, if you are in a meeting and someone abruptly interrupts you to blurt out something ridiculous that rubs you raw, you are unlikely to sit there silently while you breathe your way to ten. Even if you don't make it to double digits you'll stop the flow of frustration and anger long enough to cool down your overheated limbic system and give your rational brain some valuable time to catch up.

When your counting needs to be more subtle, there are lots of great ways to hide it from others. Some people will actually bring a beverage with them to every meeting they attend. This way, whenever they feel as though they may blurt out some emotionally charged statement, they take a drink. No one expects them to talk when they are drinking. So they have the time they need to calm down (and count if necessary), organize their thoughts, and plan something to say that's more constructive.

Reacting quickly and without much thought fans the flames burning in the emotional brain. Since a snappy comeback usually leads to a heated exchange where barbs are thrown back and forth, it's easy to find yourself in the midst of a full-blown emotional hijacking. When you slow things down and focus on counting, it engages your rational brain. You can then regain control of yourself and keep your emotions from running the show.

* This is self-management strategy #4 from pages 108-110 of the Emotional Intelligence 2.0 *book.*

MY EQ LESSONS

This section contains four EQ Lessons that will help you actively increase your understanding of, and capacity for, each EQ skill. Emotional intelligence is very different from traditional intelligence (IQ). With IQ, it is understood that you are generally as smart now as you are ever going to be. People learn new facts but their intelligence, or their ability to learn, remains largely the same. Emotional intelligence is a flexible skill that can be readily learned. People increase their emotional intelligence by working on the skills outlined in this learning system.

Research shows that people improve their EQ most when the following conditions are present:

- They have a strong motivation to learn or change
- They practice new behaviors consistently
- They seek feedback on their own behavior

How To Master A New Skill

Any time you are acquiring a new skill, remember the best path for doing something new or different looks like this:

- Find someone who is good at it.
- Watch that person do it.
- Get that person to talk about how they do it.
- Practice doing it yourself with his or her guidance.
- Ask the person to give you feedback.
- Practice doing it on your own.
- Seek feedback until you've mastered it.

Change can be a little...

Embarrassing, because as you practice new things, the very people who feel you ought to change may poke fun at you, forget to encourage you along the way, or not even notice. Don't give up. The rewards will outweigh these challenges because you will be better positioned personally and professionally than you ever were before.

How to handle it when you feel embarrassed:

- Say, "I could really use a little support here."
- Tell people you are serious about getting better at this. Most likely, they will become your allies.
- Ask for help and suggestions.

Change can also be a little...

Frustrating, because old habits and behaviors (what you say and do) can be difficult to change.

How to handle it when you feel frustrated:

- Remind yourself that change takes time and practice.
- Remind yourself that it's OK not to know.
- Find someone who handles change well. Ask how it's done.
- Find someone who can encourage you.

Change can also be terrific. It surprises most people how a little bit of change in the right direction can go a long way in the eyes of others. Good luck and have fun with it!

SELF-AWARENESS LESSON

To increase your self-awareness, you need to discover things you tend to do, say, think, and feel that you have previously failed to notice or understand. This process can be uncomfortable because some of the things you'll discover are unflattering or things you'll want to improve. That said, it's much less painful to seek out this information on your own than wait until someone brings it to your attention.

In the following clip from *Role Models*, Dan (played by Paul Rudd) increases his self-awareness the hard way.

 Log in to your assessment to watch the clip

How does Dan increase his self-awareness the hard way?

She's had enough.	Dan gets defensive.	Dan realizes he's wrong.

She's had enough.

Being in a relationship with Dan means Beth is frequently subjected to his bad moods. She finally realizes that he's so annoyed with everyone because he's unhappy with himself. Beth knows Dan won't change until he understands this. So, she breaks it down for him.

Dan gets defensive.

Like most people in his position, Dan is quick to point out justifications for his behavior. Dan genuinely believes he's so annoyed because people are so annoying. Beth's feedback doesn't even begin to hit home until he realizes that venti means "twenty."

Dan realizes he's wrong.

By the time Dan gets to work and discusses the morning's events with a friend, it's clear that Beth's feedback has had a chance to sink in. Not only does Dan think Beth is right, but Dan's coworker also agrees with her. The more Dan thinks about Beth's feedback, the more he begins to see what is making him so frustrated.

SELF-AWARENESS TIP

To increase your self-awareness, you need to embrace feedback with open arms. Research shows that the vast majority of people struggle to see themselves as others see them, and the most accurate picture of anyone's behavior comes from those around them. The best way to find out what others see is to ask them. Asking for feedback is easy—hearing it without getting defensive is not.

Seeking feedback is difficult for most people. It can be scary when you are afraid to finally find out what people really think of you. Nonetheless, feedback from others won't do you any good if you're not open and receptive to other people's perspectives, especially when they differ from your own.

Here's a process you can follow to seek feedback that will increase your self-awareness:

- Seek out a trusted friend or colleague and ask this person if he or she would be willing to share his or her thoughts about you with you. A "real" feedback discussion is bound to have some difficult moments, so you need to find someone with whom you can work through these moments comfortably.

- Explain to your selected person that you are working on increasing your self-awareness as a result of taking the *Emotional Intelligence Appraisal*. Tell him or her what emotional intelligence is and describe some of your goals for improving your emotional intelligence (EQ).

SELF-AWARENESS LESSON CONTINUED

- Ask this person to share with you what he or she sees and thinks regarding your ability to understand and respond effectively to your emotions. Be sure to get information on things that aren't readily apparent to you.

- The following questions should help this conversation:

    - Are there specific situations where, or people with whom, I tend to let my emotions get the best of me?

    - Is there anything I do too much? That is, can I tone down a certain behavior?

    - What holds me back from managing my emotions effectively?

SELF-MANAGEMENT LESSON

It's easy to think that good self-management is as simple as controlling explosive emotional outbursts. Although you do need to control outbursts, your emotions have a negative impact on your behavior in other, less obvious ways.

In the following clip from *Erin Brockovich*, both characters demonstrate poor self-management. As you watch the clip, see if you can pick up on the self-management mistakes each character makes.

Log in to your assessment to watch the clip

Who does what?

She starts things off right.	He pushes her buttons.	She loses her cool.

She starts things off right.

