Suzanna D. Okere IRB Synopsis of Proposal

The Psychometric Properties of the Instrument for Assessing the Process of Cultural Competence Among Healthcare Professionals – Student Version and the Effects of an Education Module on the Cultural Competence of Physical Therapist Students

1. *Participants*

Forty Texas State University San-Marcos physical therapist students will be recruited to participate in the study. These participants are expected to be in good physical and mental health. These participants were selected as they are anticipated to represent a variety of racial/ethnic backgrounds, ages, and both the male/female genders. Ages will likely be 21 and older as this is the age range typical of Doctor of Physical Therapy students.  *Inclusion criteria:* Students enrolled in the Texas State University-San Marcos Doctor of Physical Therapy Class of 2013 will be eligible to participate in the study.  *Exclusion criteria:* There are no exclusion criteria. Participants will not be excluded based upon the gender or race/ethnicity.

2. Institutional Review Board approval will be obtained from both the Texas State University-San Marcos and Texas Woman’s University Institutional Review Boards. To recruit participants, Researcher 1 (Suzy Okere, SO) will meet with students of the Texas State University-San Marcos Doctor of Physical Therapy Class of 2013 at an optional informational session during their first semester. The half-hour session will be held immediately following a regularly scheduled class time, and will include an overview of the study. Those interested in participating will be invited to attend a data collection session the following day (Time 1), at the beginning of a regularly scheduled class time. At that time, the study will be explained in detail to the participants, all study-related questions will be answered, and written informed consent will be obtained for all participants.

3. *Data Collection*

Researcher 1 (SO) will then administer the Instrument for Assessing the Process of Cultural Competence Among Healthcare Professionals – Student Version (IAPCC-SV, Time 1). The students will then be randomly assigned to either Group 1 or Group 2, with researchers 1 (SO) and 4 (Doctoral Instructional Assistant, DIA) blinded to the group assignment. Two weeks later (Time 2), the IAPCC-SV, in exactly the same written format, will be re-administered to the students by researcher 1 (SO), at the beginning of a regularly scheduled class time. The Time 1 and Time 2 data will be used to determine the test-retest reliability of the IAPCC-SV, and internal consistency will be determined for both Time 1 and Time 2. The two week interval was chosen to minimize memory effects and limit the amount of actual change in the participants’ cultural competence. The study (Time 1 and Time 2) will be conducted during the beginning of a regularly scheduled class time to encourage participation and minimize the burden of additional time commitment to participants. However, it will not be administered as *part* of the regularly scheduled class, to minimize participant’s perceptions of coercion and to ensure the voluntary nature of participation in the study.

Immediately following the Time 2 administration of the IAPCC-SV, Group 1 students will participate in a cultural competence learning module based on the Campinha-Bacote Model of cultural competence administered by researcher 2 (Barbara Melzer, BM). It includes both lecture instruction and group discussion of patient case studies. Simultaneously, Group 2 will participate in a Generic Abilities learning module administered by researcher 3 (Barbara Sanders, BS). It includes both lecture instruction and group discussion of the Generic Abilities. Each module will be delivered in one four hour session, with 2 scheduled 15 minute breaks. Breaks will be coordinated so that they occur at different times for each group to minimize dissemination of module information. Participants will be instructed not to discuss the module material with members of the other group. Upon completion of the respective modules, researcher 1 (SO), who will be blinded to group assignment, will administer the IAPCC-SV (Time 3). The Time 3 data will be used to assess the change in score following participation in the module, and to perform a power analysis for future research. Internal consistency will also be determined on the Time 3 data. Please find a hard copy of the IAPCC-SV that has been provided to the IRB committee, as I do not have authorization to reproduce an electronic version.