When you have an uncomfortable interaction with another person, the range and intensity of your emotions are bound to change as the situation unfolds. Erin starts the meeting off right by remaining calm and listening to what Ed has to say.

He pushes her buttons.

Becoming a better self-manager requires taking an honest look at all the ways your emotions create problems for you. In Ed's case, having fun with Erin at her expense was a poor choice. Not only does Ed end up looking bad, but he also ruins what would have otherwise been a great moment for them to share.

She loses her cool.

When people push your buttons, powerful emotions rush to the surface. Effective self-managers keep tabs on their emotions throughout a difficult conversation, so that they know when their buttons are being pushed and can respond accordingly. In Erin's case, she could have avoided falling into Ed's trap by asking to see the check before taking the discussion any further.

SELF-MANAGEMENT TIP

An uncontrolled emotional outburst—even though it may make you feel better temporarily—can do major harm to your relationships. When your relationships are not voluntary, such as with your colleagues at work, minimizing this type of damage is essential to the health and productivity of your relationship.

SOCIAL AWARENESS LESSON

Your ability to recognize and understand others' opinions—and the emotions that come with them—is critical to the quality of your relationships. Putting yourself in the other person's shoes—taking the time to really understand his or her point of view, whether you agree with it or not—is what social awareness is all about.

In this clip from *October Sky*, Homer greets his father after having just returned home from winning the national science fair. Homer has a difficult relationship with his father, who doesn't understand Homer's fascination with rockets and is the only member of the town who hasn't attended a single launch.

Log in to your assessment to watch the clip

Homer lets his father speak his mind.	Homer speaks directly to his father's feelings.

Homer lets his father speak his mind.

To demonstrate social awareness, first you have to let people speak their minds. For most of us, this is relatively easy. That is, until we're convinced that we know what the other person is saying. That's when we cut people off, allow our minds to wander, and completely miss what's really going on.

Homer speaks directly to his father's feelings.

Homer's confidence in directly addressing his father is bolstered by a keen read of the man. Homer's father may hold the authority, but that doesn't mean he doesn't need to feel heard. Homer knows the only way to get through to his father is to address his concerns directly, and Homer does so with a powerful effect.

As you can see from the clip, directly addressing the feelings and concerns of others is often the best way to go. However, before you can do that, you have to become skilled at recognizing and reading other people's emotions.

To get better at picking up on others' emotional cues, seek out trusted friends or colleagues with whom you can have a frank conversation about your quest for improved social awareness. The next time they tell you about something they experienced or something important to them, check in with them on the following:

- Tell them your perception of what they are going through and see if it is accurate. Don't be afraid to ask the kinds of questions you really can't ask during a typical conversation.
- Finally, ask them if they were attempting to deliver any unspoken messages. Sometimes people just don't want to say flat out how they feel about something, so they drop hints. If they did, this is a great opportunity to see if you picked up on them.

Who will you try this with?

RELATIONSHIP MANAGEMENT LESSON

Remember that emotions play a role in every interaction you have with another person, whether you are aware of them or not. Emotions often influence the "back and forth" between two people more than the words being said. The ability to spot emotions in the midst of an interaction, understand their influence, and respond effectively is the essence of relationship management. This can be very hard to do.

In the following scene from *The Pursuit of Happyness*, Chris Gardner (Will Smith) is a struggling salesman who has chosen to take an unpaid internship at a prestigious investment bank to make a better future for himself and his son. However, without a salary, he is failing to make ends meet. It is Saturday, and he's taking his son to play basketball before work. Observe the role that emotions play during their interaction.

Log in to your assessment to watch the clip

What happens between these two?

Chris disappoints his son.	Chris recognizes his mistake.	Chris makes a repair.

Chris disappoints his son.

Chris, thinking that he is protecting his son from future disappointment and failure, tries to be realistic with him. Instead, Chris's words destroy what little fun the boy gets to have with his hard-working father.

Chris recognizes his mistake.

Chris notices his son's dejected behavior. Chris realizes that, even though he meant well, his words did not have their intended effect. As Chris pauses to reflect, he realizes his own struggles with success and failure tainted the message. Where this realization would make most people defensive, Chris has the ability to stay focused on his son's feelings.

Chris makes a repair.

Chris repairs the broken conversation by acknowledging his mistake in discouraging his son's dream. The earnestness in Chris's voice shows his son he cares deeply about him, even though Chris's words don't say this directly. It's obvious that Chris remembers all of the times that he's been told he can't do something, and he uses these memories to empathize with his son's feelings.

Website: http://healthymindsnetwork.org/participate/how-to-participate

Email: healthyminds@umich.edu

School Participation Overview Guide | Academic Year 2018-2019

Dear colleague,

Welcome to the *Healthy Minds Study School Participation Guide*! This guide is an extension to the Healthy Minds Qualtrics Enrollment Form and is intended to make your participation in the study as easy as possible. The guide describes each step in the process from enrollment to data collection and highlights specific tasks at each step.

By enrolling your institution in HMS, you are joining a group of colleges and universities dedicated to understanding and addressing issues related to student mental health through scientifically rigorous research. The ultimate goal is that HMS data can be used to inform policy and practice on college and university campuses. If you have not already done so, we hope you will join us in our efforts to achieve this goal by enrolling your institution in HMS.

The HMS research team is deeply committed to strengthening the research-to-practice link. We are continuously refining our efforts to meet the needs of participating schools, and we truly value your input and suggestions. If you have questions or concerns that are not addressed in this guide, please feel free to contact us at healthyminds@umich.edu.

Sincerely,

The Healthy Minds Network Team

Daniel Eisenberg, Ph.D., Director

Sarah Ketchen Lipson, Ph.D., M.Ed., Associate Director

Peter Ceglarek, M.P.H., Study Coordinator

Megan Phillips, M.A., Study Coordinator

Sasha Zhou, M.P.H., M.H.S.A., Research Assistant

Jasmine Morigney, Research Assistant

Table of Contents

Notes:

- One person on your campus will serve as the *Primary Campus Contact*. This guide is written primarily for the Primary Campus Contact ("you"). The HMS research team ("we") are available to communicate directly with you throughout the preparation, data collection, and data reporting phases.

- Throughout this guide, several tasks are described that require submission in the HMS research team through our online enrollment form. The email address to use for all HMS-related communication is healthyminds@umich.edu.