4 and 5. Potential Risks

Potential risks related to participation in this study include physical fatigue and emotional discomfort from discussion of cultural issues and generic abilities related to physical therapy. To minimize fatigue, regularly scheduled breaks will occur throughout the study, with refreshments provided. Participants may also be uncomfortable learning about and discussing cultural issues. Neither of these risks are likely as these modules have previously been presented with no reports of adverse physical or emotional effects. Neither of these risks are considered to be serious risks. The module instructors will make every effort to ensure personal comfort during instruction and discussion of cultural issues. If participants feel physical or emotional discomfort at any time during the study, they may discontinue participation at any time. If participants feel as though they need to discuss this physical or emotional discomfort with a professional they may contact any of the following mental health providers:

1. Texas State University Counseling Center 24 hour Crisis Hotline toll free at 1 877 466 0660 or for an emergency after business hours 512 245 2890. Mental health services at the Counseling Center are free to registered students, though the number of sessions allowed may be limited.
2. Hays County Crisis Hotline 512 396 3939
3. Capitol Area Mental Health Center 512 302 1000

Another potential risk as a result of participation in this study is loss of confidentiality. Confidentiality will be protected to the extent that is allowed by law. A code number, rather than a name will be used on the survey. Only the investigator, her advisor, her committee, statistician, and a research assistant will have access to your survey. The surveys will be stored in a locked filing cabinet in the Department of Physical Therapy and all electronic files will be password-protected on a laptop and a department computer. Within ten years, the surveys will be shredded with a cross-cut shredder and the electronic files will be deleted. It is expected that the results of this study will be presented in the investigator’s doctoral written qualifying exams and other research publications and presentations. However, no names or other identifying information will be included in any publication or presentation.

Alternate methods were considered, however, as this study is intended to assess the existing instructional methods, alternate methods will not be utilized.

6. Participation and Benefits

The direct benefit of this study to participants is that at the completion of this study, a copy of the study’s results will be mailed to participants if requested. In addition, participants may obtain a better understanding of their own cultural competence, which can help them better serve their patients of different cultures.

7. Compensation

No compensation will be offered or provided to participants. However, refreshments will be provided during breaks to help minimize the effects of physical fatigue.

8. Risk/Benefit

The potential benefits of the study are believed to outweigh the potential risks. The risk of physical fatigue should be minimal, as the students will be participating eight hour days of class work during this time of the semester. Therefore, it is reasonable to think that a four hour session would not cause significant physical fatigue. The emotional risks of discussing cultural issues and generic abilities should be minimal as well, as there have been no reports in previous years of emotional stress resulting from this material. The benefits could be substantial, as this study may help students better understand their own cultural competence, which can help them better serve their patients of different cultures. In addition, in the field of physical therapy education, this study can provide information about the effectiveness of a cultural competence learning module. This study can also provide information about the psychometric properties of the IAPCC-SV, which will help determine if the IAPCC-SV is an appropriate instrument to use with student physical therapists. The potential benefits are considered to outweigh the potential risks for this study.

9. I am a faculty member in the Department of Physical Therapy at Texas State University-San Marcos, and a doctoral student in the Department of Physical Therapy at Texas Woman’s University. Therefore, IRB approval will be requested from TWU in the Spring 2010, pending preliminary approval from Texas State University-San Marcos. This study will serve as the foundation for my written qualifying exams for Texas Woman’s University.

10. I am a faculty member in the Department of Physical Therapy at Texas State University-San Marcos, and a doctoral student in the Department of Physical Therapy at Texas Woman’s University. The chair of my qualifying examination committee at TWU is Peggy Gleeson, PT, PhD. This study will serve as the foundation for my written qualifying exams at TWU.

11. As I am a faculty member at Texas State University-San Marcos, I do not believe this qualifies as a student project at Texas State. As a Texas State faculty member, I will serve as the Faculty Sponsor of this project.

12. This study has not been submitted to another IRB for approval. Pending preliminary approval from Texas State, this study will be submitted for IRB approval at TWU in the Spring 2010.

13. The following individuals will have access to the results of this study:

Suzanna Okere, principal investigator

Peggy Gleeson (research advisor, TWU)

Sharon Olson (qualifying examination committee member, TWU)

Katy Mitchell (qualifying examination committee member, TWU)

Barbara Melzer (qualifying examination committee member and module instructor, Texas State)

Barbara Sanders (module instructor, Texas State)

Mary Watson (statistician, TWU)

Doctoral Instructional Assistant (Texas State)

Study participants

In addition, the results of this study are expected to be the foundation for Suzanna Okere’s written qualifying examinations. The results of this study are also expected to be submitted for presentation and publication.