- The deadlines listed in certain section (e.g., two weeks pre-launch) refer to the timeframe for completing the task. The timeline of these tasks is based on the dates you select for the survey launch. The survey launch date is up to you and should be chosen based on your academic calendar and other campus events.

- **Acronyms:**

    - HMS=Healthy Minds Study
    - UM=University of Michigan
    - IRB=Institutional Review Board
    - ORSP= Office of Research Sponsored Projects
    - JED= The Jed Foundation or JED Campus Program
    - CCMH= Center for Collegiate Mental Health

Tasks:

There are several items that need to be completed to administer HMS at your campus. We will email the primary contact at your institution a link to an individualized HMS Qualtrics Online Enrollment Form.

The Enrollment Form will serve as a step-by-step guide to the steps necessary for enrolling and on-boarding your school in HMS for the given academic year. There will be one task per page, with instructions at the top of each page, and the opportunity to input necessary information at the end of each page.

Primary campus contacts will be given the ability to skip through the form and complete what they can, when they are able—they will not be required to complete one page before advancing to the next. That being said, in order to enable the form's "behind-the-scenes" data features, which provide you school-specific instructions for the most labor-intensive tasks, **you will want to complete as much of the first section of the form (i.e., "Basic Info") as possible on your first go.**

With that in mind, here is a list of information that will be helpful to have on hand before you start your enrollment form:
- Name of your school
- Preferred version of HMS (Standard, JED, CCMH, or CCMH+JED)
- Desired survey-launch month
- Which elective modules you wish to include in your survey
- Contact information for authorized contract official at your institution
    - *Typically a legal contact authorized to sign for service agreements/contracts*
- Your contact information (title, department, address, phone number, and email address)
- Whether you would like to include up to 10 custom questions
- A list of your school's local mental health resources
- A .png or .jpeg file of your school's logo

The primary contact should **upload all items needed for the study directly to their enrollment form.** The HMS study coordinator can assist the primary contact with any items along the way. If you are unsure who your HMS Coordinator is, please email healthyminds@umich.edu.

Section 1. About the Healthy Minds Study

What is the Healthy Minds Study?

The Healthy Minds Study (HMS) is an annual survey-based study examining mental health and related issues (depression, anxiety, and substance use) and service utilization among college students. Since its national launch in 2007, HMS has been fielded at over 200 college and university campuses across the U.S., with over 200,000 survey respondents.

What measures are in the Healthy Minds Study?

HMS is organized into 'modules' (sections) covering specific topics (see menu below). Campuses customize the survey by choosing two elective modules to accompany the three standard modules that all campuses cover.

Information on the pre-selected elective modules for schools participating in the Jed Campus Program (JED) or the Center for Collegiate Mental Health Campuses (CCMH) can be found later on in this guide.

Standard Modules
(1) Demographics
(2) Mental Health Status
(3) Mental Health Service Utilization/Help-Seeking
Elective Modules
(4) Substance Use
(5) Sleep *(half module)*
(6) Eating and Body Image
(7) Sexual Assault
(8) Overall Health
(9) Knowledge and Attitudes about Mental Health and Mental Health Services
(10) Upstander/Bystander Behaviors *(half module)*
(11) Mental Health Climate
(12) Climate for Diversity and Inclusion
(13) Competition
(14) Resilience and Coping
(15) Persistence and Retention
(16) Financial Stress
(17) Attitudes about Mobile Resources

What are the benefits of participation?

Participation in HMS brings numerous benefits for schools. You will receive a customized data report, access to your data on a user-friendly data visualization site (data.healthymindsnetwork.org), a de-identified data set of your students' responses, and a customized memo summarizing the economic case for services and programs on your campus based on your data. We are always available to provide research consultation and we often organize webinars and other events to guide the use and understanding of HMS data.

Campus administrators can use the research/data in many ways, including to:

- ▪ Strengthen grant applications (e.g., SAMHSA Garrett Lee Smith grants)

- ▪ Advocate for mental health services and programs on campus
- ▪ Evaluate existing programs (e.g., reductions in stigma following a major campaign)
- ▪ Assess need for programs and services
- ▪ Raise awareness of mental health and campus resources
- ▪ Make comparisons with peer institutions

Click here to view more about our data reporting efforts.

How does the survey work?

HMS is hosted online, and the instrument is maintained and customized by the HMS research team. Data are securely stored on the HMS servers. HMS is designed to protect the privacy of participants. Students' personal information is never attached to survey data.

Based on embedded skip logic, some measures are assessed only for students with certain responses to survey items. The HMS survey takes 25-30 minutes and is conducted entirely online. Students may skip any questions that they do not wish to answer.

How are students recruited to participate?

Students are recruited to participate via email. Recruitment begins with a brief "pre-notification". Survey methodologists have concluded that this initial notification can boost participation rates. Two to three days later, students receive their official recruitment email with a link to the online survey. We follow up with reminder emails to non-responders. In total, students may receive up to five emails about participating in HMS over the three-week data collection period. Students who complete the survey, or indicate they do not wish to participate, do not receive any further invitations.

Where can I learn more about the Healthy Minds Study protocol?

To review the complete HMS protocol, **click here** to download a copy of our IRB-approved Research Design document.

Section 2. Overview of Campus Participation Process

Preparation/ Enrollment Form Phase (begins at least three months prior to HMS launch) → **Data Collection Phase** (three-four weeks) → **Data Reporting Phase** (summer after completing data collection)

1.) <u>Preparation/Enrollment Form Phase:</u>

Below you will find a list of the nine different sections to be completed in the online Qualtrics Enrollment Form. Each of those sections includes a checklist of the tasks to be completed for that section.

Enrollment Form - Basic Information:

These tasks are the easiest to complete, as they are questions about your school and your desired HMS survey options. At most, you will need to briefly consult with other departments at your school to obtain the necessary information to respond to the questions. **We strongly recommend that, at the least, you complete Basic Information sections 1 - 4 before starting any of the "Priority Tasks," below.**

1. *School and Contact Information*
   - Personal Contact Information
   - School Characteristics
2. *Survey Version*
   - We currently have 4 versions of HMS:
     - Standard HMS
     - HMS-Center for Collegiate Mental Health partnership version (HMS-CCMH)
     - HMS-JED Campus Program partnership version (HMS-JED)
     - HMS-CCMH+JED combo version
3. *Survey Launch Date*
4. *Survey Options*
   - Module Selections
   - Custom Questions
   - Selection of Additional Registrar Variables
5. *School Customization*
   - School Logo
   - Mental Health Resources
   - Incentives
   - Recruitment Email Contacts Information

Enrollment Form - Priority Tasks:
These are tasks that take the most time to complete, as they usually involve working with other departments at your school. However, we recommend completing the "Basic Information," first, as many of the "Priority Tasks" are dependent on your responses in the previous sections.

6. *Research Agreement*
   - Uploaded Research Agreement

    7. *Student Sample File(s)*
    8. *Invoicing*
      ▪ Invoicing Contact Information
      ▪ Paid Invoice
    9. *Emailing and Whitelisting*
      ▪ Email Alias
      ▪ Whitelist Qualtrics

2.) <u>Data Collection Phase:</u>

The data collection period is ~3.5 weeks. Students voluntarily access the HMS survey via the unique survey link listed in the recruitment and reminder emails. The link takes students to the online survey, where they are presented with the HMS consent form. Students must give their consent to progress to the first question in the online survey. The anticipated response rate is approximately ~25% overall, with considerable variation across institutions. Within a week of your school's survey being completed, your study coordinator will provide you with your survey's final response rate, as well as an "Initial Data Report," which contains response frequencies for every items asked in your HMS survey.

3.) <u>Data Reporting Phase (Your School's Data Deliverables):</u>

Data reporting for all participating schools occurs during the summer (June-September) following HMS participation. Given the nature and size of our international study, we cannot conduct data reporting for any individual school until we are ready to conduct data reporting for every school. This does not begin until June, once the very last school of the year has completed HMS participation. Your data deliverables will start to become available to you in July, with the last of them being delivered to you in August and September.

HMN's data reporting initiatives are designed to facilitate the translation of mental health research into practice on college and university campuses. In order to make the research as useful as possible, the HMN team provides participating institutions with numerous ways to examine their data, including:

- **Customized data sets**: Participating institutions receive a de-identified data set containing their students' responses to the survey items. These data are provided in multiple file formats (e.g., SPSS, Stata, and Excel). Institutions also receive spreadsheets containing their students' responses to open-ended survey questions. To ensure that individuals are able to work efficiently with their campus data, the HMN team also provides access to a comprehensive codebook.
- **Customized data reports**: Participating institutions receive a customized data report with tables and graphs illustrating findings for key survey items and an appendix containing descriptive statistics for other items. These reports include comparisons to the national sample of schools. Institutions receive electronic and hard copies of their customized data reports.
- **Interactive data interface**: Contacts at participating institutions are able to log in to a secure server to further explore their data. In a drop-down menu format, the data interface allows individuals to easily generate graphs and tables for presentations. It is also easy to examine sub-groups of interest, such as differences in depressive symptoms between men and women or undergraduate and graduate students.
- **Translation of findings to an economic case for services/programs**: Participating institutions receive a brief customized memo summarizing how their data can be translated to an economic case for student mental health services and programs.

Click here to find examples of each of these.

Section 3. Survey Options

Module Selections

1. **A standard HMS** survey includes 3 core modules and 2 elective modules. The 3 core modules include questions on demographics, mental health status, and mental health service utilization/help-seeking, along with questions that collect a brief overview of data related to many of the elective module topics. Your school may choose any 2 elective modules you wish, per survey.

2. **The HMS/CCMH** survey version includes 3 core modules (with the CCAPS-34 and some SDS measures), and the Sleep module. You then have a choice of adding either:
    a. One additional module of your choice, or
    b. The Upstander/Bystander half-module, plus up to 10 custom questions of your choice

    The 3 core modules include questions on demographics, mental health status, and mental health utilization/help-seeking, along with questions that collect a brief overview of data related to many of the elective module topics (along with the Sleep module). If you select Option a. above, you can also administer an elective module of your choice.

3. **The HMS/JED** survey version includes the 3 core modules on demographics, mental health status, and mental health service utilization/help-seeking, along with questions that collect a brief overview of data related to many of the elective module topics. The 4 elective modules utilized in HMS/JED surveys are: Knowledge and Attitudes about Mental Health and Mental Health Services, Resilience and Coping, Campus Culture and Climate, and Upstander/Bystander.

    If you are a JED campus and wish to utilize other elective modules, you can administer additional, concurrent surveys that includes those modules by providing the HMS team with additional student samples. We must have 1 sample of >4,000 students per every additional 2 modules. This process is explained further in your Qualtrics Enrollment Form.

4. **The HMS/CCMH+JED** survey version includes aspects from both the JED and CCMH survey versions. Schools are required to provide an additional sample for both iterations of the study (over the course of 3-4 years) to administer an additional, concurrent survey that includes other required elective modules (see details below):

    First survey includes: 3 core modules (with the CCAPS-34 and some SDS measures), the Knowledge and Attitudes about Mental Health and Mental Health Services elective module, and the Upstander/Bystander half-module
    Second survey includes: 3 core modules (with the CCAPS-34 and some SDS measures), the Resilience and Coping elective module, the Campus Culture and Climate elective module, and the Sleep half-module

    If your school wishes to collect data from other elective modules, your school must have at least 12,000 currently enrolled, degree-seeking students. You must provide the HMS Team with additional student samples (in addition to the two samples requisite for the HMS/CCMH+JED version). For every additional sample of students provided, you may choose one additional elective module to field at your school.

Custom Questions

You have the option to add up to 10 custom items (for a small additional fee, to cover the extra staff time we will need to program the questions and incorporate during data reporting). We are experienced in survey design methodology and can provide guidance and insight as needed as you create your custom items.

General tips for your custom questions:

- ▪ Choose easy-to-comprehend, education-appropriate words
- ▪ Choose as few words as possible to pose the question
- ▪ Avoid conversational text—the survey is being read *by* respondents not *to* respondents
- ▪ Use complete sentences
- ▪ Develop response categories that are mutually exclusive
- ▪ Be sure each item is technically accurate
- ▪ Whenever possible, use questions that have already been well-validated in other studies (you may use questions from elective modules in HMS!)

Grid style questions (with common response categories and multiple question stems) are common in online surveys. Each row equates to one item (so a grid with 10 rows would use up the allotment of 10 custom items).

Ultimately, our study team reserves the right to review and approve (or disapprove) of your custom questions. This is because we are required by our IRB to ensure that all custom questions meet the same standards for data integrity and minimal risk as the rest of our questionnaire.

Selection of Additional Registrar Variables

All schools must provide the HMS team with a sample of students, including the students' first names and email addresses, in order for our team to disseminate HMS. We also request that your school provides the HMS team with students' sex or gender, race/ethnicity, degree level (undergrad v. grad), school/program-year, and GPA. These variables are requested for the purposes of conducting a robust non-response analysis, and creating survey response weights. This enables us to make the HMS survey data obtained from students who took the survey more generalizable to your school's entire student population. Without these additional variables, the survey weights we generate for your data will be considerably less accurate.

Providing these variables to our study team, upfront, is considered permissible under FERPA legislation. Although most schools do choose to provide us with the variables listed below, in accordance with FERPA legislation, it is up to your school's officials to deem whether your institution is willing to share such information with our study team for research purposes. For more on the reasoning behind requesting these variables, or how sharing the variables relates to FERPA, please review the **FERPA website**, **FERPA section 99.31** on sharing information without prior consent, our **Research Design document**, or contact your Study Coordinator.

Section 4. School Customization

Logo

Depending on your institution's policy regarding logo use, we recommend including your school logo within the HMS survey. This will increase legitimacy for your students. Please check to see if your school logo or seal is available for use. If a school logo is not submitted, only the standard HMS logo will be used in your students' surveys.

Local Mental Health Resources

We are required to display a campus counseling phone number on each page of the online survey. This is a precaution in case a student respondent is distressed and needs immediate help. Please enter the name of this provider/resource (e.g., counseling and psychological services, university health services) and the phone number in your online enrollment form.

Within the HMS questionnaire, participants are asked about resources at your institution that they may have used such as the counseling center and health services center. Please enter a list of campus providers of mental health counseling in your enrollment form, along with each provider's comprehensive contact information (phone, email, website, address, hours of operation, etc.). This information will be inserted as response categories for the relevant survey items, and will be included at the end of the survey resource page for students.

Incentives

As part of our standard study protocol, we offer a sweepstakes for the following incentives: one of ten $100 prizes and one of two $500 prizes in the form of Amazon.com gift cards. Winners will be selected and contacted during the summer following your survey administration.

All recruited students, from every HMS-school in a given academic year, are eligible to win one of the 12 prizes, regardless of whether they actually participate.

Almost every school elects to have their students entered in to our sweepstakes, given that the offering of prizes tends to increase response rates. However, if your school does not wish to have your students be eligible for these prizes, you may indicate so in the enrollment form, and we will exclude them from the annual sweepstakes drawing.

In addition to our sweepstakes, some schools wish to offer their own students an additional incentive. Additional incentives are often the best way to increase a school's HMS response rates, given they are often only available to participants who complete the survey (up to your school), and the chances of winning are much higher given the smaller sampling pool (i.e., just your school's HMS sample, as opposed to the entire HMS national sample).

If your school wishes to offer your own incentive, please note that a description of these incentives must be reviewed by the HMS Team at least 2 weeks in advance of the planned survey launch date. After the survey has been closed on your campus, the HMS Team will provide your primary contact with the randomly selected student(s)' first name(s) and email(s) of the winner(s) of the school-specific incentive(s). At that point, it is up to your school to contact and communicate instructions to those students about how to obtain their prize.

Recruitment and Reminder Emails

Students are contacted by email to participate in the study. Our IRB has approved our **recruitment and reminder emails** for use at participating institutions. Emails are sent by the HMS research team on behalf of a local contact at your school, to increase the legitimacy and email open-rates of our study. Please provide the contact information (name, position, email, phone number, campus address) for your local contact in your enrollment form. This will increase your students' understanding that the study is important for their local campus community.

Section 5. IRB Guide

Do you need IRB approval?

No. The main IRB for HMS is maintained under **Advarra**, a provider of IRB services in North America. By the federal definition of research engagement, HMS participating colleges and universities are considered "not engaged" in our research. This does not limit your ability to work with the de-identified survey data or to use the research to inform practice on your campus. It simply means that you are not directly engaging with subjects on the study's behalf and that you are not managing the study's sensitive data. **Click here** to review the HHS federal policy on research engagement.

Given that your school is considered a "non-engaged performance site," neither our study team nor the Advarra IRB need any formal review, documentation, or approval from your school's IRB to conduct HMS on your campus. Moreover, by federal definitions and guidelines, there should be no need for your IRB to formally review our study—having the appropriate officials review and sign our Research Agreement should suffice. That being said, we rely on you to know the required procedure for running an "outside" research study on your campus, and recommend that you abide by your own institutional requirements and policies.

To clarify that all participating schools are "non-engaged performance sites," we have obtained a **Letter of Non-Engagement** from Advarra IRB/the University of Michigan (the HMS "Primary Research Site"). We recommend presenting this letter when explaining your school's non-engaged status to any school official on your campus, including anyone from your IRB.

In addition to the Letter of Non-Engagement, you may wish to provide our **IRB approval letter**.

Finally, it may also help to present our **NIH-issued Certificate of Confidentiality** to any interested parties, which shows that our research team is able to exercise extreme discretion in maintaining the confidentiality of all study participants. For more on Certificates of Confidentiality, please visit **the NIH website**.

Material Needed to Complete an IRB Application (if applicable)

If your IRB would like to proceed with a review of its own, we have provided information below that will allow you to easily complete the application. You may be eligible for a "review for determination of exemption" (most ideal), or an "abridged" or "expedited review" (more ideal than "full board review") because the Advarra IRB has already approved HMS and deemed it a study that poses minimal risk to subjects. Ask your local IRB representative if you qualify for this method of submission or if you will need to complete the full form.

Click here to download a copy of our IRB-approved Research Design protocol document.

We encourage you to use this material to cut and paste text directly into your IRB forms. Although we cannot complete your IRB application for you, we are happy to help in any way we can. If you or your local IRB have any questions, please don't hesitate to contact us.

Again, the HMS team do not need any formal review, documentation, or approval from a participating school's IRB to run HMS on your campus.

Section 6. Research Agreement

Deadline: Two weeks pre-launch

We must have a fully-executed Research Agreement (contract) from your school before we may (1) receive your student sample file, and (2) disseminate the HMS survey to your students.

The Research Agreement outlines what your school agrees to provide the University of Michigan (on behalf of the Healthy Minds Team--no one else at the University of Michigan will ever have access to your data), and your associated costs with participating in HMS.

In addition, the Agreement outlines the deliverables and services that the Healthy Minds Team agrees to provide back to your school, in return for your participation in our study.

This Research Agreement is a necessary contract for all services provided by groups within the University of Michigan and is thus a standardized process controlled primarily by our contracts and finance offices (**ORSP**). Therefore, the **terms outlined in the contract are generally not subject to change**. If your school's administration, legal counsel, or other regulating body requires modifications or additions to the template, please add these as additions to "Exhibit A," rather than changing any language in the contract. Make sure that you add to the Agreement using "track-changes" in a Word document, or write in the additions using a red pen in a scanned document, and send us this tracked-changes copy. Please note that because this is a standardized process, any requested changes to the Research Agreement by your school will significantly delay the amount of time it takes the University of Michigan to review your Agreement, and thus may delay your survey administration timeline.

An example Research Agreement, along with a fillable Research Agreement for your school, are included in your enrollment form.

Section 7. Student Sample File(s)

Deadline: Two weeks pre-launch

You will need to work with the appropriate campus unit (typically the Registrar) to obtain the sample file of students. Once you obtain the sample, follow the instructions in the Enrollment Form for transferring the file to the HMS research team.

The following variables are requested, to recruit students for the study and to adjust for potential response biases (differences between survey responders and non-responders—read more in **Section 3**).

- ▪ Preferred first name
- ▪ Email address
- ▪ Date of birth
- ▪ Sex
- ▪ Race/ethnicity
- ▪ School/program year
- ▪ GPA

Sampling

Our sampling approach is designed to yield statistically accurate estimates for key measures in the study. HMS can be administered on any campus, regardless of student body size (we have fielded the survey at schools with fewer than 1,000 students and at schools with more than 50,000 students). At institutions with more than 4,000 students, our typical approach is to select a random sample of 4,000 students from the full student population and invite these students to participate in the survey. A sample of 4,000 is generally sufficient for obtaining precise, representative estimates of key measures such as the prevalence of mental health symptoms and service use. At institutions with fewer than 4,000 students, our approach is to invite the full student population to participate. When available, we typically include both undergraduate and graduate students in the sample. If possible, we advise excluding students currently studying abroad.

Additionally, some schools (typically those with at least 8,000 students) choose to administer the survey to two or more separate samples of 4,000 students each; in this case, campuses may choose different elective modules for each sample in addition to the three standard modules.

Section 8. Invoicing

Once your Research Agreement is fully executed (signed by the University of Michigan contracts officials and returned to the HMS Team), your school will be invoiced for your HMS participation.

In order to pay for your participation in HMS, the HMS Team will need to invoice your school, your department, or an individual faculty member with the funds to be used to pay for HMS. To do this, you must be invoiced through University of Michigan's **Shared Services department**.

In order for the Study Team to initiate your invoice, you must provide them with the contact information of your appropriate staff, faculty, or representative member who will be handling your school's payment for HMS. Once the team has that contact information, and your school's Research Agreement has been fully executed, our team will instruct Shared Services to send you an invoice.

The contact you provided will receive an invoice via email within 1-2 weeks of your Research Agreement being fully executed. They will have the option to pay that invoice either electronically or by mail.

If you have any questions regarding payment, visit the **Shared Services payments webpage**, or call Shared Services at 734.615.2000 (press 3, then press 1). You may also email Shared Services at sharedservices@umich.edu. If you choose to email Shared Services, please CC your study coordinator on all correspondences.

Do *not* send our team, or anyone at the University of Michigan, a Purchase Order.

Although we ask that you submit your payment for HMS as soon as possible, your survey launch is not dependent on having submitted your payment—in other words, a delay in paying your invoice will not delay your survey administration.

__Note:__ HMS-JED schools, CHASCo schools, and some other schools being funded by a third-party organization or government office may not be invoiced, if their organization is paying for HMS on their behalf.

Section 9. Emailing and Whitelisting Qualtrics

Emailing

HMS recruitment is conducted by email. The HMS Team will create an email alias for HMS at your school, through Qualtrics. Unless requested otherwise, we build the email alias in the following format:

healthyminds+*yourschoolname*@umich.edu

The email alias must start with "healthyminds+" and end with the @umich.edu domain in order to be compatible with Qualtrics emailing distribution. This email alias is not a real email address, and does not have its own inbox—it is simply a "from address" entered into Qualtrics (**click here** for more information on custom from addresses). The account will have the forwarding address of healthyminds@umich.edu (the main account for HMS). Only the HMS study team has access to this main email account.

All emails that students respond or send to "healthyminds+*yourschoolname*@umich.edu" will automatically forward to our study team's email, "healthyminds@umich.edu." This is necessary given your school's non-engaged status in the research. In the case where a student emails us with a question or concern related directly to your school, or seeking help on campus, we immediately forward their email to you.

If you would like to request an email alias other than healthyminds+*yourschoolname*@umich.edu, please enter your email alias in the Qualtrics Enrollment Form.

Whitelisting Qualtrics

Despite appearing that they are from "healthyminds+*yourschool*@umich.edu", the survey emails are actually being sent directly from Qualtrics, which is the Healthy Minds survey administration and dissemination software. Although many higher education institutions use Qualtrics for similar purposes, to ensure that these emails are not blocked by your school's firewalls, we request that your IT department go through the process of whitelisting Qualtrics (**click here** for instructions; IP address: 162.247.216.0/22). Make sure they also go through any additional procedures that may be necessary at your school to ensure your email servers allow for incoming emails from the @umich.edu domain, without being flagged as spam or otherwise blocked from student inboxes. In the past, when this crucial step was not successfully completed, schools ended up with none of their students receiving HMS survey emails, or all emails sent to students' spam folders.

If your IT Department expresses any concerns, you may direct them to **Qualtrics Security Statement**, **Qualtrics Privacy Statement**, or any of the study documents listed above in **section 5**.

If you have any other questions or concerns regarding your email alias and/or whitelisting Qualtrics for your school, please contact your study coordinator, or the HMS Study Team at healthyminds@umich.edu.

<u>**Section 10. Partnerships**</u>

1. The Jed Campus Program

The Jed Campus Program (JED) is designed to help colleges and universities promote emotional wellbeing and mental health programming, reduce substance abuse, and prevent suicide among their students. The program is conducted over four years. During this time, campuses work to identify opportunities to enhance mental health and substance abuse prevention programming. School officials complete confidential, self-assessment surveys on their mental health promotion, substance abuse, and suicide prevention efforts.

Participation in the HMS/JED Partnership

Campuses participating in the JED are usually required to participate in HMS twice over the course of four years (in the first/second year and in the third/fourth year of the JED). The data obtained allow schools to assess systems change (as measured by the JED) alongside changes in student attitudes/behaviors (as measured by HMS) over time. When implemented together, these initiatives yield a comprehensive approach to using research to enhance campus mental health programs and policies.

2. The Center for Collegiate Mental Health

The Center for Collegiate Mental Health (CCMH) is a multidisciplinary, member-driven, practice-research-network focused on providing accurate and up-to-date information on the mental health of today's college students. The collaborative efforts of more than 300 college counseling centers and key partners allows for CCMH to maintain one of the nation's largest clinical aggregate databases, as well as manage and develop assessments and reports.

Participation in the HMS-CCMH Partnership

Our team has partnered with CCMH to offer a discount to institutions that are members of CCMH who participate in CCMH version of HMS (please see **section 11** for more information about participation fees). In this version, CCMH's CCAPS-34 and some SDS measures are included in the core modules.

Section 11. Participation Fee

How are the participation fees used?

Participating in HMS is a short-term cost for a long-term gain, providing colleges and universities with the data needed to improve student well-being. All participation fees support the work of the Healthy Minds Network and our efforts to improve campus-based mental health research and practice.

Submitting Payment

You will be contacted by the **University of Michigan Shared Services department** regarding payment. They will send you an invoice that you can pay by mail or electronically.

Do *not* send our team, or anyone at University of Michigan, a Purchase Order.

HMS Participation Fee Structures (Standard and CCMH versions)

The table below shows the breakdown of participation fees for HMS. The fees are based on institutional size and type.

HMS Standard Version pricing

Type of Institution	Standard Participation Fee[1]	Additional Sample Fee[2]	Batch of Custom Questions[3]	Large Sample Size[4]
Large colleges/universities (≥15,000)	$4,000	$500	$100	$100
Medium-sized colleges/universities (5,000-14,999)	$3,250	$250	$100	$100
Small colleges/universities (<5,000)	$2,500	$250	$100	$100
Community colleges	$500	$100	Free	$100

[1]The 'Standard Participation Fee' includes the 3 standard modules and 2 elective modules. All participating institutions receive a customized data set (in multiple file formats), customized data report, access to their data via the Healthy Minds Network data interface, a customized report of the economic case for mental health services based on school-specific survey and administrative data, and on-going research/statistical consultation.

[2]The standard recruitment sample at each participation institution is 4,000 students. At participating institutions with fewer than 4,000 students, all students are typically recruited. Participating institutions (typically those with ≥8,000 students) may field additional modules by providing 2 or more recruitment samples.

[3]If an institution provides 2 or more recruitment samples, it may field the same batch of custom questions for each sample at no additional charge ($100 total). If there are 2 or more batches of custom questions, institutions are charged $100 for each additional batch.

[4]The standard sample size per sample is 4,000 students. Schools that send a sample(s) with over 4,000 students per sample will pay an extra $100 per large sample.

HMS CCMH Version pricing

HMS/CCMH Participation Fee[1,2]	Additional Sample Fee[3]	Large Sample Size[4]
$2,500	$250	$100

[1]The 'HMS/CCMH Participation Fee' includes 3 core modules (with the CCAPS-34 and some SDS measures), and the Sleep module. Schools then have a choice of adding either:
    a) One additional module of their choice, or
    b) The Upstander/Bystander half-module, plus up to 10 custom questions of their choice.

[2]All participating institutions receive a customized data set (in multiple file formats), customized data report, access to their data via the Healthy Minds Network data interface, a customized report of the economic case for mental health services based on school-specific survey and administrative data, and on-going research/statistical consultation.

[3]The standard recruitment sample at each participation institution is 4,000 students. At participating institutions with fewer than 4,000 students, all students are typically recruited. Participating institutions (typically those with ≥8,000 students) may field additional modules by providing 2 or more recruitment samples.

[4]The standard sample size per sample is 4,000 students. Schools that send a sample(s) with over 4,000 students per sample will pay an extra $100 per large sample.

*Institution must be a member of CCMH

*CCMH will receive school-identified (*not student-identified*) survey data

Additional Research Opportunities

Based on our 10+ years of experience conducting the survey on over 200 campuses, we've developed several additional research opportunities.

First, to examine changes over time, we offer a longitudinal (or repeated measures) option, whereby we conduct the survey two or more times with the same sample of students. This allows for the examination of changes in mental health and other factors within individuals.

Second, in order to examine how mental health symptoms predict academic outcomes (GPA and retention), we offer an option to link student survey data with academic records. For example, we can help you link your HMS survey data with grades and persistence/retention over time, to see how mental health predicts academic outcomes.

You will be able to indicate your interest in a longitudinal survey in your Qualtrics Enrollment Form. For further questions about these additional research opportunities and the associated fees please contact us at healthyminds@umich.edu.

Section 12. Frequently Asked Questions

Below are responses to several frequently asked questions?

Q: *Will the results from our school be made public?*

A: No, data specific to an individual school will not be published anywhere unless that school chooses to do so itself.

Q: *Our students already receive so many surveys – won't this burden them further?*

A: Keep in mind that on most college campuses (those with enrollment over 4000), only a subset of students will be sampled for HMS. The survey takes ~20-25 minutes for most respondents to complete. Also, we hope you will agree with us that, of the many topics you could survey your students about, the topics covered in HMS are a top priority.

Q: *How will you maintain the confidentiality of individual students?*

A: Identifying information will only be used to recruit students to the survey. This information will then be stored securely and separately from the response data, and destroyed once it is no longer of use. We further protect data using the rights granted to our team under our **Certificate of Confidentiality**. For more on data security, please review our **Research Design document**.

Q: *How will you handle cases where students screen positive for mental health issues?*

A: At the end of the survey, all respondents will receive a list of local mental health resources, which we will work with you to compile before we field the survey. Students who indicate suicidal thoughts in the recent past or screen positively for a mental health condition (e.g., depression or anxiety) will also be presented with tailored resources and a special note emphasizing the importance of getting in touch with one of the listed resources.

Q: *What is unique about this study? Are there others like it?*

A: HMS is the only annual survey of college/university populations with a primary focus on mental health and related issues, allowing for substantial detail in this area. The study has a special emphasis on understanding service utilization and help-seeking behavior, including factors such as stigma, knowledge, and the role of peers and other potential gatekeepers. The study allows colleges and universities to examine how mental health symptoms predict academic outcomes (e.g., grade point average and retention), which can be translated into an economic case for mental health services and programs.

(14) RESILIENCE AND COPING

Resilience and Coping
The next questions will ask you about how you respond to stressful feelings and experiences. Remember that your responses are confidential and you may choose to skip questions or stop responding at any point.

SECTION	ITEM	RESPONSE CATEGORIES	CITATION/NOTES
Psychological inflexibility/experiential avoidance	My painful experiences and memories make it difficult for me to live a life that I would value.	1=Never true 2=Very seldom true 3=Seldom true 4=Sometimes true 5=Frequently true 6=Almost always true 7=Always true	Acceptance and Action Questionnaire-II (AAQ-II) (Bond, Hayes, Baer, Carpenter, Guenole, Orcutt, Waltz, & Zettle, 2011) Instructions for this item (adapted from AAQ-II (Bond et al., 2011)): "Below you will find a list of statements. Please rate how true each statement is for you. Use the scale below to make your choice."
	I'm afraid of my feelings.	1=Never true 2=Very seldom true 3=Seldom true 4=Sometimes true 5=Frequently true 6=Almost always true 7=Always true	Acceptance and Action Questionnaire-II (AAQ-II) (Bond, Hayes, Baer, Carpenter, Guenole, Orcutt, Waltz, & Zettle, 2011) Instructions for this item (adapted from AAQ-II (Bond et al., 2011)): "Below you will find a list of statements. Please rate how true each statement is for you. Use the scale below to make your choice."
	I worry about not being able to control my worries and feelings.	1=Never true 2=Very seldom true 3=Seldom true 4=Sometimes true 5=Frequently true 6=Almost always true 7=Always true	Acceptance and Action Questionnaire-II (AAQ-II) (Bond, Hayes, Baer, Carpenter, Guenole, Orcutt, Waltz, & Zettle, 2011) Instructions for this item (adapted from AAQ-II (Bond et al., 2011)): "Below you will find a list of statements. Please rate how true each statement is for you. Use the scale below to make your choice."
	My painful memories prevent me from having a fulfilling life.	1=Never true 2=Very seldom true 3=Seldom true 4=Sometimes true 5=Frequently true 6=Almost always true 7=Always true	Acceptance and Action Questionnaire-II (AAQ-II) (Bond, Hayes, Baer, Carpenter, Guenole, Orcutt, Waltz, & Zettle, 2011) Instructions for this item (adapted from AAQ-II (Bond et al., 2011)): "Below you will find a list of statements. Please rate how true each statement is for you. Use the scale below to make your choice."
	Emotions cause problems in my life.	1=Never true 2=Very seldom true 3=Seldom true 4=Sometimes true 5=Frequently true 6=Almost always true 7=Always true	Acceptance and Action Questionnaire-II (AAQ-II) (Bond, Hayes, Baer, Carpenter, Guenole, Orcutt, Waltz, & Zettle, 2011) Instructions for this item (adapted from AAQ-II (Bond et al., 2011)): "Below you will find a list of statements. Please rate how true each statement is for you. Use the scale below to make your choice."
	It seems like most people are handling their lives better than I am.	1=Never true 2=Very seldom true 3=Seldom true	Acceptance and Action Questionnaire-II (AAQ-II) (Bond, Hayes, Baer, Carpenter, Guenole, Orcutt, Waltz, & Zettle, 2011)

		4=Sometimes true 5=Frequently true 6=Almost always true 7=Always true	Instructions for this item (adapted from AAQ-II (Bond et al., 2011)): "Below you will find a list of statements. Please rate how true each statement is for you. Use the scale below to make your choice."
	Worries get in the way of my success.	1=Never true 2=Very seldom true 3=Seldom true 4=Sometimes true 5=Frequently true 6=Almost always true 7=Always true	Acceptance and Action Questionnaire-II (AAQ-II) (Bond, Hayes, Baer, Carpenter, Guenole, Orcutt, Waltz, & Zettle, 2011) Instructions for this item (adapted from AAQ-II (Bond et al., 2011)): "Below you will find a list of statements. Please rate how true each statement is for you. Use the scale below to make your choice."
Emotional resilience	I tend to bounce back quickly after hard times.	1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree	Brief Resilience Scale (BRS) (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008) Instructions for this item (adapted from BRS (Smith et al., 2008)): "Please indicate the extent to which you agree with each of the following statements:"
	I have a hard time making it through stressful events.	1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree	Brief Resilience Scale (BRS) (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008) Instructions for this item (adapted from BRS (Smith et al., 2008)): "Please indicate the extent to which you agree with each of the following statements:"
	It does not take me long to recover from a stressful event.	1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree	Brief Resilience Scale (BRS) (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008) Instructions for this item (adapted from BRS (Smith et al., 2008)): "Please indicate the extent to which you agree with each of the following statements:"
	It is hard for me to snap back when something bad happens.	1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree	Brief Resilience Scale (BRS) (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008) Instructions for this item (adapted from BRS (Smith et al., 2008)): "Please indicate the extent to which you agree with each of the following statements:"
	I usually come through difficult times with little trouble.	1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree	Brief Resilience Scale (BRS) (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008) Instructions for this item (adapted from BRS (Smith et al., 2008)): "Please indicate the extent to which you agree with each of the following statements:"
	I tend to take a long time to get over set-backs in my life.	1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree	Brief Resilience Scale (BRS) (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008) Instructions for this item (adapted from BRS (Smith et al., 2008)): "Please indicate the extent to which you agree with each of the following statements:"

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ALAN W. KORINEK

OFFICE ADDRESS

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